

SEEM Collaborative

Creating Successful Futures...

BACB Approved Type 2 - 2011 Fall Events

Monday, October 17th, 7:00-8:00 pm
Ryan Snyder, M.A., BCBA

The Ethical Application of Intervention: Review & Critique of Least Intrusive Interventions in Education

The BACB Guide for Responsible Conduct contains ten sections with a combined total of over a hundred subsections; however, only three of the subsections directly relate to the intrusiveness of intervention. These three guidelines state that behavior analysts will recommend reinforcement over punishment, reinforce alternative behaviors when punishment procedures are being recommended, avoid the use of harmful reinforcers, and always recommend the least restrictive procedure likely to be effective. The Individuals with Disabilities Education Act (IDEA) also requires the use of Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) to establish an intervention that is least restrictive, yet likely to be effective, for students who exhibit behavior that is a determinant of their disability and interferes with learning. IDEA also identifies Positive Behavior Intervention and Support (PBIS) as the protocol for creating FBAs and BIPs.

Despite the stated importance of the ethical application of intervention, neither the BACB, nor the IDEA, provide actual levels of intrusiveness and the literature on the subject is minimal. This presentation will review the literature on levels of intrusiveness that exists, and consider both the philosophical implications, as well as, the practical application of levels of intrusiveness to interventions in school settings.

Monday, November 21st, 7:00-8:00 pm
Shahrzad Pirnia, M.S.Ed, BCBA

A Review of Fluency-Based Teaching Procedures: Considerations for Data Display

As educators, we seek to teach our students the skills needed to progress through life. Traditionally, progress and mastery of these skills are assessed by accuracy only measures or through occurrence/non-occurrence counts. As Behavior Analysts, we know that in order for someone to acquire and truly sustain competence in any given skill, they must achieve fluency with the skill.

In fluency, typically student progress is graphed on a standard celeration chart. However, these charts can often be viewed as cumbersome to use across a variety of staff and make it difficult to explain and visually represent progress to parents. As Behavior Analysts, we strive to create programming that is accessible to various staff and meaningful to both the student and to parents. This presentation will review fluency based teaching procedures. In addition, an overview of a modified math fluency program, its implementation, effects and analysis on student performance will be presented; to include evaluation of data display and interpretation.

This series is targeted for the behavior analytic practitioner, though all are invited to attend for a cost of \$5 per event (No additional cost for the CEU).

92 Montvale Avenue, Suite 3500
Stoneham, Massachusetts 02180
781-279-1361

http://www.seemcollaborative.org/services/applied_behavior.htm

Monday, December 19th, 7:00-8:00 pm
Amanda N. Kelly, M.S.Ed, BCBA

Making Teaching Stick with a Click: An Overview of TAG Teaching

TAG teaching, which stands for Teaching with Acoustical Guidance, is a procedure that requires instructors to provide an acoustical sound or click when the desired behavior is observed. With this teaching technique, teachers are able to provide brief, immediate feedback to their students. The concept of TAG teaching is behaviorally-based and is applicable for students of all ages and abilities; though initially, application was limited to clicker training with animals (Pryor, 1999).

The first documented use of TAG teaching for humans was for athletic training of students in 2002 by Theresa McKeon and Joan Orr. In 2003, McKeon and Orr teamed up with Beth Wheeler, an owner of a dance studio located in Marblehead, Massachusetts. It was at this studio where TAG teach was first successfully applied and accepted by an entire organization as the primary teaching methodology. Though relatively new, TAG teaching has been effectively applied to compliance training (Ueda, 2006) teaching typing skills (Rosenblum, 2006) and social skills (Winkle, 2007) to include eye contact (Libby, Weiss, & Libcon, 2007), as well as teaching receptive responses (Madden & Hansen, 2006) and imitation skills (Guitierrez, 2007). This training will provide a basic history of TAG teaching, a review of existing literature, and a summary of procedures, in addition to a demonstration of a TAG teaching application.

Registration for all events begins at 6:30pm and participants must be signed in by 7:00pm. In order to receive the 1.0 CEU for each event, each attendee MUST bring their BACB certificant number and be present for the entire duration of the presentation (NO Exceptions). Persons interested MUST RSVP to ace@seemcollaborative.org no later than the Wednesday prior to the event.