

# SPG Therapy & Education Professional Development Program

Behavioral Trainings for Special Educators, Administrators,  
DIS Staff, and Behavioral Aides

## 2023-2024

SPG Therapy & Education is happy to collaborate with schools, organizations and SELPAs in the provision of professional development activities for staff. Presentations are presented by SPG Therapy & Education’s multidisciplinary, specialized teams or by nationally recognized speakers in the field of Special Education and Speech and Language Pathology. The following is a list of topics that are available for presentation at a specified location or via live remote webinar. In person presentations may include travel costs. Recorded versions are also noted. Subject matter is relevant, timely, and school-based and new topics are frequently being added. The number of complimentary presentations is based on the number of full-time SPG staff contracted by the requesting district, school or organization. We encourage you to take advantage of this supplemental service program. Please refer to the table below to determine your Tier Level.

	Tier 1 (1-3 SPG Staff)	Tier 2 (4-9 SPG Staff)	Tier 3 (10+ SPG Staff)
<b>Complimentary Presentation – (SPG Speakers only)</b>	1 presentation/yr.	Up to 2 presentations/yr.	Up to 3 presentations/yr.
<b>External Speakers</b>	SPG will be responsible for 25% of fee	SPG will be responsible for 25% of fee	SPG will be responsible for 50% of fee
<b>SPG Speakers</b>	SPG will be responsible for 25% of fee	SPG will be responsible for 50% of fee	SPG will be responsible for 50% of fee

- SPG requires four weeks prior notice for training requests presented by internal SPG speakers.
- Trainings must be confirmed two weeks in advance.
- All in-person presentations will include travel costs. Virtual presentations do not include travel costs.

**\*\* External Speaker-** At least two-month notice is required to allow time for external speakers to make travel reservations, etc. Additional travel costs may apply to the total speaking fee. Cancellations of external speakers are subject to a 50% cancellation fee. Thank you for your understanding.

**Interested in a Tailored Series?** *SPG Therapy is happy to tailor each series to fit the needs of the district and the availability of the professionals who will attend. We’re happy to discuss your specific needs if you have several dates and training hours in mind. If you are looking to tailor a series of trainings for your district, please contact [deanna.glass@spgtherapy.com](mailto:deanna.glass@spgtherapy.com).*

To view the most updated trainings or to make a request, visit our website at [www.spgtherapy.com](http://www.spgtherapy.com) and click on Professional Development. Contact [PD@SPGOTHERAPY.COM](mailto:PD@SPGOTHERAPY.COM) for questions and/or additional information.

# SPG Therapy & Education

## Professional Development Program Guide

### 2023-2024

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## Trainings for BCBAs

### Acceptance and Commitment Therapy (ACT) Applied Tools and Activities Series (3 Parts)- **NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins. per Part, 4.5 hrs. total)*

#### **Part 1: Introduction to ACT**

This training will introduce the six ACT core processes through experiential activities and applied tools. The key concepts associated with ACT as well as the hexaflex and ACT Matrix will be overviewed.

#### **Part 2: The Hexaflex and Core Processes**

This training will go in depth into 4 of the 6 core processes of ACT. Participants will have an opportunity to explore each core process through experiential activities, discussion, and an overview of the rigid and flexible topographies of each.

#### **Part 3: Core Processes and Committed Action**

This training will go in depth into the final 2 core processes of ACT. Participants will re-assess their level of comfort for implementing the ACT core processes and will be exposed to considerations for assessment and data collection. The session will commence with a committed action activity to plan how the ACT core processes will be implemented in either personal or professional life.

### Interdisciplinary Collaboration - **NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training reviews the core competencies required to effectively collaborate on multidisciplinary teams. The roles, responsibilities, and philosophical underpinnings for the common multidisciplinary team members are reviewed, as well as the common barriers to effective collaboration. Practice opportunities are built in so participants can put collaboration skills into action.

## Trainings for Paraprofessionals, Registered Behavior Technicians (RBTs) and Support Staff

### ABA in Schools - **NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Applied Behavior Analysis (ABA) uses evidence based interventions to improve behavior in socially significant ways. When implemented in schools, ABA shares many key principles with Positive Behavior Interventions and Supports (PBIS), the 3-tiered framework. This workshop is designed for RBTs, and classroom professionals to review the ways that interventions at each tier of support can be applied for best outcomes. Tier-1 strategies for everyone, tier-2 strategies for some, and tier-3 strategies for individuals are reviewed and practiced.

### Back Up! Strategies to Increase Student Independence

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

The number of paraprofessionals working in schools continues to increase. This training discusses the benefits

of this role and, in turn, how it can inadvertently create barriers to students achieving their outcomes. Strategies are included for how school teams can consider fading some of the paraprofessional support and increase student independence.

## **Beyond the Basics of Behavior: Advanced Skills for Paraprofessionals**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training outlines intermediate level behavior skills that are efficient and effective. Topics such as preventative measures, advanced reinforcement strategies and systems, and flexibility and tolerance training will improve staff's ability to address challenging behaviors in the classroom, as well as teach important skills.

## **Changing Our Behavior**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Changing one's own behavior can be easier said than done. This training looks at the variables that surround our own behavior both in life and at work. Having solid guidelines for self-management while implementing behavior intervention plans can minimize incorrect implementation and improve outcomes for students. Participants are tasked with identifying behaviors they'd like to change and developing a self-management plan with a reinforcement system embedded. Opportunities to practice utilizing plan components are built into this interactive training.

## **Considerations and Building Rapport- NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training creates the foundation for the support staff series but can be a great training for the onset of the school year when teams are trying to set the tone for their classrooms. Participants are presented with a set of considerations, or "lenses" to look through when looking at challenging behaviors. These considerations help participants understand why problem behaviors may be more likely with the students they work with.

## **Data Collection**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Data collection is an imperative part of any behavioral program. This training discusses the different types of data collection, reviews the pros and cons of different methods, and provides participants with an opportunity to practice utilizing a variety of data sheets. Participants are taught to visually inspect data and are given an overview of how data trends should inform intervention.

## **Implementing a Behavior Plan- BIP Components and Processes- NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 minutes or 3 hrs.)*

RBTs, 1:1's, and Classroom Staff are often tasked with implementing a Behavior Intervention Plan to support a student in their classroom. This training breaks down the components of a Behavior Plan, highlights the key details and importance of each section, and provides participants with an opportunity to reference Behavior Plan(s) to identify where to find the supports needed for common scenarios in the classroom. Participants will be provided with a mock-plan to use through the activities built into the training.

## **Key Skills Series (3 Parts)- NEW!**

*Presented by SPG BCBA Clinical Supervisors (1 hr. per Part, 3 hrs. total)*

### **Part 1: Key Skills: Requesting Items, Activities, Attention and Saying No**

This session starts the overview of the "Big Four" skills for success as described by Ala'i and colleagues in the article *The Big Four, Functional Analysis Research Informs Preventative Behavior Analysis*. Specifically, participants are provided with specific ways to assess and teach the critical communication skills of requesting and saying "no".

### **Part 2: Key Skills: Independent, Social and Leisure Skills**

This session highlights the importance of independent and leisure skills, and how these skills can be taught for optimal success. Expanding leisure skills to social opportunities is discussed as well.

### **Part 3: Key Skills: Tolerating Adversity**

This session dives deeper into the "Big Four" skills for success. Specifically, ways to assess and teach tolerating and navigating adversity.

## **Neurodiversity and Anti-Ableism in the Classroom - NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Neurodiversity is defined as the range of differences in individual brain function and behavioral traits, regarded as part of normal variation in the human population. This presentation covers tangible ways to shed outdated and ableist strategies and affirm neurodiverse ways of learning, communicating, and engaging with others. Participants are provided with a brief history of the neurodiversity rights movement and the impacts that ableism has on the mental health and general-wellbeing of neurodiverse individuals. This discussion-rich, action-oriented training is ideal for classroom staff, related service providers, and administrators.

## **Positive Behavior Interventions and Supports- Staff Training on Evidence-Based Practices to meet the Requirements of AB1172 - NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training outlines evidence-based, positive behavioral interventions in an easy-to-digest format. Participants are exposed to the process of functional analysis, ways to prevent challenging behaviors, what to consider when choosing appropriate replacement behaviors, how to use reinforcement effectively, how to teach functionally equivalent replacement behaviors, and the steps of the acting-out cycle for de-escalation. This training fulfills the requirements set forth by Assembly Bill AB1172 and is appropriate for any staff person who has contact or interaction with students during the school day.

## **Preventing Problem Behavior**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Preventing problem behavior is paramount for success in special education classrooms. This training covers strategies that focus on structuring the environment to prevent problem behavior and increase engagement in learning. Identifying environmental variables that precede problem behavior and understanding how to individualize prevention is outlined.

## **Prompting and Prompt Fading**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Prompting is an effective way to assist with skill development. This training provides participants with a comprehensive overview of the types of prompts, using prompt hierarchies to inform prompt fading, and how to utilize errorless learning for best outcomes. Participants are provided with opportunities to practice prompting and prompt fading across a variety of learning scenarios commonly seen in classrooms.

## **The Acting Out Cycle**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Effectively managing acting-out behavior by students in the classroom is essential to avoid escalating the situation. This training based on Colvin and Scott's (2015) work equips participants to identify acting-out behaviors and strategies to minimize problem behaviors as well as increase engagement and success in the classroom.

## The Basics of Behavior for Paraprofessionals

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training covers why problem behaviors are likely to occur as well as the essential components to any effort to change behavior. The functions of problem behavior and how they relate to the skill deficits of the individual are reviewed in an easy to digest format. Strategies to prevent behaviors, teach replacement behaviors, and also change your response to behavior are reviewed and practiced.

## Trauma Informed Series (3 Parts)- **NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins. per Part, 4.5 hrs. total)*

### **Part 1: Trauma Informed Overview**

This training outlines trauma and its impact on development, behavior, and learning. Participants receive the Trauma Informed Guide as well as an overview of the basics of behavior.

### **Part 2: Trauma Informed Practice (Plan, Teach, Respond)**

This training describes specific strategies to plan, teach, and respond with a trauma-informed lens.

### **Part 3: Trauma Informed Assessment and Self Care**

This training outlines the importance of caring for oneself while supporting students with extensive needs. Participants receive a self-reflection tool and specific tips for building healthy self-care habits.

## Using Reinforcement Effectively

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Reinforcement shapes how we behave on a daily basis. This training teaches participants the guiding principles of reinforcement and how to use reinforcement to increase positive behaviors and remove inadvertent reinforcement for problem behaviors.

## Using Visual Supports in the Classroom

*Presented by SPG BCBA Clinical Supervisors (2 hrs.)*

We all rely on visual information to navigate through our days. Visual systems can be a powerful support for children on the spectrum. Examples of a variety of visual systems such as visual schedules, choice boards, transition systems, and checklists are reviewed for their practical applications into classrooms. Visual systems for both preventing and responding to challenging behavior are reviewed.

## Trainings for Parents – **NEW!**

### **Key Skills for Success: An Overview**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

This introductory course reviews information from Ala'i-Rosales et. al, which covers the four critical skills that when present, prevent problem behavior. Parents will learn to identify the four repertoires in this presentation and will learn how to teach them across a variety of functioning levels across the remainder of the "Key Skills" series.

### **Key Skills for Success: Asking for Items, Activities, Attention and Learning to Say No**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

This presentation details the importance of communication skills around requesting for items, activities, attention, and refusing items they don't want. Parents will be able to assess their child's current abilities for

these skills and learn how to teach missing skills across a variety of functioning levels.

## **Key Skills for Success: Increasing Leisure, Social and Play Skills**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

This presentation details the importance of leisure skills. Parents will be able to assess their child's current leisure skills and learn how to teach missing skills across a variety of functioning levels.

## **Key Skills for Success: Tolerating Adversity**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

This presentation details the importance of developing strategies to tolerate or cope with aversive situations that will ultimately benefit them later in life. Parents will be able to assess their child's current ability to tolerate adversity and learn how to teach missing skills across a variety of functioning levels.

## **Let's Talk.... Toilet Training**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

This presentation walks parents through the step-by-step process of how-to toilet train their child. From planning and preparing to implementing, parents will feel confident in their ability to take on toilet training. Handouts include a printable data tracking sheet and tip sheet.

## **Let's Talk.... Expanding Food**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Expanding a child's food repertoire can be tricky. This presentation was developed by a behavioral specialist and occupational therapist to address various issues that are common among children who have food selectivity. Handouts include a printable tip sheet.

## **Let's Talk.... Sleep Routines**

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

This presentation covers topics such as common sleep issues in children, barriers to good sleep habits, and how to overcome these. Parents will learn how to establish sleep routines for their child and implement them with consistency.

# **Trainings for Speech Therapists**

## **Effective Behavior Management During Speech Sessions**

*Presented by SPG BCBA Clinical Supervisors (3 hrs.)*

This presentation outlines ways to prevent and manage problem behaviors so that speech sessions will be optimally productive and fun. Participants will learn about the basic functions of behavior, ways to prevent problems before they arrive, and how to maximize learning time in sessions. Strategies covered will be low effort but yield high impact results. This training has been revised to include strategies for online Speech Sessions.

## **Disguising Work as Play Using ABA**

*Presented by SPG BCBA Clinical Supervisors (90 mins or 3 hrs.)*

This presentation focuses on how to use common Applied Behavior Analysis (ABA) strategies to keep therapy



sessions fun, motivating and effective. Attendees will learn the functions of behavior, with an emphasis on the functions of communication. The basics of behavior management, including environmental modifications, will be woven into the presentation and small group hands-on activities will give participants and opportunity to practice strategies using common therapy tools. Helpful handouts designed specifically for school based SLPs will also be provided.

## **Interdisciplinary Collaboration - NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins. or 3 hrs.)*

This training reviews the core competencies required to effectively collaborate on multidisciplinary teams. The roles, responsibilities, and philosophical underpinnings for the common multidisciplinary team members are reviewed, as well as the common barriers to effective collaboration. Practice opportunities are built in so participants can put collaboration skills into action.

## **Using Low Intensity Strategies to Reduce Disproportionality - NEW!**

*Presented by SPG BCBA Clinical Supervisors (3 hrs.)*

Disproportionality is defined as the presence of students from a specific group in an educational program being higher or lower than one would expect based on their representation in the general population of students. The ripple effect of disproportionate placement in special education or disproportionate disciplinary interventions can be seen throughout the lifetime of a student. This training describes eight low-effort, high-impact strategies to apply universally to assist all students with being successful in the least restrictive environment. Participants will be provided with a low-intensity strategy reflection tool to guide them as they navigate the new school year.

# **Trainings for Special Educators, Psychologists and Administrators**

## **Training Classroom Staff: Behavior Skills Training for Teachers**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Behavior skills training is an easy and effective way to teach new skills. This training reviews the main components of BST, instructions, modeling, rehearsal, and feedback and provides a solid rationale for using these steps to disseminate information to classroom staff and students alike.

## **Classroom Behavior Games**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Games are motivating and novel ways to work on increasing desired behavior in the classroom. This training reviews the science behind motivation and the benefits of making innovative and effective behavior change games.

## **Classroom Management Plans: Developing Structures and Supports for Lasting Behavior Change**

*Presented by SPG BCBA Clinical Supervisors (3 hrs.)*

Classroom management plans assist teachers with setting up their classrooms for optimal success. This training assists with integrating behavioral structures such as task analyzing difficult routines, layered reinforcement systems, and environmental modification for best outcomes. Participants will be exposed to the components of high-quality classroom management plans and will have the opportunity to draft several components with support from presenters. This training is ideal for Special Educators.

## Instructional Strategies: Best Practices in Group Teaching

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Challenging behavior can disrupt learning in any educational setting. This training reviews low effort teaching strategies such as active supervision, opportunities to respond, and pre-correction among others. Participants are given opportunities to break into small groups to role play and practice strategies throughout.

## Key Skills for Success: An Overview

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training focuses on the article "The Big Four" by Ala'i-Rosales et. al, which covers "likely universal repertoires that may constitute a core curriculum for child(ren) at risk for problem behavior and would increase the likelihood of navigating his or her environment effectively in such a way as to contribute to the overall quality of life". Attendees will learn to identify the four repertoires and how to teach them across a variety of functioning levels.

## Reinforcement in the Classroom: Individual and Group Reinforcement Systems

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Reinforcement shapes how we behave on a daily basis. This training teaches participants the guiding principles of reinforcement and how to use reinforcement in the classroom to change individual and classroom wide behaviors. Reinforcement systems such as the token system, the good behavior game, and level systems (among others) are highlighted and outlined for integration into the classroom. Materials and instructions for developing a token system are included.

## Supportive Inclusion

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants will review the key features, challenges, and ways to most easily address the challenges associated with including special education students in general education. Low effort strategies will be presented alongside practical implementation tips.

## Using Low Intensity Strategies to Reduce Disproportionality - **NEW!**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Disproportionality is defined as the presence of students from a specific group in an educational program being higher or lower than one would expect based on their representation in the general population of students. The ripple effect of disproportionate placement in special education or disproportionate disciplinary interventions can be seen throughout the lifetime of a student. This training describes eight low-effort, high-impact strategies to apply universally to assist all students with being successful in the least restrictive environment. Participants will be provided with a low-intensity strategy reflection tool to guide them as they navigate the new school year.

# Positive Classroom Behavior Supports (PCBS) Series Training for All Staff- **NEW!**

## PCBS Session 1: Considerations and Building Rapport

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training creates the foundation for the support staff series but can be a great training for the onset of the

school year when teams are trying to set the tone for their classrooms. Participants are presented with a set of considerations, or "lenses" to look through when looking at challenging behaviors. These considerations help participants understand why problem behaviors may be more likely with the students they work with.

## **PCBS Session 2: Expectations and Environmental Arrangement**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants will utilize a classroom management self-assessment to review critical classroom management practices. Participants will have the opportunity to develop an expectations matrix for their classroom both across settings and activities/routines. Strategies for outlining, displaying, and teaching expectations will be reviewed with examples for multiple settings and routines. Participants will learn components of thoughtful classroom arrangement for behavior management and maximizing instructional efforts.

## **PCBS Session 3: Procedures and Routines**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

The importance of outlining, teaching, and practicing classroom procedures is outlined with examples for a variety of classroom procedures.

## **PCBS Session 4: Low Intensity Strategies- Part 1**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants will learn 3 low-effort, high-impact strategies to engage learners in the classroom and minimize problem behaviors. Each strategy will have an accompanying tip sheet and an opportunity to practice or see the strategy in action.

## **PCBS Session 5: Low Intensity Strategies- Part 2**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants will learn seven low effort, high impact strategies to engage learners in the classroom and minimize problem behaviors. Each strategy will have an accompanying tip sheet and an opportunity to practice or see the strategy in action.

## **PCBS Session 6: Using Reinforcement**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants will get an overview of token economies and how to best utilize reinforcement systems in varied classroom settings. The key components of effective reinforcement systems will be outlined for participants to develop new systems or trouble shoot existing systems. Participants will also be introduced to group reinforcement contingencies and will be provided with a token economy development worksheet.

## **PCBS Session 7: Responding to Behavior**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants are taught the importance of function based responding to behavior so that interventions are optimally impactful.

## **PCBS Session 8: Data Collection**

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Participants are taught several different user-friendly data collection methods, given an opportunity to practice using each method. Additionally, participants are taught the importance of visually inspecting data to inform the direction of intervention.

## The Classroom Coaching Model for General Education, RSP, and Special Education Teachers

*\*\* The Classroom Coaching Model uses a combination of interviews, coaching, consultation, 1:1 support and monthly workshop-style trainings in a unique yearlong support program for teachers.*

### Month 1: Introduction to the CCM: Classroom Climate and Building Rapport

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants will learn the basis for the CCM, the importance of a positive classroom climate and the benefits to building positive rapport with students early in the year. Concrete techniques for building rapport and creating a positive learning environment are outlined.

- Teacher Interviews and Observations

### Month 2: The Classroom Environment: Expectations, Rules and Procedures

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants will learn how the physical layout of the classroom plays a role in behavior management. The importance of developing, teaching, and practicing expectations, rules, and procedures is outlined with concrete methods for implementing in the classroom.

- Teacher Interviews and Observations
- Feedback Sessions and Goal Setting

### Month 3: Preventing Problem Behavior

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants learn the importance of understanding antecedents, or the events that reliably precede problem behavior. Once common antecedents are established, easy to implement prevention strategies are outlined.

- Feedback Sessions and Goal Setting

### Month 4: Low Intensity Strategies

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants will learn seven low effort, high impact strategies to engage learners in the classroom and minimize problem behaviors. Each strategy will have an accompanying tip sheet and an opportunity to practice or see the strategy in action.

- Classroom Coaching Sessions

### Month 5: Reinforcement Systems

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants get an overview of token economies and how to best utilize reinforcement systems in varied classroom settings. Participants are introduced to group reinforcement contingencies and are provided with a token economy development worksheet.

- Classroom Coaching Sessions

### Month 6: Instructional Management

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants are introduced to key components of impactful instruction in the classroom. Opportunities to see and practice strategies such as effective pacing, active supervision, error correction, and opportunities to respond are provided for participants.

- Classroom Coaching Sessions

## Month 7: Classroom Behavior Games

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants are introduced to effective, fun, and evidence-based classroom games to improve classroom behavior.

- Classroom Coaching Sessions

## Month 8: Reactive Strategies

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants are taught the importance of function based responding to problem behavior so that responses have an extinguishing effect.

- Classroom Coaching Sessions

## Month 9: Self-Management

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants are tasked with developing a self-management plan and opportunities to practice utilizing plan components are built into this interactive training.

- Classroom Observations and Reassessment

## Month 10: Data Collection

*Presented by SPG BCBA Clinical Supervisors (1 hr.)*

Participants are taught several different user-friendly data collection methods, given an opportunity to practice using each method. Additionally, participants are taught the importance of visually inspecting data to inform the direction of intervention.

- Feedback Sessions and Goal Setting for Summer/Fall

# The Head Start Series for Teachers and Support Staff – **NEW!**

## Month 1: Understanding Behavior

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training covers why problem behaviors are likely to occur as well as the essential components to any effort to change behavior. The functions of problem behavior and how they relate to the skill deficits of the individual are reviewed in an easy to digest format. Strategies to prevent behaviors, teach replacement behaviors, and also change your response to behavior are reviewed and practiced.

## Month 2: Training Caregivers and Support Staff

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Behavior skills training is an easy and effective way to teach new skills. This training reviews the main components of BST; instructions, modeling, rehearsal, and feedback and provides a solid rationale for using these steps to disseminate information to parents, students, and staff.

### Month 3: Trauma Informed Responding and Self-Care

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This training describes specific strategies respond to young students with a trauma-informed lens. It also outlines the importance of caring for oneself while supporting students with extensive needs. Participants receive a self-reflection tool and specific tips for building healthy self-care habits.

### Month 4: Increasing Communication

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

This presentation details the importance of communication skills around requesting for items, activities, attention, and refusing items they don't want. Staff will learn to assess student current abilities for these skills and learn how to support parents with addressing missing skills across a variety of functioning levels.

### Month 5: Strengthening Positive Behaviors

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Reinforcement shapes how we behave on a daily basis. This training teaches participants the guiding principles of reinforcement and how to use reinforcement to increase positive behaviors and remove inadvertent reinforcement for problem behaviors.

### Month 6: Individualizing Supports

*Presented by SPG BCBA Clinical Supervisors (90 mins.)*

Individualized supports are critical in educational settings that cater to varying skill sets. This training outlines ways to adjust content, supports, and interventions based on the needs of the learners. Teachers also get an overview of the key components of the IFSP and IEP documents so they may utilize these documents to develop optimal individualization of supports.

**For BACB Certificated Staff:** SPG Therapy & Education has been authorized as a provider of Type II continuing education by the Behavior Analyst Certification Board, Inc.® BACB ACE Provider Number: OP-18-2841. Certificated attendees will be able to receive continuing education units toward maintenance of their certification if requested.

**For Speech Language Pathologists:** SPG Therapy & Education is a state approved Professional Development Provider (PDP-12) for the California Speech-Language Pathology & Audiology Licensing Board. Speech-Language-Pathologists holding a California License are required to obtain 24 hours of continuing professional development every two years in order to satisfy the Board's license renewal requirements. Attendees will be able to receive Continuing Education Units (CEUs) towards maintenance of their California Speech-Language License if requested.

**SPG Therapy & Education is a state approved Professional Development Provider (PDP-12) for the California Speech-Language Pathology & Audiology Licensing Board.** Speech and Language Therapists holding a California License are required to obtain 24 hours of continuing professional development every two years in order to satisfy the Board's license renewal requirements. District SLP's, as well as related special education staff, are welcome to attend these 3 hour or 6-hour presentations free of charge. Attendees will be able to receive Continuing Education Units (CEUs) towards maintenance of their California Speech-Language License if requested.

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