ONLINE TRAINING MANUAL & GLOSSARY OF TERMS

IMPORTANT
Please read the following before starting your online training program.
Enclosed are IT requirements, troubleshooting tips, getting started and a glossary of common terms used throughout the training modules.
ABIA online training is hosted by Relias Learning and the modules have been designed by Board Certified Behaviour Analysts (BCBA’s).

To access the online classroom - https://abiaclassroom.training.reliaslearning.com

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1. IT REQUIREMENTS

To minimise technology problems and maximise performance, please follow these guidelines:

**Optimal System Requirements (PC and Mac):**

The Relias LMS is designed to work on any Windows Operating System using Internet Explorer version 8.0 and higher. Earlier versions of Internet Explorer and other browsers may work well for general functions but are not officially supported. Google Chrome is recommended for optimal performance. To see if your installed software meets RLMS’s system requirements, click on the View System Requirements link below the Log In box to view Recommended v. Detected software. You can upgrade your system to current standards by clicking on the links in the recommended column.

It is recommended you have the following settings to enjoy the best RLMS experience.

<table>
<thead>
<tr>
<th>Category</th>
<th>Recommended</th>
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<tbody>
<tr>
<td>Web Browser</td>
<td>Google Chrome</td>
</tr>
<tr>
<td>Operating System</td>
<td>Windows</td>
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<tr>
<td>JavaScript</td>
<td>Enabled</td>
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<tr>
<td>Adobe Flash</td>
<td>Version 7 and higher</td>
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<tr>
<td>Adobe Reader</td>
<td>Version 9 and higher</td>
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Ideally your Internet speeds should be operating at a **minimum of 20 MBPS**. Try doing a speed test. If your speeds are too slow, you can try a wired connection, rather than wireless, for better performance.

Specific browser settings that may cause problems if modified include:

- **Not automatically refreshing from the server.** If you click on an area of the application, such as a course, and find yourself viewing content you have seen previously rather than the content you expected, you may not be fully connected to the server. In Internet Explorer 8, you can modify this by going to Tools, Options, General and clicking on Settings under the browsing history section.

- **JavaScript not installed or disabled.** JavaScript is now standard on all major operating systems and is required to use many features, such as drag-and-drop controls on the hierarchy, or to view certain course content. Some earlier versions of Internet Explorer allowed the user to disable JavaScript on the Tools, Options, Advanced tab.
• **Popup blocker enabled.** Certain areas of the application, such as course activities or certificate printing, require popups. If you use a current browser, it is likely that the first time you try to open a popup you will be prompted about whether to allow it. The safest approach here is to set your popup blocker to allow popups throughout the [http://training.reliaslearning.com](http://training.reliaslearning.com) domain. If you are unable to do this, or are unsure of how to set your blocker permissions, you should hold down the CTRL key while clicking on the link. The CTRL key universally overrides any popup blocker you might have on your computer.

• **Adobe Flash plug-in not installed/enabled.** When a user accesses course content that uses Flash, Relias LMS will check to determine whether the plug-in is installed. If it is not, a dialog box should automatically open to allow the user to download the latest version from Adobe. This dialog will not appear if the user’s PC does not have security rights to download and install plug-ins. Studies have shown that online learning is most effective when learners actively engage in coursework. As such, many Relias Learning courses contain quizzes, games, and animations that allow learners to interact with courses. Much of this multimedia interactivity leverages Shockwave Flash objects and requires the appropriate plug-in to be used.
  
  o **Please Note:** Hardware that does not support flash, such as the iPhone, iPad, or most Android devices, cannot be used to access courses utilizing flash. However, there are many applications available which can be installed to utilize flash on most mobile devices.

• **Adobe Reader plug-in not installed/enabled.** While primary content from Relias Learning is always delivered through browser-based language, supplemental material (e.g., fact sheets associated with content) may be delivered through PDF (portable document format). In addition, many organizations upload their own content using PDF files. Most recent systems come with the free Adobe Reader software pre-installed, but if you have uninstalled the software for any reason, or are using a non-Microsoft browser that requires an additional plug-in to view PDF documents you should make sure it has been enabled.

2. **FORGOTTEN PASSWORD/LOGIN DETAILS**

If you forget your details go to the login page & select *Forgot Your User Name or Password?*

An email will be sent with details on resetting password or username.

These details are also contained in the original email that you received from ABIA
3. **ONLINE SUPPORT**

Relias Learning has a great team of Support Consultants & online support available. To access support at the top of the page you will see RELIAS CONNECT. Click on this link and it will take you to a new page where you can ask questions. You can also click on the Support tab at the top of the Relias Connect page then select Learner Support Portal (https://connect.reliaslearning.com/community/learner-support-portal)

Support can also be reached via live chat, email, and by phone. However as this is a US based organization their hours of operation are 8am-8pm EST (US time)

For support during hours of operation:
Live Chat: https://reliaslearning.com/client-support
Or email: support@reliaslearning.com

4. **TIPS FOR NAVIGATING AND COMPLETING THE MODULES:**

1. **To access an online course, click on the green ‘Take Now’ button** or click on the course title from your Current Training page. You will see the course content which is broken down into individual lessons, exam(s) and an evaluation.

2. **To access a course lesson, select the Start (or continue) button** to launch the course content. Once you have finished a lesson, you may proceed to the next section until you have completed all parts of the course. In order to print a certificate for CE’s (applicable to current BCBA’s only), you must successfully complete the final exam and course evaluation.

3. Pay close attention to the pre-exam! These questions MAY also show up on the final exam.

4. Some modules have written resources (such as data sheets) to accompany them

   **Before you start each module** make sure you check the ‘RESOURCE’ tab so you can access the training notes and/or data collection sheets. To find the resources tab, click on the title of the module, and a new window will pop up. In the window that pops up, there will be a tab in the top left or right corner titled Resources for any courses that contain the PDF handouts. It is recommended that you print and review these docs prior to starting the video modules.

5. Please refer to ‘summary sheets’ and ‘guided notes’ tabs before you start each module.

6. Once you open the video, you will see an outline tab and a notes tab to the left of the video. You can click the notes tab for a written transcript of the video narration.

7. Please note that you will not be able to fast forward or rewind the videos while you watch the modules. However, you can pause the videos.
8. You can **re-watch modules** or parts of modules once a course has been completed - click the transcript tab, then click the title of the course, and then click the review button. You should be able to resume where you left off and/or choose any video you want to review.

9. **Problems with viewing video clips**

If you encounter problems with the video clips (freezing, restarting, etc.) and you have tried using Chrome, updating flash, and using a wired connection – try the online support option.

10. To print **Certificates of Completion** or Continuing Education Certificates (BCBA’s) navigate to your Transcript page located under the My Learning tab. From your transcript, you will be able to see all completed coursework, including course title, final exam grade, due date, and completed date. Click on the completed module that you require a certificate for. Click on Print certificate. Scroll to the bottom of the page & select the certificate to print. For most users it will be the **Certificate of Completion (no CE)**. Please note that you need to do this in order to override the requirement to fill in the State/Province box (which only gives US states as an option).

11. **For BCBA’s only** – You can add your license details or certification by selecting the Licenses & Certifications tab located in the navigation bar. In this tab click “+Add my License or Certification” button & fill in required fields. Relias learning does assist with reporting CE completions to **certain** accrediting bodies. By entering your details it ensures you are able to access the correct certificate of completion.

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5. **GLOSSARY OF TERMS**

Following is a glossary of ABA words used throughout the ABIA Training Packages. Please note that as this resource is originally created in the USA so there are some spelling discrepancies between this glossary and the training modules (e.g./ behavior and behaviour).

This glossary only covers basic definitions, or words not often used in the general Australian ABA environment. You may wish to add to this list, or create your own as you go, using the resources attached to each module.

**ABA** – **Applied Behavioural Analysis** – a professional field of therapy that uses the principles of learning to increase desirable behaviours or decrease non-desirable behaviours.

**ABC analysis** – where behaviour (B) is observed more broadly - considering the antecedent (A) and consequences (C) that occur.

**Antecedent** – what happens right before a behaviour occurs.
Consequence – what happens immediately following a behaviour. Consequences can be good or bad, (or neutral when referring to extinction).

Discrete Trial – a way of teaching behaviours by ‘breaking down’ the skill in a structured way. Discrete trials consist of: 1 – the instruction, 2 – the response, 3 – the consequence. A pause must always occur between the consequence and the next instruction.

Echoic – A Verbal Behaviour term for repetitive speech, of either words or phrases. Can be immediate following the original input, or delayed. E.g./ someone says “Fish” – Response is “Fish”.

Errorless Teaching – A teaching procedure where the individual is consistently prompted to make a correct response. Prompts should slowly be faded to produce accurate responses with minimal errors and frustration for the individual.

Extinction – Removing reinforcements to reduce a non-socially desired behaviour.

Functional Behavioural Analysis – The process of determining the purpose of a behaviour, and therefore what interventions would be most appropriate to reinforce or replace the behaviour. The function could be: to gain attention/ a tangible, self-stimulatory, or to avoid/ escape.

Intra verbal – A Verbal Behaviour term for the ability to describe or discuss a stimulus that is not present. e.g./ someone asks “what type of pet do you have?” – Response is “Fish”.

Mand – A Verbal Behaviour term for ‘making a demand’. This refers to any request for something that is wanted or needed. e.g./ someone wants a fish so says “Fish”.

MOs - Motivating Operant – A concept to explain the non-static nature of some (positive and negative) consequences. It means that some reinforcements or punishments may be more effective at certain times, depending on the environmental factors. e.g./ after a run, a glass of water would act as a high reinforcer if an individual is dehydrated, whereas they may not have been interested in the water before the run.

Multiple exemplar training – Where multiple examples, or stimuli are used in teaching.

NET – Natural Environment Teaching – refers to a type of ABA therapy that is run more incidentally and in a natural environment, rather than the formal ITT setting.

Operant – A behaviour that works on the environment to make change or create a consequence. Operants can increase or decrease depending on the consequence they produce.

Pairing – Refers to pairing instructors, teaching materials, and the instructional setting with reinforcement so that children are reinforced by them.

Tact – A verbal Behaviour term for describing a present stimulus. Stimuli could be present through any of the senses (sight, touch, taste, smell, sound). e.g./ someone sees a fish and says “Fish”.