MAKING IT WORK AS AN ABA THERAPIST

Training:	Online
Total course duration:	29 hours (consisting of 20 modules)
Course completion:	60 days to complete
Course achievement:	Certificate of Completion
Cost:	**$480.00** (Inc GST)
Purchase:	**https://abia.net.au/training/online**
Activation:	Account activation, receipt of user name & password can take up to 72hrs

DESCRIPTION

'Making it work as an ABA Therapist' is an **online training program.** It is designed for anyone who wants to gain the necessary knowledge and introductory skills to work as an ABA therapist. The content has been developed by Board Certified Behaviour Analysts (BCBA).

This program is suitable for parents looking to start an ABA program and students who want to align their studies with the opportunity to gain valuable work experience. Allied professionals and educators who want to learn more about the application of behavioural principals, will also benefit from completing this online course.

Upon completion you can add your details to the **ABIA Therapist List.**

ABA Therapists are in demand, so don't delay and start your online learning today!

Upon course completion:
- Gain introductory skills and knowledge to work as an ABA therapist
- Work as an independent contractor and be employed directly by the family, or gain employment with an ABA service provider
- Skills can be transferrable to working in an ELC and Classroom education settings
- Apply to get on the ABIA therapist list
- 12 month complimentary ABIA membership

TRAINING MODULES	HOURS
INTRODUCTION TO AUTISM SPECTRUM DISORDERS **Description** *This course will provide learners with an overview of ASD, including diagnostic criteria, common characteristics of the disorder, and the diagnostic and screening tools used to identify it. This course will provide information on the theoretical causes of ASD, including what treatments are available to address symptoms. Finally, learners will gain knowledge of the common challenges faced by individuals with ASD and their families, as well as ways practitioners and those working with individuals with ASD can support them in their daily life.*	**1**
INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS **Description** *In the past few decades, the field of Applied Behavior Analysis (ABA) has become well-known as the use of interventions for children with autism have increased. While ABA has contributed much to autism intervention, the field is much broader. ABA is the application of the principles of behavior to socially significant issues in order to produce meaningful and measurable change (Cooper, et. al, 2007). By using scientific methods, ABA has provided a way for people to understand human behavior and the impact of environmental variables on behavior. This course will provide an introduction to ABA and illustrate some of the many uses of techniques based on ABA*	**1.5**
DECREASING BEHAVIOUR **Description** *This course will provide an overview of behavior reduction strategies. Arranging the environment to discourage undesirable behavior and using differential reinforcement, extinction, Type 1 and Type 2 punishers will be covered. Ethical considerations for the use of punishment will be discussed*	**1.5**
FUNCTIONAL ASSESSMENT AND BEHAVIOR INTERVENTION PLANS **DESCRIPTION** *This course will address how functional assessments are conducted and how therapists can support the process. An overview of behavior intervention planning and the role of the RBT in that process will be covered.*	**2**
STIMULUS CONTROL **Description** *This course will present strategies to enhance a learner's opportunity to attend to stimuli relevant for specific learning targets. Strategies for creating stimulus control through prompting, as well as strategies for transferring stimulus control to naturally occurring stimuli will be covered.*	**1.25**

REINFORCEMENT SCHEDULES **Description** *This course will address the use of various schedules of reinforcement to increase and maintain desired behaviors. Strategies for implementation and for fading reinforcement will be included. This course will also address the use of differential reinforcement procedures to reduce undesirable behaviors.*	**2**
SHAPING & CHAINING **Description** *Key elements in this chapter include an introduction to various teaching procedures. The importance of making these teaching procedures most effective through the use of differential reinforcement is reiterated from the previous training series. The benefits of using task analyses, various modeling techniques, and shaping and chaining procedures are presented through multiple examples. Also highlighted are techniques for useful prompting and prompt fading to prevent dependency. Last, discrimination training is included to insure that the behavior is learned within its appropriate context.*	**1.5**
DISCRETE TRIAL INSTRUCTION – Introduction **Description** *Key elements in this chapter include the description of the history, research and present day application of discrete trial instruction. The discrete trial cycle is explained and requirements for each component of the cycle are reviewed and demonstrated. Prompting procedures and prompt hierarchies used in discrete trial instruction are discussed. Strategies to avoid common prompting problems are addressed. Steps of acquisition common to discrete trial are reviewed, with consideration for the variation in steps of acquisition that are common when teaching expressive and receptive language skills.*	**1**
DISCRETE TRIAL INSTRUCTIONS – Implementation **Description** *Key elements in this chapter include the use of chaining and shaping in discrete trial instruction. Task analysis and chaining are described as they relate to discrete trial instruction. Reinforcement guidelines are reviewed, in addition to strategies to fade reinforcement in DTI. Generalization is defined and methods of facilitating generalization are discussed. Common complaints about DTI are reviewed along with strategies to address them.*	**1.25**
NATURALISTIC TEACHING STRATEGIES **Description** *Interventions for people with autism can come in many forms. Strategies based on applied behavior analysis (ABA) have emerged as being the most effective in teaching new behaviors and reducing behaviors that interfere with learning. There are several different approaches that fall within the realm of applied behavior analytic techniques. This course will provide an overview of naturalistic approaches based on ABA and how they are implemented in comprehensive treatment programs for those on the autism spectrum*	**1.5**

DATA COLLECTION, BEHAVIOR, AND DECISIONS **Description** *The basis for all decision making in applied behavior analysis (ABA) intervention is data. Data are collected to help determine which behaviors to address, monitor intervention effects, and make program decisions. This course will provide an overview of data collection methods commonly used in ABA and how the information gained from the data is used to improve intervention efforts*	**2**
INTENSIVE TRIAL TEACHING **Description** *Key elements in this chapter are descriptions of the process for development and implementation of a program to teach verbal behavior. Verbal operants are reviewed. Intensive trial teaching is described. The similarities and differences of ITT and DTI are reviewed. Prompting and prompt fading procedures for ITT are described. Reinforcement schedules and fading for ITT are reviewed. Transfer trials and transfer across operants are defined and examples of each are reviewed. Strategies to improve mastery and fluency are described. Methods of data collection for ITT are reviewed.*	**1.5**
SESSION DELIVERY **Description** *Mastering the technical aspects of providing applied behavior analysis (ABA) interventions is critical to your success as a behavior technician. Your job as a behavior technician also requires you to know how to prepare and deliver an effective intervention session. This course addresses the practical skills that you need to prepare for and provide an effective ABA session*	**1.75**
INCREASING BEHAVIOUR **Description** *One of the most important aspects of ABA intervention is increasing behavior. Increasing communication skills, social skills, and other skills are critical to the success of intervention and the independent functioning of learners. This course will address increasing behavior through reinforcement, teaching behaviors and skills, and arranging learning environments for success*	**1.75**
IMITATION AND JOINT ATTENTION **Description** *Imitation and joint attention skills provide the foundation for learning. The purpose of this course is to provide an overview of imitation and joint attention and its importance in learning for individuals with autism. Strategies for assessing and teaching these important skills will be addressed. This training program is based on the RBT Task List and is designed to meet the 40-hour training requirement for the RBT credential.*	**1**

WORKING WITH FAMILIES OF INDIVIDUALS WITH AUTISM **Description** *This course will provide strategies for effectively communicating with families who have children receiving ABA therapy. Strategies for parent training will also be addressed.*	**1**
TEACHING EXPRESSIVE LANGUAGE **Description** *Many individuals with autism or other developmental delays do not acquire verbal language skills in the same way as their peers. This course provides an overview of verbal operants and how they are addressed in ABA programs. Video examples and interactions provide practice on key concepts*	**2**
TEACHING RECEPTIVE LANGUAGE SKILLS **Description** *Key elements in this chapter include an overview and explanation of receptive language as it applies to listener responding. A discussion of the how the learner (who is responding as a listener) develops skills is this area provided and comparisons are made between typical children and children with ASD. Three types of receptive language training programs for early learners are presented in detail. The ABCs of receptive language are reviewed and appropriate teaching and generalization strategies are described. LRFFC is defined and strategies to use LRFFC to increase the complexity of receptive language/listener responding skills are discussed.*	**1.25**
TEACHING EARLY SOCIAL SKILLS **Description** *This chapter provides an introduction to the early social skills. Information provided includes specific teaching strategies in the areas of initiations, social referencing, and joint attention. Pairing techniques for use with peers and conditioning additional reinforcers are addressed. Video vignettes include step by step teaching techniques and examples of games that can be incorporated to teach social skills. Assessment and goal selection is addressed and data collection techniques are reviewed.*	**1**