

Intensive Behavioural Intervention Training for Instructor Therapists Hired Through the Direct Funding option (DFO) Autism Intervention Program

*Training initiative funded by the Ministry of Children and Youth Services
Coordinated by CON*NECT to be delivered by identified Colleges*

This training initiative is for Instructor Therapists (ITs) who provide IBI services to children in the Autism Intervention Program through funding provided by the program's Direct Funding Option (DFO). The training is provided at no cost to ITs participating, however, the IT's Clinical Supervisor must agree that the training being offered is relevant to the training needs that have been identified in consultation with the family. In Module 1 participants will learn background introductory information relating to the delivery of Intensive Behavioural Intervention and have an opportunity to discuss content of all the modules with the teacher. In cases where this is not required, ITs are welcome to register for any or all of the individual modules. Participants will receive a certificate of attendance upon completion of each module.

Module Descriptions:

Module	Topics Include	
Module 1 Autism: Description, Behavioural Characteristics and Assessment	<ul style="list-style-type: none"> • What is autism? • Prevalence of autism • Causes • Gender ratio 	<ul style="list-style-type: none"> • Age of onset • Benefits of early intervention • Behavioural characteristics • Clinical flags • Assessment of autism
Module 2: What is Intensive Behavioural Intervention?	<ul style="list-style-type: none"> • Definition of Intensive Behavioural Intervention • Definition of Applied Behaviour Analysis 	<ul style="list-style-type: none"> • Research evidence of effectiveness of early IBI • Range of services • Description of Discrete Trail • Teaching
Module 3.1: Arranging Physical Environments Module 3.2: Individualizing the Curriculum	<ul style="list-style-type: none"> • Arranging the physical environment in teaching • Role of parents • Curriculum program selection • Instructional methods • Discrete Trial Teaching • Task Analysis • Shaping • Prompting 	<ul style="list-style-type: none"> • Physical set-up of centre-based programs • Preschool organization • Fading • Chaining • Errorless learning • Developing instructional program • Reinforcement • Steps in teaching • Mastery criteria • Inter-trial intervals • Generalization and maintenance

Module	Topics Include	
Module 4.1: Arranging Antecedent Conditions	<ul style="list-style-type: none"> • Modelling • Giving instructions • Prompting 	<ul style="list-style-type: none"> • Priming • System of prompting • Prompt fading • Choices
Module 4.2: Picture Activity Schedules	<ul style="list-style-type: none"> • How to design a Picture Activity Schedule 	<ul style="list-style-type: none"> • Implementation and evaluation of a Picture Activity Schedule
Module 5.1: Arranging Consequent Events	<ul style="list-style-type: none"> • Reinforcement • Assessing stimulus preference 	<ul style="list-style-type: none"> • Extinction • Schedules of reinforcement • Error Correction
Module 5.2: Dealing with Difficult Behaviours	<ul style="list-style-type: none"> • Functions of behaviour • Setting events • Functional behaviour assessment 	<ul style="list-style-type: none"> • Arranging antecedent events • Arranging consequent events • The competent behaviour model • Intrusive procedures
Module 6.1: Data Collection	<ul style="list-style-type: none"> • Mastery criteria • Operational definition • Event recording 	<ul style="list-style-type: none"> • Partial interval recording • Momentary time sampling • Inter-observer agreement • Measuring performance skills
Module 6.2: Generalization and Maintenance	<ul style="list-style-type: none"> • Dimensions of generalization • Promotion of generalization across stimuli 	<ul style="list-style-type: none"> • Promotion of generalization across people • Promotion of generalization across settings • Promotion of maintenance
Module 7.1: Imitation Training	<ul style="list-style-type: none"> • Pre-requisite skills • Motor imitation skills • Verbal imitation skills • Pre-testing 	<ul style="list-style-type: none"> • Components of imitation training program • Review trials • When to stop programming
Module 7.2: Teaching Self-Help Skills	<ul style="list-style-type: none"> • Feeding • Dressing 	<ul style="list-style-type: none"> • Toileting
Module 8: Teaching Language	<ul style="list-style-type: none"> • Language deficits in children with autism • Behavioural approaches to teaching language 	<ul style="list-style-type: none"> • Natural language paradigm • Incidental teaching • Picture Exchange Communication System
Module 9.1: Promoting Peer Interaction	<ul style="list-style-type: none"> • Social skills deficits in children with Autism • Arranging the environment • Adult-mediated approaches to social skills training • Peer-mediated approaches to social skills training 	<ul style="list-style-type: none"> • Social skills curriculum • Social script training • Video modelling • Incidental teaching of peer interaction
Module 9.2: Supported Inclusion	<ul style="list-style-type: none"> • Effective inclusion of preschools • Inclusive strategies 	<ul style="list-style-type: none"> • Class wide adaptive planning • Transition into kindergarten
Module 9.3: Transition to School	<ul style="list-style-type: none"> • Survival skills for kindergarten 	
Module 10: Professional Behaviour	<ul style="list-style-type: none"> • The professional field of ABA 	<ul style="list-style-type: none"> • Ethical issues