

## Registration Form

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Address - to send confirmation of registration:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please select the session(s) you wish to attend:

- July 22:** Developing Learning Objectives and Curricula Using the ABLLS-R Assessment (\$100)
- July 30:** Visual Strategies for the Classroom (\$100)
- August 4:** Assessing and Teaching Play in Young Children with Autism (\$100)
- August 6:** Providing Home-Based Programs for Children with Autism (\$100)
- August 12:** Social-Skills Intervention (\$100)
- August 19:** Using Activity-Based Schedules and Social Stories in the Classroom (\$100)
- August 24-27:** Intensive 4-Day Workshop (\$300)

*Please note that only 20 seats are available for each workshop session, so registration is on a first-come-first-served basis. Workshop costs will include all materials, as well as lunch and refreshments.*

For more information about the training sessions or to register by phone or email, please contact:

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Melmark  
New England  
461 River Road  
Andover, MA 01810

# Melmark New England

## Summer Training Series for Professionals

### July and August 2009

### Northeastern Massachusetts

Workshops held at  
Melmark New England  
461 River Road  
Andover, MA 01810



Participants are eligible for  
Massachusetts Department  
of Elementary and Secondary  
Education (DESE)  
Professional Development Points  
(PDPs) or Board Certified  
Behavior Analyst (BCBA)  
Continuing Education Units  
(CEUs)



*The Behavior Analyst Certification Board, Inc  
(BACB) does not sponsor, approve or endorse  
Melmark New England, the material, informa-  
tion or sessions described herein.*



## Developing Learning Objectives and Curricula Using the ABLLS-R Assessment

This training will focus on using the Assessment of Basic Language and Learning Skills-Revised as a tool in identifying IEP goals and then developing criterion-based objectives to address these goal areas. Participants will then learn how to integrate behavioral concepts together into a teaching plan for targeted skills, incorporating appropriate prompting, shaping, reinforcement, and measurement procedures. Participants should have experience teaching students with autism and have a basic understanding of applied behavior analysis.

**July 22, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credits: BCBA CEUs, PDPs Cost: \$100**

## Visual Strategies for the Classroom

Visual supports have been proven to be quite helpful for individuals with autism spectrum disorders (ASD). This full-day workshop will provide training on using visual supports within the classroom setting. We will review why visual supports are important, and how you can use them in your classroom. We will provide numerous examples of visual supports that have been used successfully in a variety of classrooms. We will show examples of visual supports being used in: activity schedules, social-skills training, behavior support plans, the teaching of activities of daily living, academic skills, etc. You will come away from the workshop with many ideas of how you can incorporate visual supports in your classroom. The morning will be spent in a formal presentation of visual supports, and the afternoon will be a "make and take" session, where participants can make their own visual supports for their classroom. Participants should feel free to bring examples of visual supports that they currently use in their classroom.

**July 30, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credit: PDPs Cost: \$100**

## Assessing and Teaching Play in Young Children with Autism

An overview of the typical developmental progression of play skills in young children will be presented, along with the Developmental Play Assessment (DPA), a curriculum-based assessment tool designed to guide the intervention of play skills for children with developmental delays. Results of research supporting the use of the DPA to target developmentally appropriate play objectives and outcome data will be shared. This overview will walk participants through the process of using the information gained from this assessment to develop individualized goals and objectives. Next, various procedures for intervening with children's play will be pre-

sented, including errorless teaching procedures, visual scripts, and video modeling. Participants will have the opportunity to practice developing individualized curricula to teach play skills, as well as procedures for collecting and analyzing data. Finally, procedures for embedding play instruction within typical pre-school environments will be discussed.

**August 4, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credits: BCBA CEUs, PDPs Cost: \$100**

## Providing Home-Based Programs for Children with Autism

This one-day training will review the components of home-based programs for children with autism spectrum disorders (ASD). Participants will learn the necessary skills to develop home-based services that include assessment, criterion-based objectives, and individualized treatment plans. The structure of home based sessions, data collection and organizational methods will be reviewed through case examples. Additionally, strategies for supporting parents and teaching them appropriate behavior management techniques will be discussed.

**August 6, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credits: BCBA CEUs, PDPs Cost: \$100**

## Social-Skills Intervention

An overview of social-skills instruction for students with autism spectrum disorders (ASD) will be presented. An empirically-based assessment and goal selection method will be reviewed in addition to presenting data collection systems used to monitor social-skills acquisition. Instructional strategies and curriculum will be reviewed and practiced, with discussion centered on targeting instruction towards students with varying needs and abilities. A primary focus will be on generalization strategies and activity-based instruction. Participants should have experience teaching students with autism and have a basic understanding of applied behavior analysis.

**August 12, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credits: BCBA CEUs, PDPs Cost: \$100**

## Using Activity-Based Schedules and Social Stories in the Classroom

Activity-based schedules and social stories are intervention strategies that are frequently employed with individuals with autism spectrum disorders (ASD). Activity-based schedules consist of a set of pictures or words that are intended to cue a child to engage in a sequence of activities or a behavior chain. Social stories can take a variety of different formats but are primarily used as a preventative strategy to help individuals understand how to better

respond to various social situations (e.g., going to the doctor, changes in routine, talking to peers). Current research and literature related to the use of activity-based schedules and social stories will be discussed, as well as guidelines for using these strategies. Multiple examples of these strategies will be provided, addressing a variety of skills, situations, and age levels. Participants will have the opportunity to practice developing their own activity-based schedules and social stories at the end of the session. Participants should feel free to bring examples of activity-based schedules or social stories that they currently use in their classroom.

**August 19, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credit: PDPs Cost: \$100**

## An Intensive 4-Day Workshop for Special Education Teachers and Instructional Aides

This four-day workshop is geared toward staff who are working with students (preschool through middle school) with autism in public school settings. This training is designed as an introduction for staff who have limited knowledge and experience working with children with autism and/or have a limited understanding of applied behavior analysis. The workshop will present an overview of autism and will focus on the use of instruction based on the principles of applied behavior analysis (ABA). ABA has the most empirical support of all instructional methods for children on the autism spectrum. A variety of topics will be covered, including data collection, discrete trial instruction, incidental instruction, and inclusion strategies. We will review methods of incorporating instructional strategies and environmental supports within regular education classrooms, including the use of visual supports and strategies for addressing social goals in classroom environments. Each day includes small group instruction, video exercises, case studies and role-plays with feedback.

**August 24, 25, 26 & 27, 2009, 9:00 a.m. to 3:30 p.m.**

**Professional Credit: PDPs Cost: \$300**

## About the Presenters

*The presenters are Senior Clinicians from Melmark New England. Each is a Board Certified Behavior Analyst and has extensive experience providing educational and clinical services to children with severe challenging behavior.*

