

Custom Trainings Sample Overview

The following is a selection of our custom-made training content.

In each sample, a selection of the full training content was chosen to highlight the interactivensess and visual components of ABA Visualized's signature training style.

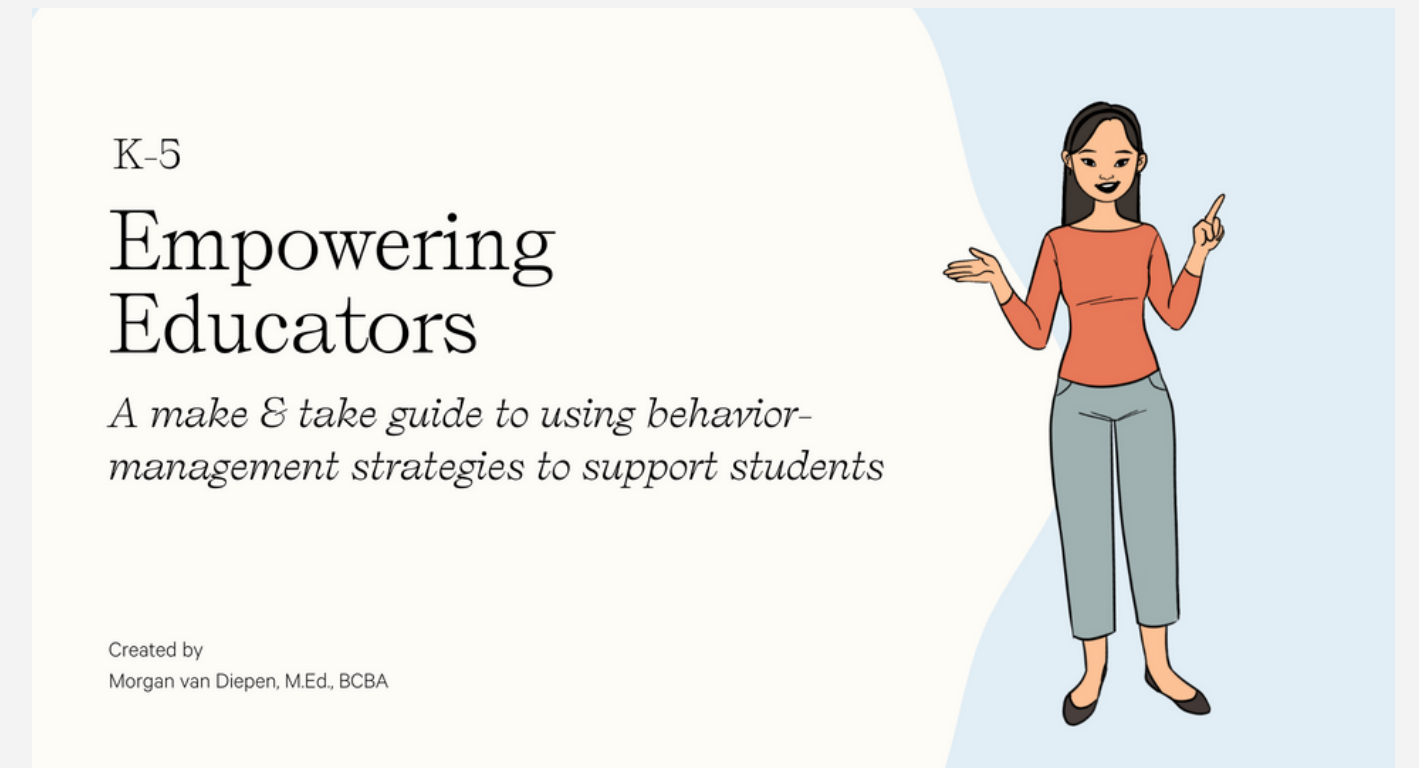
Our custom trainings are made to fit your school or organization's brand, including colors, logo, and overall mission. All trainings include custom certificates of completion & downloadable visual handouts.

View samples in the next slides



Sample 1.

The following sample is from a custom live (virtual) professional development district-wide training for K-5 teachers



SAMPLE

K-5

Empowering Educators

*An approachable guide to using behavior-
management strategies to support students*

Created by

Morgan van Diepen, M.Ed., BCBA



Welcome!

Hope you are feeling rested, engaged, & ready to learn! Today's learning objectives ~

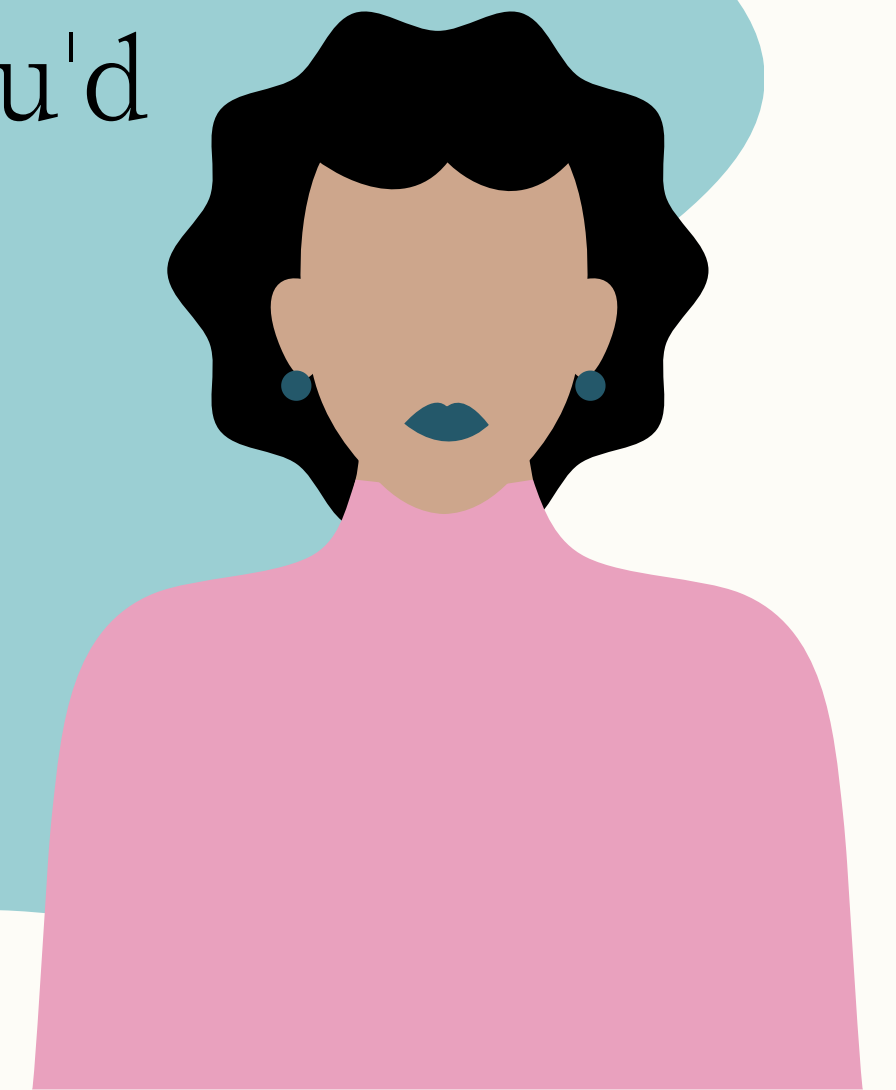
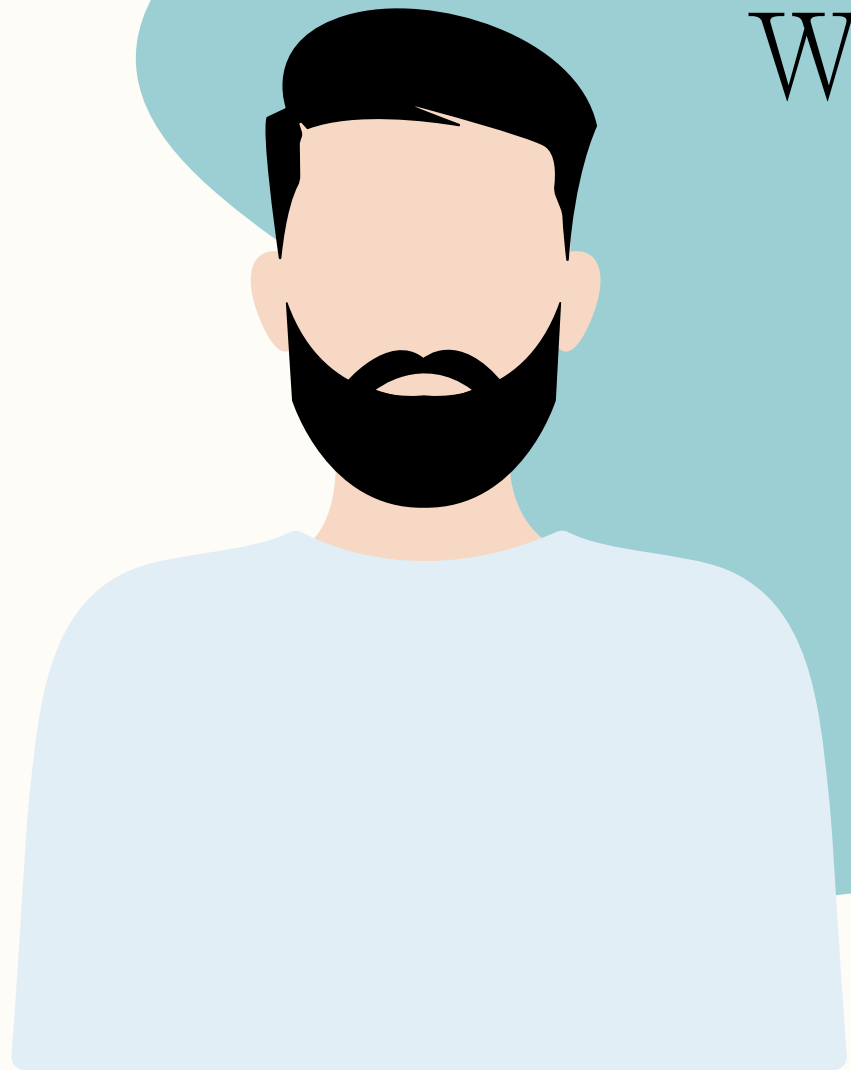
- 1 Feel empowered to proactively support through 3 strategies that help make following directions easier for students with diverse needs
- 2 Learn the impact of creating a positive, strength-based classroom culture & 3 easy ways to do this!
- 3 Be prepared to respond to challenging behaviors with a calm, consistent, & supportive approach



SAMPLE

Share with us

What's one behavior or situation you'd like to have more support with?



SAMPLE

It's time to go

Come on,
let's go

I said, it's time go!

sound familiar?

Following directions can be difficult for students of all ages and can lead to educators feeling frustrated they have to keep repeating themselves

3 strategies that help make following directions easier!

- The Power of Positivity
- Providing Choices
- Easy, Easy, Hard

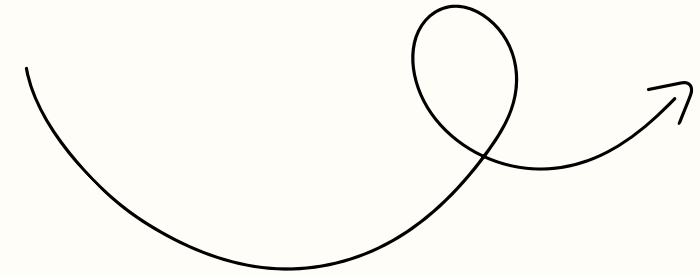
SAMPLE

It's time to
line up



I'll demonstrate!

Instead of jumping straight into
that hard instruction, try this



SAMPLE

Let's see how high you
can go! Reach the sky!



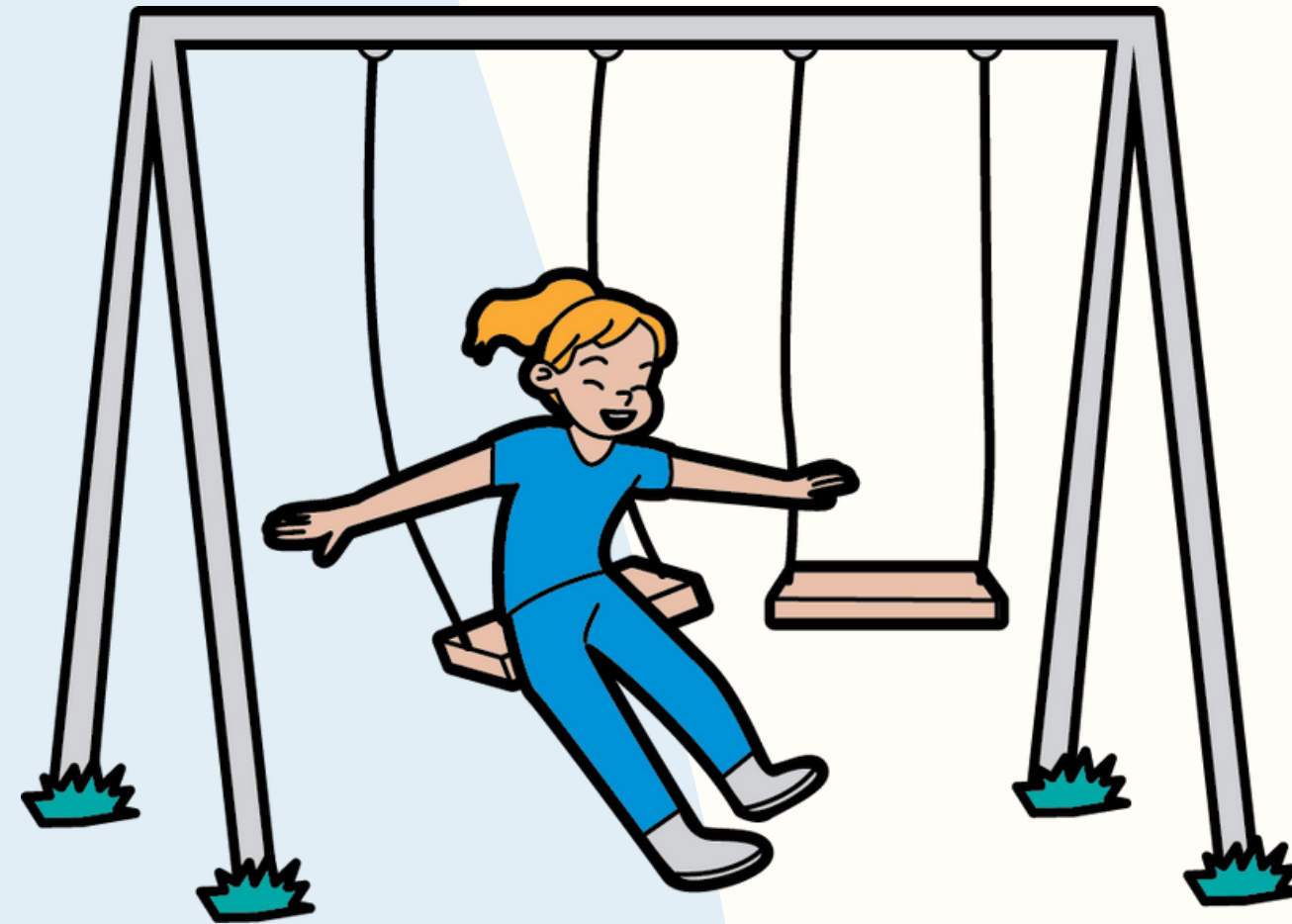
I'll demonstrate!

~ Easy

Start with an easy instruction related to their current activity that the student is likely to follow

SAMPLE

So cool! Now do a big flying jump off!



I'll demonstrate!

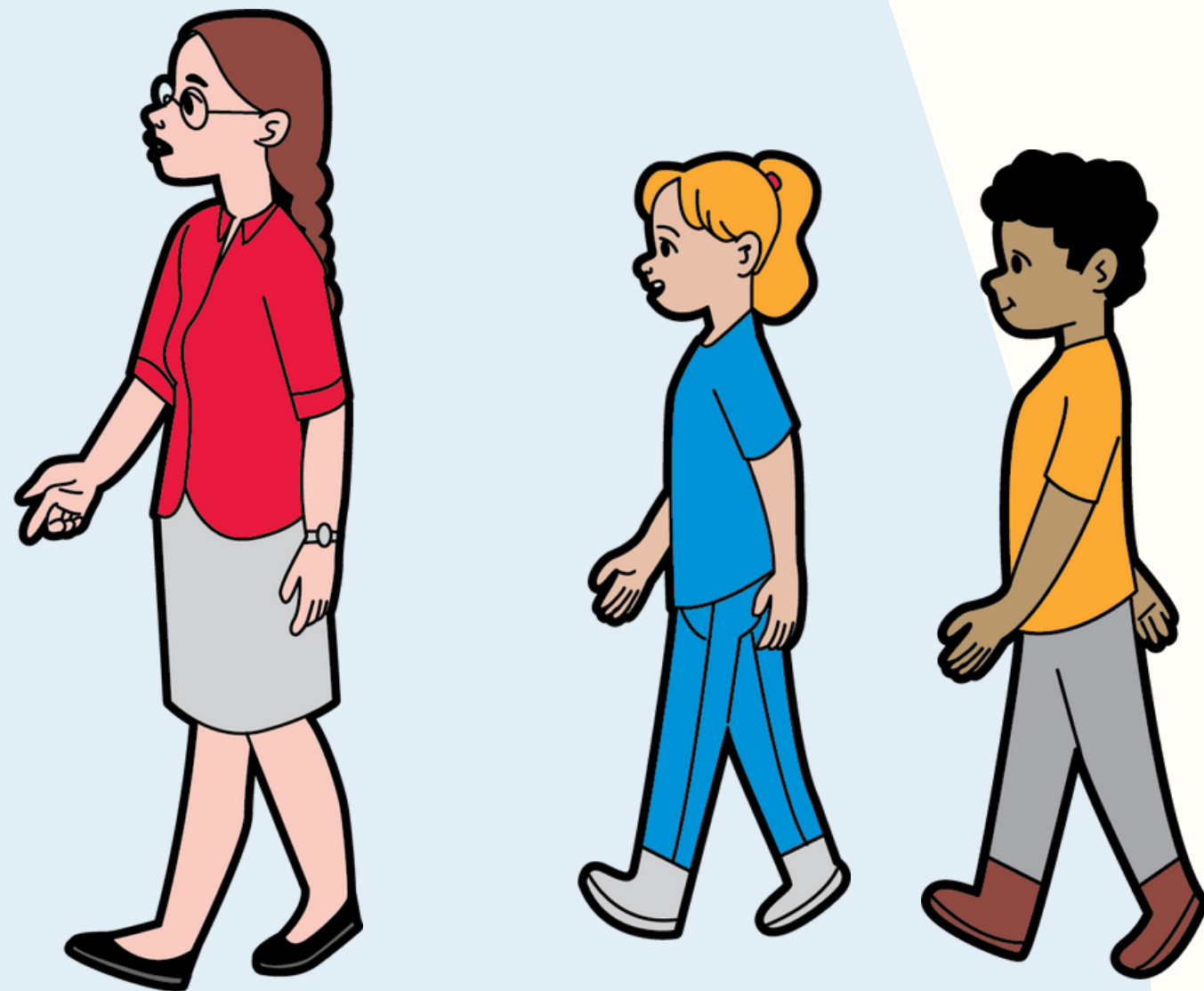
~ Easy

~ Easy

Immediately continue by giving another easy and related instruction

SAMPLE

It's time to
go back to class



I'll demonstrate!

~ Easy

~ Easy

~ Hard

Now time to give the "hard" instruction of initiating the transition. Make sure to recognize & reward that they listened to this instruction!

SAMPLE

Partner up!

One person will suggest a common “hard” instruction and the other will practice using Easy, Easy, Hard to give the instruction. Then switch!



Sample 2.

The following sample is from a custom live (virtual) staff training for all clinical staff at an ABA agency



Creating Confident Clinicians



Quarterly Staff Training
Developed by ABA Visualized

**HAPPY,
RELAXED, &
ENGAGED**

Why does confidence matter?

Greg Hanley proposed that learning happens when our clients are happy, relaxed & engaged. It's no stretch to imagine that the most effective teaching happens when you are also happy, relaxed, & engaged!

Your client & their family look to you as a measure of how the session (and thus, learning) is going. It's ok to fake it til you make it!

What are situations in which you may feel less confident in the moment?

SAMPLE

TRICKY QUESTIONS

As you are the ones who are most often with the families, building rapport & trust, they may feel most comfortable coming to you with some tricky questions. Let's practice answering some common ones, so you feel confident in your response next time they come up!

Partner with someone near you and role-play the following Q&As. You can try to answer confidently on your own or use the hints provided.



Q

Do you think my child has Autism? I'm not so sure about their diagnosis..

A

Hints

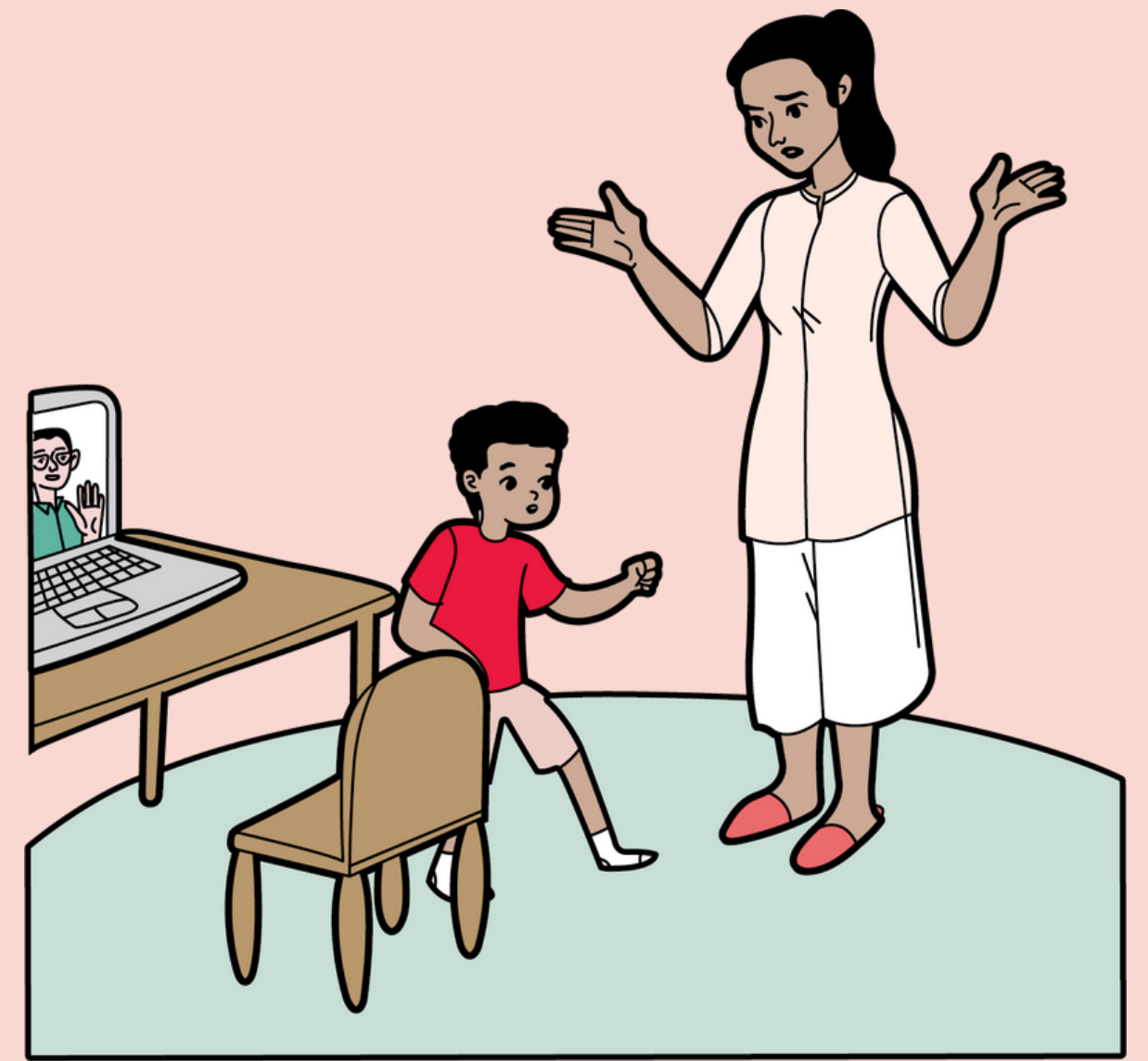
- Who should they talk to about diagnostic concerns?
- How can you clarify your role, regardless of the child's diagnosis?

Confident Prevention

SAMPLE

For many people, challenging behaviors create a feeling of unease and uncertainty. The more we can prevent these behaviors from occurring, the less we have to worry about how to respond!

Next, we will learn & practice two versatile prevention strategies that can be used with every client regardless of age or diagnosis.



2. PROVIDING CHOICES

By providing choices within tasks, we offer shared control, allowing our clients to make some of the decisions within the expectation.

Think about how much of a child's day is filled with instructions from other people. Choices help them feel in control, leading to less challenging behaviors!

SAMPLE

It's time to get ready for dinner! You can set the table first or wash your hands first.



PROVIDING CHOICES

SAMPLE

Choice
of materials

Mode of
communication

Time

Order of tasks

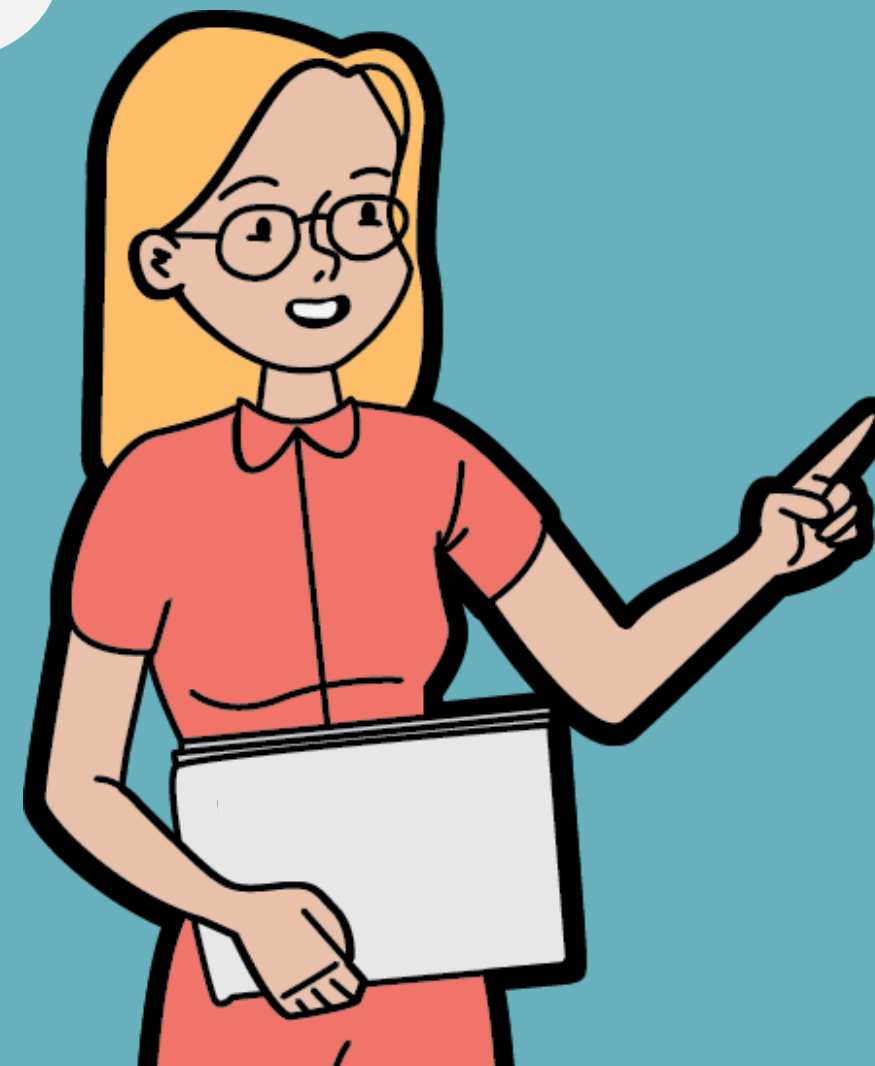
Who can help

By yourself or
with help

Work amount

Location

Rewards



SAMPLE

We're almost done with iPad, but next, we can play basketball with brother or go tell Mom 3 things that happened at school today



LET'S PRACTICE!

Think of a typically tricky situation that comes up in one of your ABA sessions. **Role-play** with a nearby partner on how you can provide choices to make this situation go more smoothly.

Bonus: Try to establish motivation as well!

3 Step Plan for Confident Responding



SAMPLE



1. Think

In the moment, determine what they are trying to communicate. What have you been practicing that they should be doing instead?

2. Redirect

Validate + support. Help them "try again" by showing them how to use their communication to request for what they need.

3. Reward

When they use their communication skills, give them what they are asking for! Over time, you will fade this out, but to start, we should reward every communication effort.

SAMPLE



Your turn!

Think, Redirect, Reward

With a nearby partner, practice using this 3 step plan to respond to the following scenario.

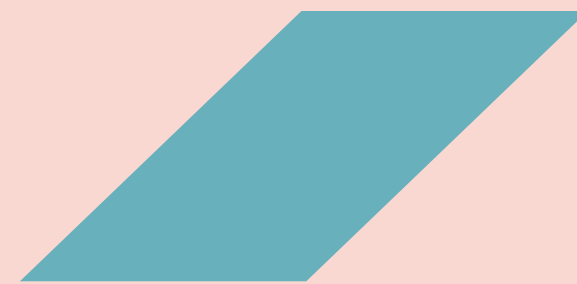
You are working on building your client's tacting skills by labeling pictures together while reading a book. You point to a picture in the book, and your client gets up and runs away.



SAMPLE



Thank you!



Sample 3.

The following sample is from a custom online course created as the onboarding training for all new hires at an ABA clinic. For this project, a custom brand design was also created.

Welcome!

An Introductory
Guide to Integrative
Behavior Analysis

Created in collaboration with ABA Visualized



Welcome!

An Introductory Guide to Integrative Behavior Analysis

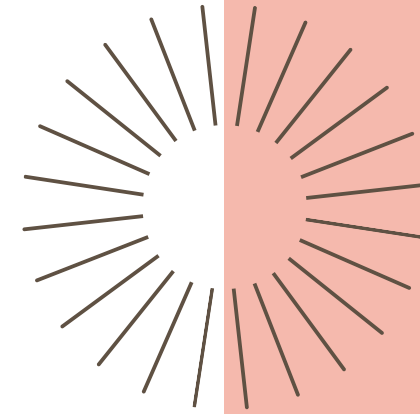
Created in collaboration with ABA Visualized



envisioned by
Samantha
Gosper

SAMPLE





Overview

- Our mission

- Our shared values

- Our policies

While each client receives individualized care, our shared mission and values are the foundation of all that we do

SAMPLE

What makes Integrative Behavior Analysis different?



Our collaborative approach

We integrate research from multiple disciplines

Our real-life focus

We use naturalistic teaching & child-led play

Our parent involvement

We value a family centered approach & empowering parents

Our Services Offered



Which service do you feel most excited about supporting with?

Early
Intervention

Ages 2-5

Adolescent
Behavioral
Therapy

Ages 14-17

SAMPLE

Social
Emotional
Learning

Ages 6-13

Parent
Training

All families

At Integrative Behavior Analysis, we focus on altering the environment, not the individual.

We have set up our clinic to provide various spaces for skill-building, play, and quiet self-regulation.

We also believe that our staff play an essential role in creating a positive environment for our clients!



SAMPLE




If nearby peers were having a great time singing & dancing but your client started showing signs of feeling overwhelmed or overstimulated, what could you do?



SHARE YOUR IDEAS!
SAMPLE





Watch on  YouTube

As we watch this video, look out for ways that the provider creates opportunity for naturalistic teaching & reinforcement

INTENTIONALITY

NATURALISTIC APPROACH

SAMPLE

Strength-based approach

Explore these resources to get your client's input on their own strengths!

Character strengths © 2017 Understood for All, Inc.

Color the strips on this page _____.

♀

I am honest and trustworthy.

I am caring and kind.

I am helpful at home and do my chores.

I am sensitive to the needs of others.

I am loyal.

I am resilient and keep working on difficult tasks.

I can work or play on my own.

I can work or play with others.

I am eager.

I am curious.

SAMPLE

Understanding your own bias

A CASE EXAMPLE

Has worked in the field of ABA for over 10 years. Through this, has a long history of being exposed to tantrums and seeing progress in the reduction of these behaviors.



This is her first child and does not see these types of behaviors in her friends' children or with other children when they go to the park.

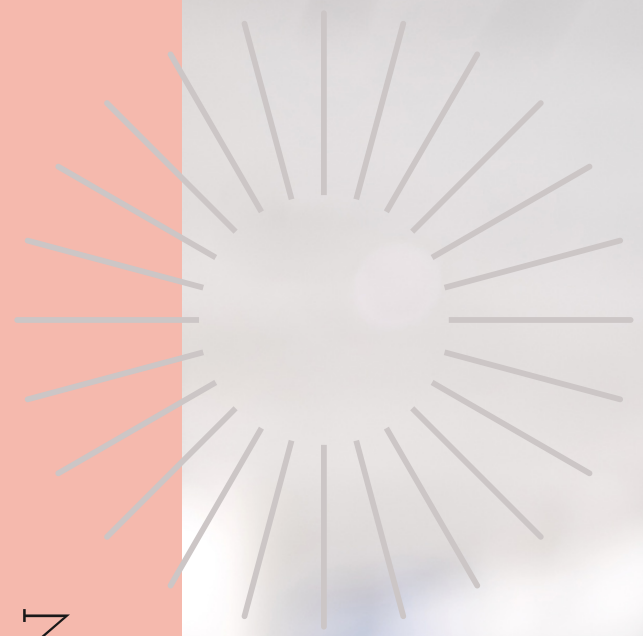


TO PROMOTE HIGH-QUALITY CARE

SAMPLE

Our Policies & Expectations





SAMPLE

Q.

Who should I contact for urgent matters or emergencies?

A.

Text or call your supervisor. Note that BCBAs are not available 24/7 at the clinic.

SAMPLE

thank you!



Sample 4.

The following sample is from a custom online course created to provide in-house CEU professional development opportunities for all supervisors at an ABA agency



Training Overview

- 1 The impact of being a hands-on, engaged supervisor
- 2 Strategies for improving time-management skills
- 3 Strategies for structuring a supervision session
- 4 Strategies for balancing client support & RBT supervision
- 5 Strategies for providing balanced feedback to staff

Being a hands-on, engaged supervisor

After watching that video, let's reflect

While we may feel like we are effective multitaskers, if our attention is focused on our laptops, we are likely missing critical information happening in the session around us.

*Let's compare
two scenarios*





Self-reflect

SAMPLE

*How good is your
time management?*

On your own, complete the linked 15 question survey with your honest self-reflection, then we'll share tips based on your individual results.



If you scored yourself lower on #1, 4, 8, 13, 14, 15, you could improve on

Prioritizing



Eisenhower's Urgent/Important Matrix

- Write out all of your tasks, however seemingly unimportant
- Review tasks and put it into one of four categories

Priority ↑

- Important and urgent
- Important but not urgent
- Not important but urgent
- Not important and not urgent

Let's practice!

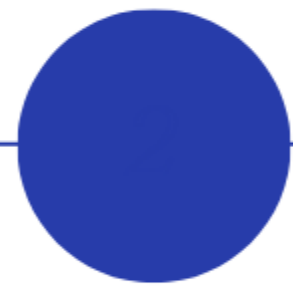
On the sheet provided, as you list out the current tasks you need to complete, practice organizing them by priority. Use this to guide how you allocate your time for the rest of today or throughout the week.

A supervision session

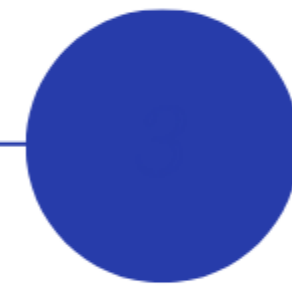
A suggested structure



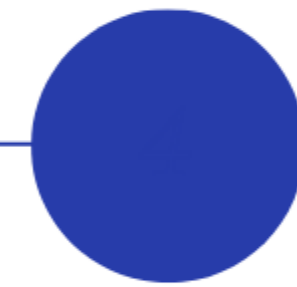
Come into the session with 3 priorities



Start with asking for a success & challenge



Introduce 1 new skill or provide feedback on 1 current skill



Provide in-the-moment feedback & an end of session summary



SAMPLE

A look at the research

What is the most effective way to teach new skills during an ABA session?



Share your guess in the discussion post!

A look at the research

In a meta-analysis of 118 peer-reviewed articles that evaluated various training methods, BST was associated with the most consistent improvement in implementation fidelity.

BST: Behavior Skills Training

*But is BST
always the best?*

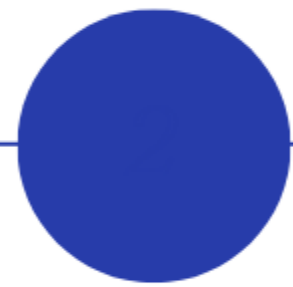


New research suggests using

The teach-back method

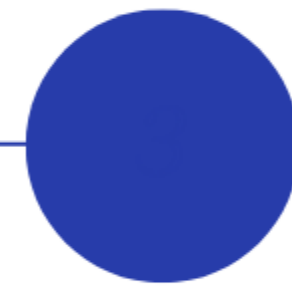


Provide written
instructions

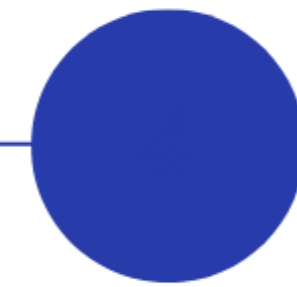


Ask questions
to check for
understanding

*Clarify & repeat
until all are correct*



Demonstrate



Feedback

A 2023 study found that this led to 100% treatment integrity & took significantly less time than BST

Support, supervision, and social validity



A balanced approach

Priority 1	Priority 2	Priority 3
Goal: Teaching strategy:	Goal: Teaching strategy:	Goal: Teaching strategy:
Goal: Teaching strategy:	Goal: Teaching strategy:	Goal: Teaching strategy:
Your turn!		

SAMPLE



Your turn!

Now practice introducing the new client goal to the RBT and to the stakeholder

The better we clearly connect to the larger priorities, the greater the buy-in!

Here's how we're going to teach it & why I've chosen this approach

Here's how it connects to the RBT Task List

This skill helps to build toward our priority of...



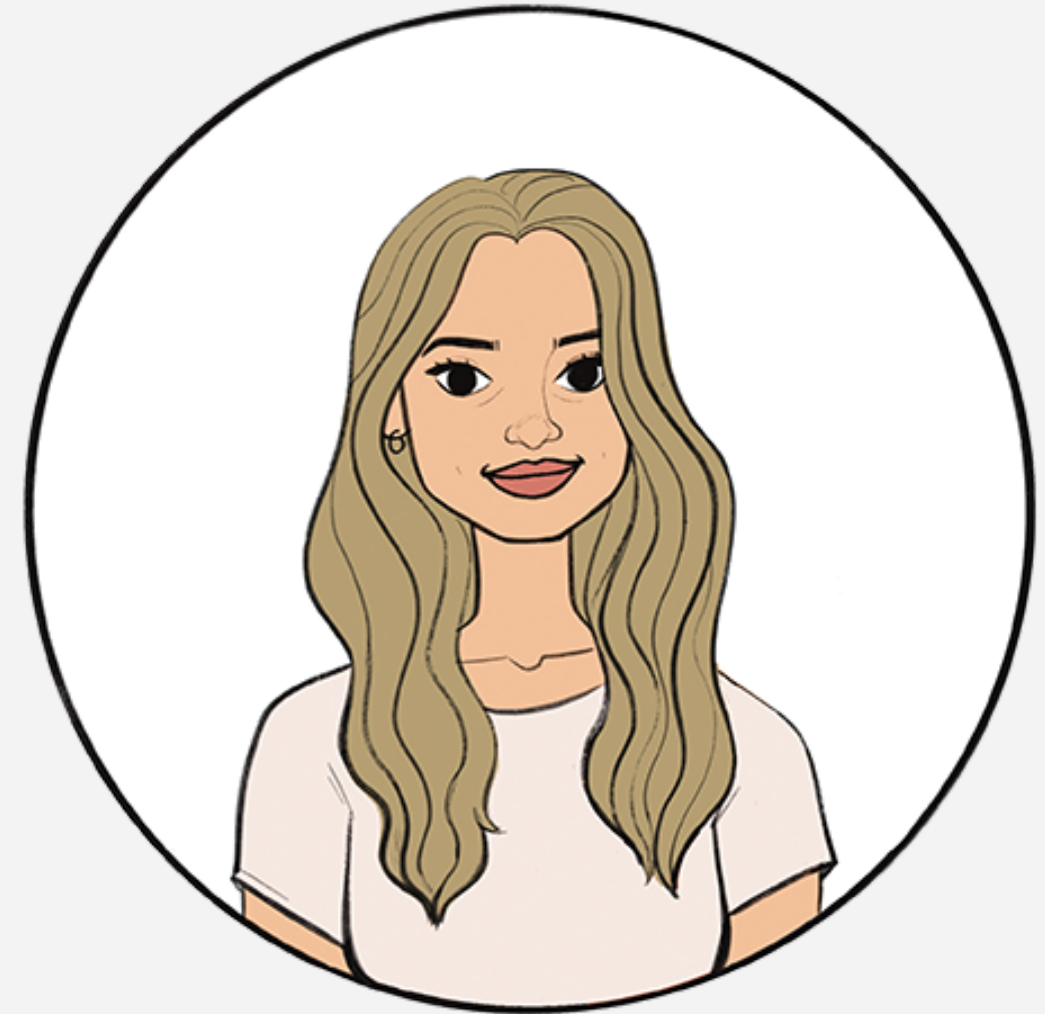
Thank you!



Let's connect!



Book a free 30 minute consult with Morgan to learn about how we can create a high-quality, engaging custom training for your team!



info@ABAVisualized.com



[@ABAVisualized](https://www.instagram.com/ABAVisualized)