



Professional  
Development  
Membership

# The Autism Helper Professional Development Membership Session 2 Continuing Education

## Session 2 Learning Objectives: (January - April)

- Defined and described procedures for training staff to collect frequency data using the Behavior Skills Training Model.
- Listed ways to utilize visuals for improving academic performance.
- Listed 5 strategies for effective group instruction.
- Defined and described what a replacement behavior is, how to teach it, and the Phase 1/Phase 2 process.
- Explained why fading prompts is important. Listed and described a variety of methods for fading prompts.
- Defined and described fluency instruction. Created a plan for classroom based fluency instruction, including selection of goals, mastery criteria, and data collection procedures.
- Described how to write a function based behavior plan and what must be included on this document.
- Listed ways to improve staff buy-in for classroom based procedures.
- Described how to fade prompts using a time delay procedure.
- Listed and explained proactive strategies/environmental strategies to reduce problem behaviors.
- Defined and described procedures for training staff to implement behavior plans using the Behavior Skills Training Model.
- Listed ways to add structure into areas of the day that occur outside of the classroom (gym, cafeteria, specials classes, etc.).
- Defined the SMART IEP goal acronym and explained each step in creating a goal in this process.
- Listed and explained reactive strategies to reduce problem behaviors.