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General Information

Instructor: Dr. Jaime Flowers, Ph. D, BCBA, NCSP

Title: Using Applied Behavior Analysis to support learners with ADHD

BACB CEs: 8 learning Credits

IBAO CEs: 8 general Credits

QABA CEs: 8 general Credits

This course, titled **Applied Behavior Analysis for Supporting Learners with ADHD**, provides professionals with practical strategies to support learners with ADHD using Applied Behavior Analysis (ABA). Participants will explore evidence-based techniques to address challenging behaviors, enhance academic and social skills, and promote self-regulation. Through interactive lessons, learners will gain expertise in conducting functional behavior assessments, designing individualized interventions, and collaborating effectively with families and educators. The course is designed for Board Certified Behavior Analysts (BCBAs) and other professionals seeking to deepen their understanding of ABA applications for ADHD. By the end of the course, participants will be equipped to create meaningful, lasting improvements in the lives of ADHD learners.

Speaker Bio

Dr. Jaime Flowers is a professor of School Psychology at Stephen F. Austin State University. She is a Licensed Educational Psychologist (LEP) in California and Licensed Specialist in School Psychology (LSSP) in Texas, a Board-Certified Behavior Analyst (BCBA), and a Nationally Certified School Psychologist (NCSP). Her current research interest includes behavior analytic ethics, and functional behavior analysis in schools.

Learning Objectives

1. Gain a nuanced understanding of the core characteristics and manifestations of ADHD, including inattention, hyperactivity, and impulsivity.
2. Identify and evaluate various therapeutic modalities commonly used in the treatment of ADHD.
3. Delve into the research methodologies and techniques involved in conducting functional assessments for individuals with ADHD.
4. Acquire research-backed strategies for addressing inattentiveness in individuals with ADHD
5. Learn evidence-based techniques for managing hyperactive behaviors associated with ADHD

Course Assignments, Activities, and Technology

	Title
<i>Lesson 1</i>	Characteristics of ADHD
<i>Lesson 2</i>	Ethically Choosing Interventions
<i>Lesson 3</i>	Functional Assessment and Behavior Analysis for ADHD
<i>Lesson 4</i>	Characteristics of ADHD



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Lesson 5	Functional Assessment of ADHD
Lesson 6	Antecedent Interventions for Inattentive Behaviors
Lesson 7	Antecedent Interventions for Hyperactive Behaviors
Lesson 8	Teaching Interventions for Inattentive Behaviors
Lesson 9	Teaching Interventions for Hyperactive Behaviors
Lesson 10	Developing Academic and Executive Functioning Skills
Lesson 11	Social Skills Training and Peer Interactions
Lesson 12	Other interventions for Inattentive Behaviors
Lesson 13	Other interventions for Hyperactive Behaviors
Lesson 14	Final Quiz
Lesson 15	Summary

Evaluation and Assessment

Participants must score 80% or better on all quizzes and exams. Participant also must turn in all assignments and respond to all discussion boards. Participants will have multiple opportunities to complete these activities if the first attempt is not satisfactory.

References

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- Brock, S.E. (1998, February). Helping the student with ADHD in the classroom Strategies for teachers. *Communiqué*, 26 (5), 18-20.
- Carnine, D.W. (1976). Effects of two teacher presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, 9, 199-206.
- Cook, A. , Bradley-Johnson, S. and Johnson, C. M. (2014), Effects of white noise on off-task behavior and academic responding for children with ADHD. *Journal of Applied Behavior Analysis*, 47: 160-164. doi:10.1002/jaba.79
- DuPaul, G.J., & Ervin, R.A. (1996). Functional assessment of behaviors related to attentiondeficit/hyperactivity disorder: Linking assessment to intervention design. *Behavior Therapy*, 27, 601-622.
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- Flood, W. A., Wilder, D. A., Flood, A. L. and Masuda, A. (2002), PEER-MEDIATED REINFORCEMENT PLUS PROMPTING AS TREATMENT FOR OFF-TASK BEHAVIOR IN CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER. *Journal of Applied Behavior Analysis*, 35: 199-204. doi:10.1901/jaba.2002.35-199



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- Gettinger, M. (1988). Methods of proactive classroom management. *School Psychology Review*, 17, 227-242.