



Behavior Webinars
Behaviorwebinars@gmail.com

General Information

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

Title: Special Education Supports and Eligibilities for Behavior Analysts

BACB CEs: 9 learning CEUs

QABA CEs: 9 general CEUs

IBAO CEs: 9 general CEUs

The course titled "Special Education Supports and Eligibilities" provides students with an in-depth understanding of the crucial role behavior analysts play in supporting individuals with diverse learning needs. Participants will learn how behavior analysts contribute to the special education process by conducting assessments, developing behavior intervention plans, and providing behavioral supports. They will explore collaborative approaches with educators, parents, and professionals to design individualized programs that address unique needs and foster positive behavioral outcomes. The course also covers the assessment and analysis of behavioral data to determine eligibility for special education services, inform decision-making on placement, accommodations, and appropriate supports for students with behavioral challenges.

Speaker Bio

Dr. Jaime Flowers holds the position of Professor of School Psychology at Stephen F. Austin State University. Holding a License in Educational Psychology (LEP) in California, and a License as a Specialist in School Psychology (LSSP) in Texas. Additionally, she is recognized as a Board Certified Behavior Analyst (BCBA) and a Nationally Certified School Psychologist (NCSP). Dr. Flowers' scholarly pursuits are primarily focused on the realms of behavior analytic ethics and functional behavior analysis within educational environments. Her research endeavors contribute significantly to the advancement of knowledge and practices in these critical areas of study.

Learning Objectives

1. Understand the role of behavior analysts in the special education process, including their responsibilities in conducting assessments, developing behavior intervention plans, and providing behavioral supports to students with diverse learning needs.
2. Gain knowledge of collaborative approaches and effective communication strategies for working with educators, parents, and other professionals in designing and implementing individualized programs that address the unique needs of students.
3. Develop skills in analyzing and interpreting behavioral data to inform decision-making regarding eligibility for special education services, placement considerations, and the development of appropriate accommodations and supports for students with behavioral challenges.
4. Explore ethical considerations and best practices related to the provision of special education supports, including issues of confidentiality, cultural sensitivity, and promoting dignity and autonomy for individuals with diverse learning needs.
5. Apply theoretical frameworks and evidence-based strategies in the development and implementation of behavior intervention plans, with an emphasis on promoting positive behavioral outcomes, skill acquisition, and the reduction of challenging behaviors in educational settings.



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Course Assignments, Activities, and Technology

	Title
<i>Lesson 1</i>	Introduction to Special Education
<i>Lesson 2</i>	Key Roles in Special Education
<i>Lesson 3</i>	Collaboration in Special Education
<i>Lesson 4</i>	Multicultural Perspectives
<i>Lesson 5</i>	Students with Learning Disabilities
<i>Lesson 6</i>	Students with ADHD
<i>Lesson 7</i>	Students with Emotional Behavioral Disabilities
<i>Lesson 8</i>	Students With Intellectual and Developmental Disabilities
<i>Lesson 9</i>	Students With Deafness and Hearing Loss
<i>Lesson 10</i>	Students With Visual Impairments
<i>Lesson 11</i>	Students With Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments
	<i>Final Quiz</i>

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

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Friend, Marilyn Penovich. Special Education: Contemporary Perspectives for School Professionals. Sixth edition. New York, NY: Pearson, 2018.
- Dunlap, G., & Fox, L. (2015). Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment. Guilford Press.
- Scott, T. M., Anderson, C. M., & Alter, P. J. (2019). Applying behavior analysis in schools: A guide to classroom interventions. Routledge.