



Behavior Webinars
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General Information

Instructor: Lyndsie Erdy, Ph.D., NCSP, BCBA-D

Title: Leveraging behavior analysis to conceptualize and address trauma: Trauma-informed care series Part 3

BCBA CEs: 3 Ethics CEUs

IBAO CEs: 3 Ethics Credits

QABA CEs: 3 Ethics CEUs

This webinar is designed to highlight and describe four specific behavior analytic techniques that can be used by behavior analyst for supporting individuals experiencing trauma, including exposure-based therapy, behavioral activation, functional analytic psychotherapy, and acceptance and commitment therapy. Learners will be introduced to each technique's background, evidence for use with individuals experiencing trauma, and general steps for implementation. Research on the use of the behavioral techniques for supporting students in schools will also be discussed. The webinar will conclude with a review of the three-part series and recommendations for next steps for practitioners.

Speaker Bio

Lyndsie Erdy is a training and consulting specialist at the Devereux Center for Effective Schools. Lyndsie is a licensed psychologist in the state of Pennsylvania, a nationally certified school psychologist, and a board-certified behavior analyst-doctoral. Her research interests include the use of multi-tiered systems of support (MTSS) to address the needs of both students and staff, particularly in urban and alternative school settings.

Learning Objectives

By the end of this module, participants will be able to:

1. Explain the similarities and differences between Applied Behavior Analysis and Clinical Behavior Analysis
2. Identify and describe four behavior analytic approaches for promoting the well-being of individuals experiencing traumatic stress
3. Describe how at least one of the highlighted behavior analytic treatments has been implemented in schools as a universal intervention for promoting student social, emotional, and behavioral wellness
4. Reflect on the individuals you serve, their needs, and your current scope of practice to consider what additional training, support, and/or resources you need to increase your competence related to supporting individuals experiencing traumatic stress

Course Assignments, Activities, and Technology

	Title	Activities
<i>Lesson 1</i>	Syllabus	Review Syllabus
<i>Lesson 2</i>	Introduction	Video Discussion board



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<i>Lesson 3</i>	Review of Trauma-informed care	Video
<i>Lesson 4</i>	Clinical Behavior Analysis	Video Resource review
<i>Lesson 5</i>	Exposure-based Therapy	Video Reading assignment Quiz activity
<i>Lesson 6</i>	Behavioral Activation	Video Reading assignment Quiz questions Discussion board
<i>Lesson 7</i>	Functional Analytic Psychotherapy	Video Reading assignment Matching activity
<i>Lesson 8</i>	Acceptance and Commitment Therapy	Video Scenario activity
<i>Lesson 9</i>	School-based Applications	Video Reading assignment Discussion board
<i>Lesson 10</i>	Wrap-up	Video Quiz activity
Final Exam		

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. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
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- Dixon, M. R., & Paliliunas, D. (2018). AIM: A behavior analytic curriculum for social-emotional development in children. *Shawnee Scientific Press*.
- Dixon, M. R., Paliliunas, D., Weber, J., & Schmick, A. M. (2022). A large-scale naturalistic evaluation of the AIM curriculum in a public-school setting. *Behavior Analysis in Practice*, 15(1), 156-170.
- Johnstone, K. M., Middleton, T., Kemps, E., & Chen, J. (2020). A pilot investigation of universal school-based prevention programs for anxiety and depression symptomology in children: A randomized controlled trial. *Journal of Clinical Psychology*, 76(7), 1193-1216.



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- Joseph, J. S., & Gray, M. J. (2008). Exposure therapy for posttraumatic stress disorder. *The Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 1(4), 69.
- Kohlenberg, R. J., Bolling, M. Y., Kanter, J. W., & Parker, C. R. (2002). Clinical behavior analysis: Where it went wrong, how it was made good again, and why its future is so bright. *The Behavior Analyst Today*, 3(3), 248.
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- Pedersen, E. R., Callaghan, G. M., Prins, A., Nguyen, H. V., & Tsai, M. (2012). Functional Analytic Psychotherapy as an adjunct to cognitive-behavioral treatments for posttraumatic stress disorder: Theory and application in a single case design. *International Journal of Behavioral Consultation and Therapy*, 7(2–3), 125–134. <http://dx.doi.org/10.1037/h0100947>
- U.S. Department of Veterans Affairs. (2022, August 29). *How common is PTSD in adults?* https://www.ptsd.va.gov/understand/common/common_adults.asp