



Behavior Webinars
Behaviorwebinars@gmail.com

General Information

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

Title: Balancing Emotions with ABA: Practical Tools for Self-Regulation

BACB CEs: 3 Learning CEUs

IBAO CEs: 3 General credits

QABA CEs: 3 General CEUs

This course provides Board Certified Behavior Analysts (BCBAs) with a comprehensive understanding of applying Applied Behavior Analysis (ABA) principles to enhance emotional regulation. Participants will learn to identify triggers and maintaining variables through functional assessments, develop effective behavior intervention plans (BIPs), and teach self-regulation skills using evidence-based strategies such as reinforcement and prompting. The course emphasizes ethical considerations, data-driven decision-making, and collaboration with stakeholders to ensure successful intervention outcomes. Through case studies, role-playing, and practical tools, learners will gain the skills needed to promote emotional regulation across diverse environments and maintain long-term success.

Speaker Bio

Dr. Jaime Flowers holds 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. **Conduct Functional Assessments** – Identify emotional triggers and maintaining variables using ABC recording and other assessment tools.
2. **Develop Behavior Plans** – Design and implement BIPs that use reinforcement, differential reinforcement, and antecedent strategies to support self-regulation.
3. **Teach Self-Regulation Skills** – Apply prompting, modeling, and reinforcement to help individuals develop coping strategies and self-monitoring skills.
4. **Use Data to Guide Decisions** – Collect, graph, and analyze behavioral data to assess progress and adjust interventions effectively.
5. **Ensure Ethical and Collaborative Practice** – Work with caregivers and educators to implement interventions consistently while adhering to ABA ethics.
6. **Promote Generalization and Long-Term Success** – Teach skills that transfer across environments and support long-term independence in emotional regulation.



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Course Assignments, Activities, and Technology

	Title
Lesson 2	Foundations of ABA and Emotional Regulation
Lesson 3	Conducting Functional Assessments
Lesson 4	Acceptance Commitment Therapy
Lesson 5	Skill Acquisition Strategies for Emotional Regulation
Lesson 6	Reinforcement and Prompting for Self-Regulation
Lesson 7	Data Collection and Progress Monitoring
Lesson 8	Generalization and Maintenance of Emotional Regulation Skills
Lesson 9	Case Studies
Lesson 10	Final Quiz
Lesson 11	Summary

Evaluation and Assessment

Participants must score 80% or better on all quizzes and exams. Participants 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

- Doan, M., Schuck, S., Cibrian, F. L., Jang, A., Khare, N., Chang, S., Li, A., & Hayes, G. R. (2020). *CoolCraig: A Smart Watch/Phone application supporting co-regulation of children with ADHD*. CHI 2020 Extended Abstracts, April 25–30, 2020, Honolulu, HI, USA. <https://doi.org/10.1145/3334480.3382991>
- Holmes, S. R., Thompson, A. M., Herman, K. C., & Reinke, W. M. (2021). *Designing interventions for implementation in schools: A multimethod investigation of fidelity of a self-monitoring intervention*. *School Psychology Review*, 50(1), 42-51. <https://doi.org/10.1080/2372966X.2020.1870868>
- Flynn, K. (2023). *Examining the effects of a behavioral skills training package on the emotional regulation skills of a child with autism spectrum disorder* (Master's thesis). Minnesota State University, Mankato.
- Nesayan, A., Hosseini, B., & Asadi Gandomani, R. (2017). *The effectiveness of emotion regulation skills training on anxiety and emotional regulation strategies in adolescent students*. *Journal of Practice in Clinical Psychology*, 5(4), 263-270. <https://doi.org/10.29252/NIRP.JPCP.5.4.263>
- Colombo, D., Fernández-Álvarez, J., Suso-Ribera, C., Cipresso, P., Valev, H., Leufkens, T., Sas, C., Garcia-Palacios, A., Riva, G., & Botella, C. (2020). *The need for change: Understanding emotion regulation antecedents and consequences using ecological momentary assessment*. *Emotion*, 20(1), 30–36. <https://doi.org/10.1037/emo0000671>