

## Introduction

Do you manage staff teams that support individuals with developmental, learning and/or behavioral diverse abilities? Are you looking for exciting ways to equip your team with new skills, tools, and resources?

Pivot Point provides half-day or full-day educational, resource-rich workshops designed to equip teams and agencies to better understand and support individuals in their care.

The Event Workshop & Description below reflect full days with 6 hours of instructional time. Content can also be adjusted to reflect 4 hour or 2-hour sessions.

## Workshops We Offer:

### **ABC's of Behaviour:**

The ABC's of behaviour takes an in-depth look at Skinner's 3-term contingency. Participants will learn to define and target a behaviour for change, take data to identify the function of the behaviour, develop a hypothesis and plan for behaviour change, and choose an appropriate replacement behaviour to teach.

This workshop is a must see for teachers, education assistants and other service providers working with individuals who exhibit challenging behaviours.

### **Motivating Children With and Without Developmental Disabilities to Learn:**

This workshop teaches participants how to develop and use motivation to teach children with and without disabilities to learn. Concepts covered will include:

- Defining motivation (what it is and isn't)
- How to develop motivation (steps)
- How to use motivation to teach children

Participants will leave the workshop with a clear understanding of the steps required to develop, foster, and use motivation to teach children and youth!

### **Establishing Socialization Goals and Priorities:**

This workshop is designed for teachers, community partners, and parents who are interested in developing a greater understanding of social skill development and teaching.

Participants learn about typical social skill development from age 3 to teens. Critical social skills that lead to larger changes in the individual's social performance are also identified. Lastly, the most effective teaching methods are discussed.

### **iPads and Autism:**

This workshop provides extensive background on the various uses of iPads and specific apps for individuals with autism. Participants learn about the process of obtaining an iPad through Autism Funding. Participants also benefit from hands-on learning and practice with apps.

## **Antecedent Strategies:**

The key to managing problem behaviour is prevention. Within the framework of applied behaviour analysis, the utilization for positive behaviour supports to prevent problem behaviour is a tenant of service provision.

Participants will review the ABC's of behaviour will in order to understand the importance of antecedents including motivation. In addition, participants learn how to examine the environment to determine what changes could be made to facilitate success. Lastly, they examine the use of supplemental supports such as visuals, calendars, and social stories.

## **Supporting Children and Youth with Autism Spectrum Disorder:**

This workshop introduces participants to diagnostic criteria for ASD and provides examples of those traits in everyday life. Participants will focus on antecedent strategies to promote the successful learning of individuals with ASD.

## **Making and Using Visual Supports:**

Using visual schedule systems is an easy way to provide children with consistent cues about their daily activities.

Visuals provide a structure that allows children to anticipate what will happen next. This can significantly reduce anxiety and problem behaviours as well as promote calm transitions.

Join us and learn how valuable visual cues can be! You will walk away equipped with the basics of a communication system that you can expand to meet the needs of your family or classroom.

## **SMART IEP Goals:**

Presenter Elizabeth Sparling is a BC Certified teacher (former Low Incidence Integration Support Teacher) and a Board Certified Behaviour Analyst, with almost 20 years of experience working with children with special needs. Elizabeth is also the parent of a child with Autistic Disorder and an Intellectual Disability and knows the importance of the parental role in the development of the IEP.

The significance of the IEP in educating children with special needs is often underestimated. This workshop is designed for parents and their educational teams to assist in the development of an effective Individual Education Plan (IEP). IEP's should have goals that are:

- S – specific
- M – measurable
- A – action oriented
- R – relevant and realistic
- T – time oriented

## **ABA 101 - Introduction to Behaviour Intervention:**

This is an introductory one-day training opportunity for those who are supporting children with ASD that are interested in learning more about effective behaviour intervention.

After completing this training, service providers will be able to implement therapeutic programs for children and youth with ASD within a supervised home-based or clinic-based program.

Parent and family members will be able to more fully participate in implementing or supporting therapeutic programs in their homes with/for their children.

This training is appropriate for Behaviour Interventionists, parents (and extended family members), educational assistants, ECEs, and teachers.

## **Developing New Behaviours:**

In this seminar participants will learn about the 3 major procedures for developing new behaviours: Imitation, Shaping, and Chaining.

An overview of each procedure will be presented along with examples to illustrate each method in an easy to understand format.

Participants will also have the opportunity to practice the various procedures and ask any questions they may have to help them translate these methods to their daily work.

## **Introduction to Childhood Disabilities:**

This workshop focuses on the early detection and treatment of early childhood disabilities.

Participants define Developmental Disability including statistics, prevalence, and the attributing factors.

Strategies are discussed to support children with disabilities including those to be used in the classroom, one-to-one, and in the home.

Revisions found in the DSM-5 are discussed and, by the end of this workshop, participants will be able to define 4 Neurodevelopmental Disorders applicable to preschool age children.



## **Strengthening Behaviour through Reinforcement:**

This workshop takes a closer look at the most powerful and effective behaviour change procedure - reinforcement.

Participants will learn to identify the relationship between reinforcement and learning, the multiple ways to use reinforcement strategies, and how to conduct a reinforcer assessment. This workshop is beneficial for teachers, education assistants and other service providers.

## **Bullying and Disability:**

Our Bullying and Disability workshop is geared towards service providers and community groups that are experiencing bullying between individuals with developmental disabilities.

This workshop addresses bullying and identifies factors that contribute to bullying. Agencies are encouraged to reflect on their practices in order to diminish bullying.

## **Person-Centered Planning**

Person-Centered Planning is used to ensure that all supports and services provided to individuals are based on, and contribute to, each person's specific circumstances, interests, and desires.

Person Centered Planning (PCP) is at the heart of Community Living British Columbia's mandate to support individuals with developmental disabilities. The principles, though, are often overlooked due to the "system" of service provision.

For many years, decision-making, power, and overall authority about individuals lives were located in a hierarchy of services that were established to support them.

This course examines the principles of Person-Centered Planning, goal setting, and data collection associated with improving the quality of life for individuals.

## Teen Transition Planning Training

The role of “Transition Planner” is both challenging and rewarding as it can be one of the most important roles in helping a teen with development and/or learning diverse abilities to succeed.

Transition Planners guide teens in building plans for their future, and support the transition teams.

Transition Planners often commit to long term monthly support to a Teen’s Team.

PATH is a creative planning tool which inspires collaboration and unites all participants in a visioning and planning process.

A “PATH Facilitator” is a person specifically trained to support families through the PATH process, and provide direction and support for the journey ahead.

Being a PATH Facilitator requires a minimum commitment of approximately 5 hours session.

During the Teen Transition Planning Training All participants will learn how become a Transition Planner and become a PATH Facilitator.

This powerful combination training supports teens and their families through a challenging and exciting stage of life - planning for the future!

This comprehensive training takes place over 2, 8 hour days.

## Teen Transition Planning – Parent Orientation:

For some parents, facing the task of planning for their child’s future can be overwhelming. Many people have no idea where to begin, some have been avoiding it for years, and most have inaccurate ideas about what’s involved. Some parents say they wish they had a leader or guide, or a “road map” to help them begin their journey.

The 3 hour Parent Orientation provides essential “basic training” to all parents who need to know how to begin and what their journey will look like.

The goals of the Parent Orientation are to:

- Introduce philosophy of Person Centred Planning and the PATH planning tool
- Identify the steps to Transition Planning; Identify the roles and responsibilities of team members
- Learn about how to use the Teen Transition Planning Guide
- Acknowledge some of the emotional barriers and struggles parents face
- And provide parents with an opportunity to link with other parents who are beginning this journey.



## Contact Us Today

Toll Free: 1.866.531.4544  
Phone: 604.531.4544

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Head Office Mailing  
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