

Dear Colleagues:

We are writing to you today to **solicit course offerings for the 2020-2021 CAS Professional Development Seminar Series**. These seminars at CAS will continue to focus exclusively on recertification. Potential offerings can include any topics that will support the work of those in the addiction, behavioral health and health education fields. As always, we will strive to create a series that appeals to all levels of individuals on the front line of addiction and behavioral health practice, particularly the advanced practitioner. We are particularly interested in topics that reflect current trends and best practices. We will also consider past offerings that continue to reflect the best of current practice.

*In addition to our offerings for clinicians we are expanding our department to include continuing education for Certified Peer Recovery Specialists.*

Please submit seminar topics and ideas for the 2020-2021 CAS Professional Development Seminar Series the by replying to this email by March 20, 2020.

**Submission Criteria for the Professional Development Seminar Series**

Please send the materials below to: [nkj@smithers.rutgers.edu](mailto:nkj@smithers.rutgers.edu)

- Abstract and title (see page 2)
- Learning objectives (see page 3)
- Timed agenda (for a 6 hour course)
- Bibliography
  - 5 references, at least 3 published within the last ten years and at least 3 empirical papers
- Intended audience and instructional level (introductory, intermediate, advanced)
- CV/resume
- Minimum of a Masters Degree in a behavioral health field
- Instructor Bio
- Scheduling requests, which we will make every effort to accommodate.

Please contact us if you have any questions. We look forward to working together!



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## Sample Abstract:

### **Addressing Common Teaching Challenges in Children with Autism**

#### **Presenter:**

Lara Delmolino Gatley, Ph.D., BCBA-D

Executive Director of the Douglass Developmental Disabilities Center

Clinical Professor at the Graduate School of Applied and Professional Psychology

Rutgers, the State University of New Jersey

**Abstract:** Research supports the use of early intensive behavioral intervention using the principles of applied behavior analysis with learners with autism. With a vast literature that is continually growing, professionals and clinicians can find it overwhelming to stay on top of a changing field in order to best address the needs of their learners. The purpose of this workshop is to equip the clinician with eight essential teaching strategies that are designed to address a variety of common challenges faced by those who work with individuals on the autism spectrum. These essential strategies are intended to help guide effective instructional practice. The first two strategies, “Make it Worthwhile” and “Don’t Give it Away,” address challenges clinicians may encounter when trying to establish a learner’s motivation. “Wait for It,” guides clinicians to address deficits in the area of attending. “Hands Off” will assist clinicians in identifying appropriate prompting strategies. “Talk Less,” focuses on how to use language effectively when working with learners on the spectrum. Finally, “Make it Meaningful,” “Quality over Quantity,” and “Individualize,” will provide the clinician with guidance to plan and implement effective instructional programming for learners with varying profiles.

#### **Objectives:**

1. The participants will describe the factors that could interfere with establishing and maintaining a learner's motivation.
2. The participants will explain the importance of teaching 'learning to learn' skills.
3. The participants will describe how to select appropriate prompt strategies.
4. The participants will analyze how to best use language effectively in their interactions with learners on the spectrum.
5. The participants will identify important considerations when selecting skills to target and structuring a teaching session.

Instructional level: Intermediate

#### **References:**

Cooper, J.O., Heron, T.E., & Heward, W.L., (2007). *Applied Behavior Analysis*. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Davis, P.K., & Rehfeldt, R.A.(2007). Functional Skills Training for People with Intellectual and Developmental Disabilities. In *Handbook of Intellectual and Developmental Disabilities* (pp. 581-599). New York: Springer US.

Delmolino-Gatley, L. (Ed.). (2015). *Solve Common Teaching Challenges in Children with Autism: 8 Essential Strategies for Professionals & Parents*. Woodbine House.

Eldevik, S., Hastings, R. P., Hughes, J. C., Jahr, E., Eikeseth, S., & Cross, S. (2009). Meta-analysis of early intensive behavioral intervention for children with autism. *Journal of Clinical Child & Adolescent Psychology*, 38 (3), 439-450.

Kazdin, A.E. (2013). *Behavior Modification in Applied Settings*. Long Grove, IL: Waveland Press.

Leaf, R.L., & McEachin, J. (1999). *A Work in Progress: Behavior Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism*. New York: DRL Books.

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.

# Guidelines for Writing Behavioral Learning Objectives and Assessments

- Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity.
- Learning objectives must be observable and measurable.
- Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors

## Verbs to consider when writing learning objectives:

- list, describe, recite, write
- compute, discuss, explain, predict
- apply, demonstrate, prepare, use
- analyze, design, select, utilize
- compile, create, plan, revise
- assess, compare, rate, critique

## Verbs to avoid when writing learning objectives

- know, understand
- learn, appreciate
- become aware of, become familiar with

## Example of well-written learning objectives:

This workshop is designed to help you:

1. Summarize basic hypnosis theory and technique;
2. Observe demonstrations of hypnotic technique and phenomena;
3. Recognize differences between acute and chronic pain;
4. Utilize hypnosis in controlling acute pain;
5. Apply post-hypnotic suggestions to chronic pain; and
6. Practice hypnotic technique in dyads.

- Objective learning assessments should be written in a manner that determines whether participants learned what you planned to teach them. The evaluation (or learning assessment) should be based on the stated learning objectives of the program.

## • Example of well-written learning assessment:

Based on the content of the workshop, I am able to:    Strongly Agree    Strongly Disagree

1.	Describe at least two theoretical approaches to hypnosis;	5	4	3	2	1
2.	Employ at least two hypnotic induction techniques;	5	4	3	2	1
3.	Explain how psychological approaches differ when applied to acute vs. chronic pain;	5	4	3	2	1
4.	Demonstrate a technique for applying hypnosis to acute pain;	5	4	3	2	1
5.	Provide a post-hypnotic suggestion for controlling chronic pain; and	5	4	3	2	1
6.	State that I had the opportunity to practice the technique during the workshop.	5	4	3	2	1