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## Professional Development Opportunities for Practitioners

- All titles are liberally illustrated with video
- Most titles are an overview, approximately 75 – 90 minutes in length
- Most titles have a more in-depth version for clients wishing more information

Title	What's the Main Idea?	Look and Feel
<b>The Basics</b>		
<b>What Every Practitioner Should Know About Behavior</b>	There's a science to behavior!	Light, fun; get Learners on board
<b>What Every Practitioner Should Know About Trauma</b>	Our students today are different from those we served as little as five years ago. We need to be trauma-sensitive and trauma-informed schools. Why, and what is it?	Serious stuff
<b>What Every Practitioner Should Know About Compliance</b>	One of the top reasons for behavior intervention referrals is student non-compliance. How can we improve student compliance?	Light-ish; intended to be a paradigm re-set from "What do we do once a student has become non-compliant?" to preventing it
<b>What Every Practitioner Should Know About Reinforcement</b>	Reinforcement is the most potent tool in the toolbox, and yet few Practitioners have been taught explicitly why and how to use it.	Light, fun
<b>The "D" Word: Taking, Graphing, Analyzing and Acting on Data</b>	How to take data, and what to do with it once you have it.	An overview, with some how-to
<b>Digging Deeper</b>		
<b>How Practitioners Can Do "FBA Light" (And When Not to Do Them)</b>	You don't need to be a BCBA to do FBAs Try this: the parts and the pieces work as a <i>system</i> to get it done, and out there informing Teams!	Step-by-Step, with some fun tossed in
<b>How Practitioners Can Do Function-Based Positive Behavior Support Plans</b>	If you've done an FBA, this should be pretty simple. If not, it will take a bit longer, but still be useful.	Step-by-Step, with some fun tossed in
<b>Creating Behavior Change Plans, and How They Differ from Positive Behavior Support Plans</b>	"Lesson Plans" and How-To for Changing Behavior.	Step-by-Step, with some fun tossed in

<b>Title</b>	<b>What's the Main Idea?</b>	<b>Look and Feel</b>
<b>A Functional Assessment of and Treatment Plan for Contentious Caregiver Behavior</b>	Understanding and responding to difficult Parent/Caregiver behavior.	Light, fun
<b>Science, Pseudo-Science and Anti-Science in Practice</b>	Levels of evidence; what is "evidence-based practice?"; when "experimenting" is ok.	Pretty factual
<b>What Every Practitioner Should Know About Autism</b>	"Autism 101"	Some light, some not-so-light
<b>What Every Practitioner Should Know About Asperger Syndrome</b>	"Asperger 101" (or, what was formerly called Asperger Syndrome 101)	Some light, some not-so-light
<b>The Analysis of Verbal Behavior: Doing the ABLLS Assessment</b>	It looks complicated, but not so much once you break it down.	An overview and how-to
<b>The Analysis of Verbal Behavior: Doing the VB-MAPP Assessment</b>	It looks complicated, but not so much once you break it down.	An overview and how-to
<b>Introduction to the Analysis of Verbal Behavior: A Function-based Approach to Teaching Communication</b>	Applied behavior analysis has a sub-specialty called the Analysis of Verbal Behavior (VBx). Here are the basics, and how this can help students with communication impairments.	An overview, and some how-to
<b>The Mayor of Bath: Transition to Adulthood for People with ID or Autism</b>	Special Ed students will be in Life roughly from 21 – 80. Is their education preparing them for that? Some things to consider.	Light, fun.
<b>Leadership</b>		
<b>Leadership: Building Conflict Resolution Skills</b>	There is a "how to" in managing conflict: here's what we need to know.	Step-by-Step, with some fun tossed in
<b>Leadership: Communicating with Confidence</b>	Relationships and organizational health are built around communication; it's worth brushing up on communicating well.	Step-by-Step, with some fun tossed in
<b>Leadership: From Bud to Boss</b>	Gone from direct care to Manager? Manager to C-Suite? There's an art to that!	Step-by-Step, with some fun tossed in
<b>Leadership: Building and Managing Strong Teams</b>	Human Services Agencies are often structured around Teams. Here are some guidelines to build and sustain them.	Step-by-Step, with some fun tossed in
<b>Leadership: Managing Change</b>	Things to consider and manage when making changes.	Step-by-Step, with some fun tossed in
<b>Good to Know</b>		
<b>Don't Work in a Silo: How Community-Based Services Work</b>	Community-based services, including MaineCare (Maine Medicaid), can provide deep support to children and families. Here's what and how.	An overview, and some how-to
<b>The Strange World of BCBAs: Why They Do What They Do</b>	BCBAs have only been around for 18 years. Practitioners sometimes find their ethics and standards a barrier to services. What does and does not have "wobble room?"	An overview

Other topics by request.

\*Client provides space, comfortable seating and handouts; coffee and treats for Learners optional (but encouraged!)