



The University of Georgia

Applied Behavior Analysis Support Clinic

Track 1: Assessment of and recommendations for managing problem behaviors

Overview:

A team of therapists overseen by a case manager who is a board certified behavior analyst (BCBA) will work closely with your family to evaluate problem behaviors that are interfering with your child's learning and quality of life. This includes behaviors like self-injury, aggression, property destruction, running away (elopement), and eating inedible objects (pica). Over the course of about 5-6 appointments totaling approximately 10 hours, we provide comprehensive evaluation results, treatment recommendations, parent training in treatment, and follow-up support.

What to expect:

- The first appointment will typically be spent gathering information on problem behavior, such as types of problem behaviors, how often they occur, and events that are likely to trigger problem behavior, and prioritizing goals.
- You may be asked to collect data on problem behavior at home to guide treatment recommendations.
- Therapists will typically conduct a thorough assessment to determine the reason why problem behavior is occurring (the function) to directly guide our treatment recommendations.
- This assessment will involve setting up conditions where problem behavior is likely to occur and you may be directly involved in these conditions.
- Therapists will review assessment results with you and present treatment recommendations based on these results.
- Therapists will model and train you on all components of these treatment recommendations.
- You will be asked to implement treatment at home and collect data.
- Therapists will follow up with you on treatment and recommend modifications as needed.
- You will be provided with a formal report summarizing evaluation results and treatment recommendations.
- Therapists will be available as a resource should additional concerns with treatment arise after your last appointment.



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Track 2: Skill development

Overview:

This track involves working closely with your family to identify 2-4 meaningful skills that are important for your child (e.g. basic communication, daily living skills, academics). A team of therapists overseen by a case manager who is a board certified behavior analyst (BCBA) will evaluate your child's current skill level and develop intervention programs. Therapist implement intervention programs and then train parents to implement. The goal is to train parents to be a natural teacher for their child.

What to expect:

- The first appointment will typically be spent gathering information and prioritizing intervention goals that will make a meaningful impact for your child.
- Therapists will conduct an assessment of your child's current skill level to assist with intervention development.
- Therapists will develop an intervention program to address 2-4 target skills.
- Therapists will implement the intervention program with your child and collect data on progress toward these goals.
- You will have the opportunity to watch therapists implementing the intervention program with your child and therapists will explain intervention procedures.
- You will then be trained on these intervention procedures and have the opportunity to implement them with your child while therapists provide feedback.
- Therapists will discuss ways that these procedures can be used to teach other skills within the natural environment.
- Therapists will follow up on implementation of these procedures in the natural environment and provide feedback as needed.



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Track 3: School consultation

Overview:

Behavior analysts from UGA-ABASC are available to help school systems conduct functional behavioral assessments, write behavior intervention plans, train staff, and monitor intervention fidelity.

What to expect:

- Therapists will typically meet with teachers and education staff to discuss specific behavioral concerns, gather information on problem behavior (e.g., types of problem behaviors, frequency, events that are likely to trigger problem behavior) and prioritize goals.
- Staff may be asked to collect data on problem behavior to guide treatment recommendations.
- Therapists will spend time observing in the classroom and conduct a functional behavioral assessment to determine a hypothesis of why problem behavior is occurring (i.e., the function).
- This assessment may involve setting up situations where problem behavior is likely to occur and staff may be directly involved in this assessment.
- Therapists will review assessment results with staff and assist with developing intervention recommendations based on these results.
- Therapists will train staff on all components of these treatment recommendations.
- Staff will be asked to implement treatment and collect data.
- Therapists will follow up with staff on treatment and recommend modifications as needed.
- Therapists will observe staff implement intervention, collect data on intervention fidelity, and provide feedback as needed.
- Therapists may assist teachers with writing a formal behavioral intervention plan.
- Therapists may offer classroom-wide recommendations for maximizing the learning opportunities for all students.