

Curriculum Handbook



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**Towards Inclusive Practices and Positive Behavior Support
in Education and Social Work,**
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Introduction

Brief overview of the Project

Welcome to the Guidebook for implementing the V+ Project Curriculum.

The "Towards Inclusive Practices and Positive Behavior Support in Education and Social Work" project is a collaborative educational initiative among Visegrad+ (V+) partner countries. It aims to promote inclusive practices and disseminate knowledge of Applied Behavior Analysis (ABA) to support the implementation of practices of positive behavior support across educational and social service settings by providing training for supporting professionals such as teachers, psychologists, social workers, pre-service, and in-service.

This initiative brings together six higher education institutions from the Czech Republic, Slovakia, Poland, North Macedonia, and Ukraine - each contributing distinct expertise in special education, psychology, social work, or applied behavior analysis. The project addresses the need for greater accessibility to ABA-related knowledge by developing and translating educational materials into partner languages and offering them in an online, asynchronous format. These resources serve as a foundation for training local professionals and fostering a shared understanding of effective, inclusive strategies.

Key Objectives of the project:

1. Assess the current level of professionals' knowledge regarding Applied Behavior Analysis strategies of positive behavior support in partner countries.
2. Develop the Curriculum based on the best practices from partner countries.
3. Create accessible, online, asynchronous course materials to expand the reach and impact of the training.
4. Conduct the training for local professionals to equip them with essential knowledge on ABA and international practices.
5. Promote awareness and practical application of ABA strategies to encourage positive behavior and inclusion in diverse environments.



The project was created with the idea to enhance accessibility to the ABA information and development in behavior support. By providing translated and accessible training resources, the project empowers educators, psychologists, social workers, and other professionals to effectively support individuals with diverse needs.

An Overview of the Curriculum

This guidebook will provide the instructions on how to implement the project Curriculum and going to serve as a roadmap for the course materials.

The V+ Curriculum is divided into 9 modules, each focusing on a key aspect of Applied Behavior Analysis (ABA) and Inclusion within education and social work contexts. The e-learning modules are designed to be flexible and accessible for asynchronous learning, while also allowing in-person training sessions as needed.

Trainer requirements:

- advanced degree in psychology, special education, education, or social work

Each module includes:

- A video lecture recording
- Presentations (slides)
- Handouts for learners (Guided notes)
- Suggested activities
- Quizz questions



Module 1	Concepts and Principles of Behavior Analysis Definitions and characteristics of ABA; historical background; understanding behavior through ABC model (Antecedent-Behavior-Consequence); basic understanding of reinforcement and punishment; extinction; motivation operations.
Module 2	Basics of Assessment and Behavior Change Methods Identification of effective reinforcers; conducting preference assessments; introduction to reinforcement schedules; overview of skill assessment methods.
Module 3	Verbal behavior Foundation of communication (verbal behavior) from an ABA perspective; verbal and non-verbal operants; ABC model in communication; mand, tact, echoic, intraverbal, and listener response repertoires; learning protocols for vocal and non-vocal students.
Module 4	Measurement of Behavior Defining behavior in observable and measurable terms; continuous and discontinuous data collection methods; permanent product recording; preparing for data collection; data collection during skill acquisition and problem behavior; visual analysis.
Module 5	ABA Program Implementation I Developing and preparing individualized teaching plans; naturalistic teaching strategies; discrete trial teaching (DTT); errorless learning; prompting and prompt fading; reinforcement schedules; reward systems; behavior contracts.
Module 6	ABA Program Implementation II Task analysis and chaining; shaping new behaviors; discrimination training; transfer of stimulus control; promoting generalization and maintenance of learned skills.
Module 7	Reducing Challenging Behavior Conducting functional behavior assessments (FBA); identifying behavioral functions; developing behavior intervention plans (BIPs); antecedent interventions; differential reinforcement strategies; extinction; reductive procedures; ethical issues.
Module 8	Professional and Ethical Principles for ABA Practice Principles of professional conduct; ethical decision-making; documentation and data protection; appropriate information sharing and communication within professional contexts
Module 9	Inclusion and Support in Educational and Social Work Settings Defining and promoting inclusive practices; professional roles and collaboration; ethical considerations in inclusive settings; models of disability (medical, functional, social); overview of developmental, neurological, and mental disorders; support systems; examples from partner countries

Introduction to the Curriculum Delivery

The V+ Curriculum is designed for asynchronous learning but can also be adapted for in-person or hybrid training.

Each module contains lecture blocks, with lecture recording, slide presentations, guided notes, quiz, and optional activities.

Facilitators/trainers may assign self-study sections or host discussion sessions to reinforce lectures content.



Module 1: Concepts and Principles of Behavior Analysis

Timeframe:	First lecture	30 min
	Second lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to foundational concepts in Applied Behavior Analysis (ABA) and its relevance across professional fields. By the end of this module, learners should be able to define and distinguish core behavioral principles and explain the ABC model as a framework for analyzing behavior.	
Topics to be covered:	• Definition and characteristics of ABA. • Historical background of behavioral science (Pavlov, Watson, Skinner). • What is behavior (observable, measurable, functional). • The ABC model (Antecedent–Behavior–Consequence). • Positive and negative reinforcement. • Positive and negative punishment. • Extinction. • Motivating Operations (MO, EO, AO).	
Preparation:	• Watch both video lectures. • Review Module 1 Part 1 and Part 2 slide decks. • Print/distribute Guided Notes. • Prepare handouts on ABC examples and reinforcement types.	
Materials are available:	is.muni.cz Intro to ABA in EN (English) , CZ (Czech) , PL (Polish) , UA (Ukrainian) , MK (Macedonian) , AL (Albanian) .	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Provide students with access to video lectures, slides, and guided notes.
- *Optional:* Provide reflective questions (see below) for written submission.

For hybrid or in-person training:

- *Group Discussion:* Facilitate live or online synchronous sessions on ABA concepts, ethical concerns, and real-life applications.
- *Q&A Session.*
- *ABC Worksheet:* Distribute worksheets with culturally/contextually adapted ABC scenarios.
- *Role-play or Video Practice:* Use video examples from YouTube or in-person role-play to let students identify A-B-C sequences.
- *Mini Quiz:* Use or adapt 10-item multiple-choice test to review key terminology.

Example questions for reflection/discussion:

What's the difference between a reinforcer and a bribe?

How might reinforcement lead to unintentional behavior problems?

What ethical dilemmas might arise when applying punishment?

Describe a time when your environment shaped your behavior unintentionally.

General recommendations for trainers:

- Use culturally familiar examples from education, social work, or educational routines.
- Emphasize real-world applications of ABC analysis and reinforcement principles.
- Tailor role-plays and discussions to reflect learners' backgrounds and target populations.
- Provide frequent opportunities for active participation (e.g., small group tasks/discussion, peer-teaching).
- Encourage the use of guided notes to structure student learning.



- Reinforce learner contributions using praise or other contingent reinforcement strategies.
- Check for understanding regularly.

Adaptation for Local Contexts

- Provide adapted reflection discussion and case examples to match national systems and social service structures

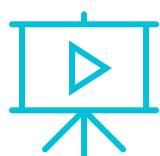
Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.). Recommended Chapter: Chapter 2

Kearney, A. J. (2015). Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers, and Other Professionals. Jessica Kingsley Publishers



Video

[Understanding Applied Behavior Analysis \(ABA\)](#) (YouTube; 15:09)

[What Are the ABC's of Behavior? Why is ABC Data Important?](#) (YouTube; 14:45)



Podcast

[Episode 100 - The History of ABA w/ Dr. Gina Green](#) (ABA Inside Track; 1:30:44)

[Episode 111 - Behavior Analytic Language](#) (ABA Inside Track; 1:25:08)

Articles



Heward, W.L., Critchfield, T.S., Reed, D.D., Detrich, R., & Kimball, J.W. (2022). ABA from A to Z: Behavior science applied to 350 domains of socially significant behavior. *Perspectives on Behavior Science*, 45, 327-359. doi:10.1007/s40614-022-00336-z

Normand, M.P. & Kohn, C.S. (2013). Don't wag the dog: Extending the reach of applied behavior analysis. *The Behavior Analyst*, 36, 109-122. doi: 10.1007/BF03392294

Baer DM, Wolf MM, Risley T. Current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*. 1968;1:91–97. doi: 10.1901/jaba.1968.1-91.



Module 2: Basics of Assessment and Behavior Change Methods

Timeframe:	First lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to behavioral assessment procedures that help identify effective reinforcers and guide skill development. The focus is on recognizing the difference between preference and reinforcement, using appropriate assessment tools, and implementing individualized behavior change strategies.	
Topics to be covered:	• Importance of reinforcement in learning. • Primary vs. secondary reinforcers. • Two-step reinforcement identification process. • Types of preference assessments (interview, observation, trial-based). • Reinforcer vs. preference. • Reinforcement schedules (CRF, FR, VR, FI, VI). • Overview of skill assessment tools: VB-MAPP, ABLLS-R, EFL, AFLS.	
Preparation:	• Watch video lecture. • Review slide deck. • Print/distribute Guided Notes. • Print or distribute sample preference assessment forms (SS, PS, MSWO, MSW). • Access recommended YouTube videos demonstrating trial-based assessments.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Provide students with access to video lectures, slides, and guided notes.
- Assign preference assessment video viewings and reflection tasks.
- *Optional:* Ask students to write a short scenario describing when a preferred item was not an effective reinforcer.

For hybrid or in-person training:

- *Mock Preference Assessments:* Partner students to conduct brief preference assessments.
- *Q&A Session.*
- *Discussion Task:* Briefly compare how reinforcement schedules appear in natural classroom and therapy settings (e.g., tokens, breaks, praise). Then discuss why preference assessments are essential to tailoring effective, ethical, and motivating interventions.
- *Reinforcement schedules roleplay.* Pair students for a brief exercise to try different schedules in practice.

Example questions for reflection/discussion:

What factors might cause a preferred item to fail as a reinforcer?

Why is it important to reassess reinforcement preferences frequently?

In what ways do motivation and reinforcement schedules influence skill acquisition?

How do you ensure skill assessments reflect both accuracy and dignity for the learner?

General recommendations for trainers:

- Provide a variety of examples (school, clinical, home settings) when introducing preference assessment models.
- Emphasize hands-on application to promote retention of procedures.
- Discuss common barriers in real-world assessment (e.g., limited time, noncompliance, sensory needs).
- Consider time for peer-feedback on mock assessments.



Adaptation for Local Contexts

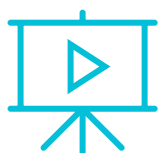
- Encourage learners to create context-specific reinforcer lists based on local environments (e.g., schools).
- Address regulatory practices for consent and assessment in each country.
- Use assessment examples relevant to national systems (e.g., Czech preschool vs. Polish primary classroom).

Additional content, topics, materials

Books



- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.). Recommended Chapter: Chapter
- Sundberg, M. L. (2008). VB-MAPP verbal behavior milestones assessment and placement program. Concord, CA: AVB Press.
- McGreevy, P., Fry, T., & Cornwall, C. (2012). Essential for Living.
- Partington, J. W. (2006). (ABLLS-R) Assessment of Basic Language and Learning Skills – Revised. Behavior Analysts, Inc.



Video

- [Paired Stimulus Preference Assessment](#) (YouTube; 4:26)
- [Preference Assessment: Free Operant Observation](#) (YouTube; 5:16)
- [SINGLE STIMULUS \(Preference Assessment\)](#) (YouTube; 3:48)
- [Preference Assessment – Trial-Based](#) (YouTube; 4:22)
- [Preference Assessment with Toys: Multiple Stimulus without Replacement \(MSWO\)](#) (YouTube; 3:43)
- [Variable Ratio See Do](#) (YouTube; 0:32)
- [Fixed Interval-Free-Do Stack Blocks](#) (YouTube; 0:41)
- [Fixed Ratio See Do](#) (YouTube; 0:24)
- [Variable Interval 3 7seconds Free Do Stack Blocks](#) (YouTube; 0:42)

Podcast



[Episode 9 - Choice](#) (ABA Inside Track; 1:20:26)

[Advanced Preference Assessment](#) (ABA Inside Track; 1:23:08)

[Episode 47 - Social Reinforcer Assessment](#) (ABA Inside Track; 1:14:23)



Articles

Fisher, W.W., Thompson, R.H., Piazza, C.C., Crosland, K., & Gotjen, D. (1997). On the relative reinforcing effects of choice and differential consequences. *Journal of Applied Behavior Analysis*, 30, 423-438. doi:10.1901/jaba.197.30-423

McKerchar, P. M., & Thompson, R. H. (2004). A Descriptive Analysis of Potential Reinforcement Contingencies in the Preschool Classroom. *Journal of Applied Behavior Analysis*, 37(4), 431–444. <https://doi.org/10.1901/jaba.2004.37-431>

Murphy, H. A., Hutchison, J. M., & Bailey, J. S. (1983). Behavioral School Psychology Goes Outdoors: The Effect of Organized Games on Playground Aggression. *Journal of Applied Behavior Analysis*, 16(1), 29–35. <https://doi.org/10.1901/jaba.1983.16-29>

Module 3: Verbal behavior

Timeframe:	First lecture	30 to 35 min
	Second lecture	30 to 35 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to B.F. Skinner's analysis of verbal behavior, including its application to assessment and intervention for individuals with developmental and communication needs. The module also aims to develop practical knowledge about teaching and assessing verbal operants.	
Topics to be covered:	• Definition and characteristics of verbal behavior. • Functional vs. formal properties of language. • Speaker vs. listener behavior. • Verbal operants: mand, tact, echoic, intraverbal, codic, duplic. • Listener discrimination and verbal episodes. • Verbal operant assessment. • Teaching verbal behavior (NET and DTT).	
Preparation:	• Watch both video lectures. • Review slide decks. • Print/distribute Guided Notes. • Prepare flashcards or visual aids.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Provide students with access to video lectures, slides, and guided notes.
- Provide worksheets comparing verbal operants.
- Include case examples for independent operant identification.

For hybrid or in-person training:

- *Operant Sorting Game*: Prepare flashcards or visual aids for learners to sort operants by form and function.
- *Planning Task*: Guide learners to develop a sample teaching plan using NET or DTT.
- *Assessment Walkthrough*: Show sample videos and facilitate operant coding.
- *Facilitated Discussion*: Prompt analysis of teaching methods for verbal behavior in structured vs. natural settings.

Example questions for reflection/discussion:

Why is it important to distinguish between a mand and a tact?

How does motivation affect verbal behavior?

How can listener behavior be shaped alongside speaker behavior?

General recommendations for trainers:

- Provide real-life examples of each operant (e.g., classroom, home).
- Emphasize teaching procedures that build independence and reduce prompt dependency.
- Model the difference between formal and functional properties using visual aids.
- Incorporate learner-centered activities for deeper understanding of speaker-listener dynamics.



Adaptation for Local Contexts

- Use culturally familiar examples of verbal behavior (e.g., greetings, requests, naming familiar items).
- Provide examples of NET and DTT in school vs. home-based interventions within local systems and collaboration possibilities.

Additional content, topics, materials

Books

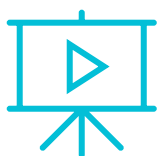


Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.).

Rieske, R. D. (Ed.). (2019). Handbook of Interdisciplinary Treatments for Autism Spectrum Disorder. Springer. (Autism and Child Psychopathology Series)

Bruinsma, Y., Minjarez, M. B., Schreibman, L., & Stahmer, A. C. (Eds.). (2020). Naturalistic Developmental Behavioral Interventions for Autism Spectrum Disorder. Baltimore, MD: Paul H. Brookes Publishing Co.

Video



[Ch 25 Verbal Behavior](#) (YouTube; 10:15)

[DTT and NET](#) (YouTube; 3:34)

Podcast



[Episode 28 - FCT](#) (ABA Inside Track; 1:10:32)

[Episode 22 - AAC](#) (ABA Inside Track; 1:14:32)

[Episode 242 - Mand Training](#) (ABA Inside Track; 1:19:57)

Articles



Skinner, B. F. (1992, 2014) Verbal Behavior. Prentice-Hall, Inc., ISBN: 978-0-9899839-0-7; https://www.bfskinner.org/wp-content/uploads/2014/05/2014_05_P_003.pdf

Dixon, M. R., Peach, J., Daar, J. H., Penrod, Cindy. (2017) Teaching complex verbal operants to children with autism and establishing generalization using the peak curriculum. Journal of Applied Behavior Analysis, <https://onlinelibrary.wiley.com/doi/full/10.1002/jaba.373>

Bondy, A., Tincani, M. & Frost, L. Multiply controlled verbal operants: An analysis and extension to the picture exchange communication system. BEHAV ANALYST 27, 247–261 (2004). <https://doi.org/10.1007/BF03393184>

Fisher, W.W., Rodriguez, N.M., & Owen, T.M. (2013). Functional assessment and treatment of perseverative speech about restricted topics in an adolescent with Asperger syndrome. Journal of Applied Behavior Analysis, 46, 307-311. Doi: 10.1002/jaba.19



Module 4: Measurement of Behavior

Timeframe:	First lecture	30 min
	Second lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to essential concepts and tools for measuring behavior in applied settings. The module focuses on operational definitions, continuous and discontinuous measurement systems, and the use of visual analysis.	
Topics to be covered:	- Defining observable and measurable behavior. - Continuous measurement: frequency, duration, latency, intensity. - Discontinuous measurement: whole interval, partial interval, momentary; time sampling. - Permanent product recording. - Data sheet creation. - Graphing and visual data analysis (e.g., line, bar, cumulative graphs).	
Preparation:	- Watch video lecture. - Review slide deck. - Print/distribute Guided Notes. - Prepare examples of well- and poorly defined behaviors for discussion. - Print blank and sample data sheets for use in exercises. - Review demonstration videos and mark timecodes for discussion or practice. - Prepare simple datasets and ready-to-fill graphs for practice in visual analysis.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Provide students with access to video lectures, slides, and guided notes.
- Assign learners the task of rewriting vague behavior labels into clearly observable and measurable operational definitions.
- Direct learners to watch pre-selected demonstration videos showing different types of measurement (e.g., frequency, partial interval, latency).

For hybrid or in-person training:

- *Behavior Definition Activity:* Present ambiguous behavior labels from real-life contexts (e.g., "being rude," "not listening"). Guide small groups in drafting operational definitions.
- *Measurement Simulation:* Play a brief behavior observation clip (or conduct a live scenario), and have learners collect data using various systems (frequency, interval, duration).
- *Graph Construction Workshop:* Provide mock data sets collected during the training. Ask participants to build visual graphs (AB, ABAB).
- *Discussion Task:* Discuss the pros and cons of continuous vs. discontinuous measurement methods.

Example questions for reflection/discussion:

Why is it important to define behavior clearly and objectively?

In what scenarios might discontinuous measurement be more practical than continuous?

How does the choice of measurement system affect data interpretation?

What are the strengths and limitations of permanent product recording?

General recommendations for trainers:

- Use culturally relevant examples of behavior.
- Emphasize precision and consistency in data collection.
- Reinforce the importance of interobserver agreement through pair activities.



- Support importance of graph reading and basic visual analysis skills
- Encourage learners to reflect on their own biases when defining behavior.

Adaptation for Local Contexts

- Use assessment examples relevant to national systems (e.g., Czech preschool vs. Polish primary classroom).
- Provide adapted reflection discussion and case examples to match national systems and social service structures.

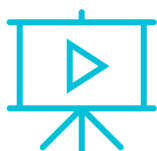
Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.).

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.), supplemental resources and chapter visuals.



Video

[Continuous Measurement \(Rate, Frequency, Duration, IRT, Trials to Criterion, Percent of Occurrence\)](#) (YouTube; 15:46)

[How to Measure Progress in ABA Programs](#) (YouTube; 11:16)



Podcast

[Episode 115 - Self-monitoring](#) (ABA Inside Track; 1:15:32)



Articles

LeBlanc, L. A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2015). A proposed model for selecting measurement procedures. Behavior Analysis in Practice, 9(1), 77–83. [doi:10.1007/s40617-015-0063-2](https://doi.org/10.1007/s40617-015-0063-2)

Module 5: Fundamentals of Intervention and Implementation of ABA Programs I

Timeframe:	First lecture	30 min
	Second lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to foundational procedures used in ABA-based teaching, including planning for skill acquisition, using prompts, selecting and fading reinforcement schedules, and implementing basic motivational systems. This module prepares professionals to implement skill teaching methods with fidelity and sensitivity to individual learner needs.	
Topics to be covered:	• Components of a Skill Acquisition Plan. • Teaching in Natural Environment and Intensive Teaching. • Errorless Teaching and Error Correction Procedures. • Types of Prompts and Prompt Fading. • Reinforcement Schedules (Continuous vs. Intermittent). • Token Economy System. • Behavior Contracts.	
Preparation:	• Watch video lectures in advance. • Review both slide decks (Lectures 1 & 2). • Print/distribute Guided Notes. • Prepare prompt materials (visuals, objects, etc.) for modeling examples. • Prepare sample reinforcement schedules and token boards for hands-on demonstrations.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Learners watch lectures and complete guided notes.
- Student can prepare an example of brief skill acquisition plan using given behavior goals.
- Reflect on pros and cons of different prompting types and fading techniques.

For hybrid or in-person training:

- *Prompt Fading Simulation*: Role-play instruction with physical, verbal, and visual prompts. Rotate learners through trainer and learner roles.
- *Reinforcement Planning*: practice writing reinforcement delivery statements.
- *Token economy*: how and discuss examples of token systems and discuss its clear rules and fading strategies.
- *Case review*: review and discuss learner profile and teachi steps, prompts, and reinforcement strategies plan.

Example questions for reflection/discussion:

Why is it important to fade prompts? What risks arise from failing to do so?

How can natural environment teaching promote generalization of skills?

When would you use continuous reinforcement vs. intermittent reinforcement?

What makes a token economy successful for different age groups or abilities?

How can behavior contracts increase learner responsibility and motivation?

General recommendations for trainers:

- Emphasize the functional purpose of prompts: support independence, not control.
- Use culturally familiar reinforcers and teaching contexts.
- Share your own experiences with successful teaching methods to build engagement.
- Highlight ethical considerations: avoiding prompt dependency, harmful reinforcers, and overuse of artificial reinforcement.
- Encourage peer feedback on prompt use, reinforcement strategies, and lesson planning.



Adaptation for Local Contexts

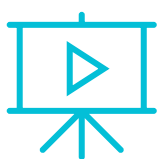
- Use locally relevant routines and classroom examples for NET (e.g., snack time, school tasks).
- Adapt reinforcer choices to cultural norms (e.g., tokens vs. activity-based reinforcers).
- Encourage learners to reflect on practical reinforcement systems used in your classroom and care settings.

Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.). Chapters on reinforcement, prompting, and token economy



Video

[Hierarchy of Prompting | Choosing Appropriate Prompts Based on Learner's Needs](#) (YouTube; 14:58)



Podcast

[Episode 273 - Schedule Thinning and FCR](#) (ABA Inside Track; 1:04:32)

[Episode 2 - Conditioned Reinforcers in the Social Setting](#) (ABA Inside Track; 1:06:22)

[Episode 23 - Video Modeling](#) (ABA Inside Track; 1:17:49)



Articles

LeBlanc, L. A., Raetz, P. B., Sellers, T. P., & Carr, J. E. (2015). A proposed model for selecting measurement procedures. Behavior Analysis in Practice, 9(1), 77–83. [doi:10.1007/s40617-015-0063-2](https://doi.org/10.1007/s40617-015-0063-2)

LeBlanc, L.A., Coates, A.M., Daneshvar, S., Charlop-Christy, M.H., Morris, C., & Lancaster, B.M. (2003). Using video modeling and reinforcement

to teach perspective-taking skill to children with autism. *Journal of Applied Behavior Analysis*, 36, 253-257. 10.1901/jaba.2003.36-253

Bergmann, S., Turner, M., Kodak, T., Grow, L., Meyerhofer, C., Niland, H., & Edmonds. (2021). Replicating stimulus-presentation orders in discrimination training. *Journal of Applied Behavior Analysis*, 54, 793-812. Doi: 10.1002/jaba.797



Module 6: Fundamentals of Intervention and Implementation of ABA Programs II

Timeframe:	First lecture	30 min
	Second lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to advanced teaching procedures used in applied behavior analysis, focusing on shaping, task analysis, discrimination training, stimulus control transfer, and generalization. The module equips professionals with tools to support skill acquisition and retention across environments and people.	
Topics to be covered:	• Task Analysis and Chaining Procedures (Forward, Backward, Total Task). • Shaping Techniques. • Discrimination Training. • Stimulus Control and Transfer Procedures. • Generalization and Maintenance. • Multiple Exemplar Training.	
Preparation:	• Watch video lectures in advance. • Review both slide decks (Lectures 1 & 2). • Print/distribute Guided Notes. • Prepare real-life examples of task analyses (e.g., brushing teeth, setting a table). • Set up materials for demonstrating stimulus control and generalization activities. • Print/distribute data sheets for chaining and shaping. • Identify and prepare video examples of discrimination and generalization in ABA settings.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Provide students with access to video lectures, slides, and guided notes.
- Assign task analysis design for a daily living skill.
- Assign practice on writing shaping planning design.

For hybrid or in-person training:

- *PTask Analysis*: Learners create and share task analysis with peers for feedback.
- *Chaining Demonstration*: Groups perform forward/backward chaining steps.
- *Shaping Practice*: Use role-play to reinforce approximations toward a target skill (e.g., eye contact, using utensils).
- *Stimulus Generalization*: Discuss rotating and generalizing across different materials and environments.
- *Discrimination Training*: Practice discrimination tasks with error correction.

Example questions for reflection/discussion:

When is shaping more appropriate than chaining?

What are the challenges in promoting generalization across people and settings?

How do you decide between forward and backward chaining?

What makes a prompt intrusive or subtle? When do we fade prompts?

Why is stimulus control critical for maintaining learning outcomes?

General recommendations for trainers:

- Emphasize the use of individualized prompts and their fading strategies.
- Include modeling of generalization procedures across people and settings.
- *Reinforce correct use of terminology*: SD, MO, prompt, response, consequence.
- Discuss how cultural and contextual factors impact generalization.

Adaptation for Local Contexts

- Use task analysis examples relevant to local routines (e.g., lunch in kindergarten, travel preparation).
- Discuss generalization in households or group settings.

Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.)

Miltenberger, R. G. (2004). Behavior Modification: Principles and Procedures



Video

[Prompt Fading – Most-to-Least](#) (YouTube; 3:28)

Podcast



[Episode 116 - Transfer of Stimulus Control w/ Dr. Mary Barbera](#) (ABA Inside Track; 1:09:16)

[Episode 223 - Generality and Generalization](#) (ABA Inside Track; 1:16:01)

[Episode 266 - Error Correction](#) (ABA Inside Track; 1:16:11)

Articles



Fonger, A. & Malott, R. (2018). Using Shaping to Teach Eye Contact to Children with ASD. Behavior Analysis in Practice. doi:10.1007/s40617-018-0245-9

Kumar, S. & Kumar, D. (2024). The Effectiveness of Backward Chaining in Improving Daily Living Skills. International Journal of Analytical and Experimental Modal Analysis.

- Marzullo-Kerth, D. et al. (2011). Using Multiple-Exemplar Training to Teach Sharing. *Journal of Applied Behavior Analysis*.
- Libby et al. (2008). A Comparison of Most-to-Least and Least-to-Most Prompting on the Acquisition of Solitary Play Skills. *Behavior Analysis in Practice*. doi:[10.1007/BF03391719](https://doi.org/10.1007/BF03391719)



Module 7: Addressing Challenging Behavior

Timeframe:	First lecture	40 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To equip learners with knowledge and practical strategies to assess, understand, and reduce challenging behavior using function-based approaches. The module emphasizes identifying the function of behavior, developing operational definitions, implementing differential reinforcement, and ethical use of extinction.	
Topics to be covered:	• Defining and operationalizing challenging behavior. • ABC (Antecedent-Behavior-Consequence) model. • Functions of behavior: attention, escape, access to tangibles, automatic reinforcement. • Functional Behavior Assessment (FBA) basics. • Antecedent interventions. • Differential Reinforcement strategies: DRO, DRA, DRI, DRL. • Ethical and effective use of extinction.	
Preparation:	• Watch video lectures in advance. • Review slide deck. • Print/distribute Guided Notes. • Select 2–3 behavior scenarios to use for practice in FBA and intervention planning. • Prepare charts illustrating reinforcement strategies. • Mark video examples showing application of DRA, DRO, extinction.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Ask students to complete ABC chart based on provided video scenario, compare reinforcement types and match them to function.

For hybrid or in-person training:

- *ABC Data Exercise:* Analyze video clips and complete an ABC data sheet.
- *Behavior Definition Practice:* Learners write operational definitions of behavior from ambiguous labels (e.g., "aggressive," "noncompliant").
- *Function Matching Game:* Learners match examples to behavior functions.
- *Differential Reinforcement Plan:* Develop a plan using DRA, DRI, or DRO based on a mock scenario.
- *Extinction & Response Cost Role-Play:* Discuss side effects and risks of extinction, role-play extinction burst responses, practice response cost planning.

Example questions for reflection/discussion:

Why is identifying the function of behavior important before selecting an intervention?

How do environmental factors contribute to the occurrence of challenging behavior?

What are the risks and benefits of using extinction procedures?

What ethical concerns should be addressed before implementing time-out or response cost?

How can we ensure the dignity of the learner when addressing challenging behavior?

Which differential reinforcement strategy is most appropriate for specific functions?

General recommendations for trainers:

- Reinforce clear and objective behavior definitions.
- Emphasize ethical considerations when implementing extinction.
- Ensure learners understand how to identify and match function to intervention.
- Use role-play or case vignettes for practice in selecting and designing interventions.
- Promote discussion about real-world implications and cultural adaptation of strategies.



Adaptation for Local Contexts

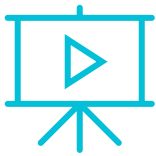
- Adapt case examples to reflect common challenges in local educational or care systems.
- Use culturally sensitive reinforcers and behavior definitions.
- Include local regulations or norms relevant to behavior management in school or community services.

Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.) Chapters on behavior function and behavior reduction



Video

[Disruptive Dan](#) (YouTube; 1:25)

[Boy seeking attention through tantrum](#) (YouTube; 1:12)

[How to: Define Problem Behaviour](#) (YouTube; 4:43)

Podcast



[ABA Inside Track - Episode 261 - Strategies for Addressing Escape-Maintained Behavior](#) (YouTube; 1:25:52)

[Episode 19 - Parent Training to Decrease Challenging Behavior](#) (YouTube; 1:05:07)

[Episode 134 - Trauma Informed Care w/ Brian Middleton](#) (YouTube; 1:27:32)

[Deconstructing Compassionate ABA: Session 283 with Greg Hanley](#) (Behavioral Observations; 2:06:04)

Articles



Leon, Y., Lazarchick, W.N., & Rooker, G.W. (2013). Assessment of problem behavior evoked by disruption of ritualistic toy arrangements in a child with autism. *Journal of Applied Behavior Analysis*, 46, 507-511. Doi: 10.1002/jaba.41

Hanley, G. P., Jin, C. S., Vanselow, N. R., & Hanratty, L. A. (2014). Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *JABA*, 47, 16-36.

Hanley, G., Fiani, T. Practical Functional Assessment: Understanding Problem Behavior Prior to its Treatment.
<https://practicalfunctionalassessment.com/>

Module 8: Professional and Ethical Principles for ABA Practice

Timeframe:	First lecture	30 min
	Second lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To introduce learners to core ethical and professional principles in the application of behavioral techniques. This module fosters responsible decision-making, professional boundaries, respect for client dignity, and adherence to ethical codes and documentation standards in ABA practice.	
Topics to be covered:	• Importance of ethics in ABA. • Core ethical principles. • Dignity and rights of clients. • Confidentiality and documentation standards. • Boundaries of competence and dual relationships. • Mandated reporting obligations. • Ethical decision-making.	
Preparation:	• Review video lectures and ethics code materials. • Print/distribute guided notes and ethical case vignettes. • Select discussion prompts for ethical dilemmas. • Review national guidelines for confidentiality, reporting, and recordkeeping.	
Materials are available:	is.muni.cz Intro to ABA in EN (English) , CZ (Czech) , PL (Polish) , UA (Ukrainian) , MK (Macedonian) , AL (Albanian) .	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

- Ask learners to write a reflective piece describing a real or potential ethical dilemma they have encountered or may face in your role, outlining their response in ethical decision-making model.

For hybrid or in-person training:

- *Ethics Roundtable*: Groups analyze real or hypothetical ethical dilemmas.
- *Code & Case Matching Game*: Match ethical principles to sample scenarios.
- *Self-care Planning*: Build a professional self-care and development checklist.

Example questions for reflection/discussion:

What does it mean to respect a client's dignity in your daily work?

How should a practitioner act when they realize they are working outside their competence?

How can professional boundaries be maintained when working in small communities?

What steps should you take if you suspect a client is being harmed or neglected?

What supports are necessary for ethical behavior in team-based settings?

General recommendations for trainers:

- Emphasize complexity and gray areas in ethical practice.
- Use diverse, realistic case scenarios reflecting different cultures and systems.
- Reinforce a proactive, reflective mindset rather than reactive rule-following.
- Support discussion of learners' past and potential ethical dilemmas.
- Promote familiarity with codes, local laws, and avenues for consultation.

Adaptation for Local Contexts

- Include national and regional ethical standards for behavior professionals.
- Present country-specific regulations about mandated reporting and data retention.
- Relate dilemmas to local education, social work, and clinical systems.



Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.)

Podcast



[Ethical Decision Making in Applied Behavior Analysis: Session 294 with Ilene Schwartz and Beth Kelly](#) (Behavioral Observations; 1:16:36)

[The Ethics of Procedural Fidelity: Session 272 with Claire St. Peter](#) (Behavioral Observations; 1:17:42)

[Meaningful Programming for Adults with Autism: Session 279 with Peter Gerhardt and Shanna Bahry](#) (Behavioral Observations; 56:17)

Articles



Suarez, V. D., Marya, V., Weiss, M. J., & Cox, D. (2022). Examination of Ethical Decision-Making Models across Disciplines: Common elements and application to the field of behavior analysis. *Behavior Analysis in Practice*, 16(3), 657–671. <https://doi.org/10.1007/s40617-022-00753-1>

Huang, W., Lee, G. T., & Zhang, X. (2023). Dealing with uncertainty: A systematic approach to addressing value-based ethical dilemmas in behavioral services. *Behavioral Interventions*, 38(4), 1–15. <https://doi.org/10.1002/bin.1969>

Module 9: Inclusion and Support in Educational and Social Work Settings

Timeframe:	First lecture	30 min
	Second lecture	30 min
	Third Lecture	30 min
	Quizz	10 to 15 min
	Additional materials	2 hours
	Suggested discussion	30 to 60 min
Goals:	To provide learners with a foundational understanding of inclusion and disability from multiple perspectives. This module explores types of disorders, models of disability, barriers to inclusion, and the role of educational and social systems in supporting inclusive practices.	
Topics to be covered:	• Definitions and principles of inclusion. • Social exclusion and participation. • Types of disorders: neurological, developmental, mental health. • Characteristics and real-world examples of disabilities. • Historical and contemporary models of disability: medical, functional, social, biopsychosocial. • Areas and levels of barriers to inclusive practice (individual to socio-political). • Assessment of inclusiveness in different environments. • ABA contributions to inclusion: FCT, ADL, skill-based training, behavioral support.	
Preparation:	• Review slides and familiarize with definitions and disability models. • Select culturally relevant case examples for disorders and inclusive practices. • Print/distribute Guided Notes.	
Materials are available:	is.muni.cz Intro to ABA in EN (English), CZ (Czech), PL (Polish), UA (Ukrainian), MK (Macedonian), AL (Albanian).	
Technical requirement:	stable internet connection for video playback.	

Suggested Activities

Asynchronous training:

Ask learners to:

- Complete a reflection on how inclusion is defined and practiced in learners' own country or work environment.
- Compare and contrast two disability models using a written summary or visual organizer.
- Analyze a real-life environment (school, community center, etc.) for barriers to inclusion using a structured checklist.

For hybrid or in-person training:

- *Barrier Brainstorm*: Group activity identifying barriers to inclusion at different systemic levels.
- *Model Matching Game*: Match disability models with fictional or real case descriptions.
- *Roleplay*: Explore different responses to inclusion dilemmas based on the model applied (medical vs. social).
- *Case Application*: In small groups, select a disorder and design an inclusive support strategy across school or community settings.

Example questions for reflection/discussion:

How does your setting currently define and practice inclusion?

What model of disability do you most often see reflected in policy or practice?

What are the strengths and weaknesses of the medical vs. social model?

How can services be adapted to reduce social exclusion for individuals with invisible disabilities?

What is your role in identifying and reducing barriers to inclusion?



General recommendations for trainers:

- Use inclusive and person-centered language in all presentations.
- Present multiple models of disability and highlight their application in practice.
- Incorporate cross-cultural perspectives and examples.
- Acknowledge the evolving nature of inclusive practices and need for reflection and collaboration.

Adaptation for Local Contexts

- Use local statistics, policies, or case studies on inclusive education and disability.
- Highlight national legal frameworks or accessibility initiatives.
- Invite reflection on cultural beliefs or systemic challenges specific to learners' countries.

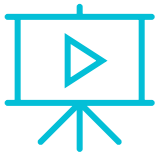
Additional content, topics, materials

Books



Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied Behavior Analysis (3rd ed.)

Video



[The Social Model of Disability | NDACA](#) (YouTube; 2:42)

Podcast



[Episode 128 - Diversity and Inclusion w/ Adrienne Bradley + Kat Jackson](#)
(ABA Inside Track; 1:28:19)

Articles



Hook, J.N. & Watkins Jr., C.E. (2015). Cultural humility: The cornerstone of positive contact with culturally different individuals and groups?

American Psychologist, 70, 661-662. doi:10.1037/a0038965

Yablochnikov, S., Davydenko, G., & Yablochnikova, I. (2015). Approaches to the definition of basic concepts of inclusive educational paradigm in the Ukrainian scientific discourse. System Approaches'15 - Interaction of Soft and Hard Systems. <https://doi.org/10.18267/pr.2015.pav.2125.3>

Abramson M. Reflections on knowing oneself ethically: Toward a working framework for social work practice. Journal of Contemporary Social Services. 1996;77(4):195–202. doi:10.1606/1044-3894.901.



List of video and podcast links

is.muni.cz Intro to ABA in

EN (English) https://is.muni.cz/ekurzy/V4_ENG

CZ (Czech)

PL (Polish)

UA (Ukrainian) https://is.muni.cz/ekurzy/V4_UKR

MK (Macedonian)

AL (Albanian) https://is.muni.cz/ekurzy/V4_ALB

Modul 1

Video

Understanding Applied Behavior Analysis (ABA);

<https://www.youtube.com/watch?v=Elj52ntLeEo> (YouTube; 15:09)

What Are the ABC's of Behavior? Why is ABC Data Important?;

https://www.youtube.com/watch?v=r1uA_Jaz010 (YouTube; 14:45)

Podcast

Episode 100 - The History of ABA w/ Dr. Gina Green;

<https://www.abainsidetrack.com/home/2019/10/9/episode-100-the-history-of-aba>
(ABA Inside Track; 1:30:44)

Episode 111 - Behavior Analytic Language;

<https://www.abainsidetrack.com/home/2020/1/22/episode-111-behavior-analytic-language>
(ABA Inside Track; 1:25:08)

Modul 2

Video

Paired Stimulus Preference Assessment;

<https://www.youtube.com/watch?v=CnBraS9rmz4> (YouTube; 4:26)

Preference Assessment: Free Operant Observation;

https://www.youtube.com/watch?v=GA_6-zmAQbA&t=2s (YouTube; 5:16)



SINGLE STIMULUS (Preference Assessment);

<https://www.youtube.com/watch?v=XUpYLgZUPtc> (YouTube; 3:48)

Preference Assessment – Trial-Based;

<https://www.youtube.com/watch?v=lc3anh6nB2U> (YouTube; 4:22)

Preference Assessment with Toys: Multiple Stimulus without Replacement (MSWO);

<https://www.youtube.com/watch?v=fEEelCgBkWA> (YouTube; 3:43)

Variable Ratio See Do; <https://www.youtube.com/watch?v=oEsVfeqr48k> (YouTube; 0:32)

Fixed Interval-Free-Do Stack Blocks; https://www.youtube.com/watch?v=7f0yIk_Yr5c (YouTube; 0:41)

Fixed Ratio See Do; <https://www.youtube.com/watch?v=hu2SC9sPWKY&list=PLAyM-NQG3LKzUdqFaiFPt4iqi7Y1yLkX0&index=6> (YouTube; 0:24)

Variable Interval 3 7seconds Free Do Stack Blocks;

<https://www.youtube.com/watch?v=dLAAdcF8Y3U&list=PLAyM-NQG3LKzUdqFaiFPt4iqi7Y1yLkX0&index=5> (YouTube; 0:42)

Podcast

Episode 9 - Choice; <https://www.abainsidetrack.com/home/2016/6/29/episode-9-choice> (ABA Inside Track; 1:20:26)

Advanced Preference Assessment;

<https://www.abainsidetrack.com/home/2020/8/19/episode-137-advanced-preference-assessment> (ABA Inside Track; 1:23:08)

Episode 47 - Social Reinforcer Assessment;

<https://www.abainsidetrack.com/home/2018/1/17/episode-47-social-reinforcer-assessment> (ABA Inside Track; 1:14:23)

Modul 3

Video

Ch 25 Verbal Behavior; <https://www.youtube.com/watch?v=ESquTnHGJYY> (YouTube; 10:15)

DTT and NET; <https://www.youtube.com/watch?v=jT2bjdGz4HE> (YouTube; 3:34)



Podcast

Episode 28 - FCT; <https://www.abainsidetrack.com/home/2017/3/19/episode-28-fct>
(ABA Inside Track; 1:10:32)

Episode 22 - AAC; <https://www.abainsidetrack.com/home/2016/12/4/episode-22-aac>
(ABA Inside Track; 1:14:32)

Episode 242 - Mand Training;
<https://www.abainsidetrack.com/home/2023/5/24/episode-242-mand-training> (ABA
Inside Track; 1:19:57)

Modul 4

Video

Continuous Measurement (Rate, Frequency, Duration, IRT, Trials to Criterion, Percent
of Occurrence); <https://www.youtube.com/watch?v=rFLOnu9MkvU> (YouTube; 15:46)

How to Measure Progress in ABA Programs;
<https://www.youtube.com/watch?v=QNrrTz2Y7EE> (YouTube; 11:16)

Podcast

Episode 115 - Self-monitoring;
<https://www.abainsidetrack.com/home/2020/2/26/episode-115-self-monitoring> (ABA
Inside Track; 1:15:32)

Modul 5

Video

Hierarchy of Prompting | Choosing Appropriate Prompts Based on Learner's Needs;
<https://www.youtube.com/watch?v=aIKdcZs8zQ0> (YouTube; 14:58)

Podcast

Episode 273 - Schedule Thinning and FCR;
<https://www.abainsidetrack.com/home/2024/4/17/episode-273-schedule-thinning-and-fcr> (ABA Inside Track; 1:04:32)



Episode 2 - Conditioned Reinforcers in the Social Setting;

<https://www.abainsidetrack.com/home/episode2conditionedreinforcers> (ABA Inside Track; 1:06:22)

Episode 23 - Video Modeling; <https://www.abainsidetrack.com/home/2017/1/4/episode-23-video-modelling> (ABA Inside Track; 1:17:49)

Modul 6

Video

Prompt Fading – Most-to-Least; [https://ucnmuni-](https://ucnmuni-my.sharepoint.com/personal/135477_muni_cz/Documents/_pracovni_IVIV/projekt_Vi)

[my.sharepoint.com/personal/135477_muni_cz/Documents/_pracovni_IVIV/projekt_Vi](https://ucnmuni-my.sharepoint.com/personal/135477_muni_cz/Documents/_pracovni_IVIV/projekt_Vi)
segrad/curriculum_guidebook/Prompt Fading – Most-to-Least (YouTube; 3:28)

Podcast

Episode 116 - Transfer of Stimulus Control w/ Dr. Mary Barbera;

<https://www.abainsidetrack.com/home/2020/3/11/episode-116-transfer-of-stimulus-control> (ABA Inside Track; 1:09:16)

Episode 223 - Generality and Generalization;

<https://www.abainsidetrack.com/home/2022/11/23/episode-223-generality> (ABA Inside Track; 1:16:01)

Episode 266 - Error Correction;

<https://www.abainsidetrack.com/home/2024/1/31/episode-266-error-correction> (ABA Inside Track; 1:16:11)

Modul 7

Video

Disruptive Dan; <https://www.youtube.com/watch?v=u-0AlHFcQfk> (YouTube; 1:25)

Boy seeking attention through tantrum;

<https://www.youtube.com/watch?v=0T2R8pTpc00> (YouTube; 1:12)

How to: Define Problem Behaviour; <https://www.youtube.com/watch?v=twduDZtmqBo>
(YouTube; 4:43)



Podcast

ABA Inside Track - Episode 261 - Strategies for Addressing Escape-Maintained Behavior; <https://www.youtube.com/watch?v=OdIL2gl34QU> (YouTube; 1:25:52)

Episode 19 - Parent Training to Decrease Challenging Behavior;
<https://www.youtube.com/watch?v=-8GLdu7kJwc&list=PL72TqFheyZHLxPdrGk1IJN8YxSYyHABNv&index=5> (YouTube; 1:05:07)

Episode 134 - Trauma Informed Care w/ Brian Middleton;
<https://www.youtube.com/watch?v=cEuMnPKRoCg> (YouTube; 1:27:32)

Deconstructing Compassionate ABA: Session 283 with Greg Hanley;
<https://behavioralobservations.com/deconstructing-compassionate-aba-session-283-with-greg-hanley> (Behavioral Observations; 2:06:04)

Modul 8

Podcast

Ethical Decision Making in Applied Behavior Analysis: Session 294 with Ilene Schwartz and Beth Kelly; <https://behavioralobservations.com/ethical-decision-making-in-applied-behavior-analysis-session-294-with-ilene-schwartz-and-beth-kelly> (Behavioral Observations; 1:16:36)

The Ethics of Procedural Fidelity: Session 272 with Claire St. Peter;
<https://behavioralobservations.com/the-ethics-of-procedural-fidelity-session-272-with-claire-st-peter> (Behavioral Observations; 1:17:42)

Meaningful Programming for Adults with Autism: Session 279 with Peter Gerhardt and Shanna Bahry; <https://behavioralobservations.com/meaningful-programming-for-adults-with-autism-session-279-with-peter-gerhardt-and-shanna-bahry> (Behavioral Observations; 56:17)

Modul 9

Video

The Social Model of Disability | NDACA;
<https://www.youtube.com/watch?v=kmAfpmGO7DU> (YouTube; 2:42)



Podcast

Episode 128 - Diversity and Inclusion w/ Adrienne Bradley + Kat Jackson;

<https://www.abainsidetrack.com/home/2020/6/10/episode-128-diversity-and-inclusion>

(ABA Inside Track; 1:28:19)



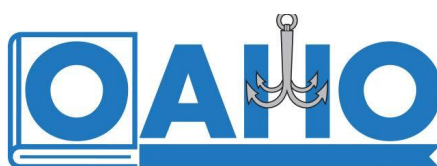
This material was created within the project
**Towards Inclusive Practices and Positive Behavior Support
 in Education and Social Work,**

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**SWPS
University**

**M A S A R Y K
U N I V E R S I T Y**



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in Inclusive Education

