

## Online Classes Available – go at your own pace!

*Through an agreement with Innovative Learning, AZA United is please to offer access to these online courses at significantly reduced rates! Families and staff can sign up for any one of the courses below for only \$10. To register, please email [online@azaunited.org](mailto:online@azaunited.org) or call us at 602-773-5773.*

### **Autism for Direct Support Staff**

#### **Training Hours**

8 Hours

Autism for Direct Support Staff has been designed to provide a comprehensive overview of Autism for those people who have little or no background of the topic. Modules include topics ranging from the overview of Autism itself to Professionalism and Philosophy. While the course title suggests it is only for support staff, we suggest staff at all levels of an organization would benefit from completing it, particularly supervisors and managers. Remember, "For supervisors to supervise and for managers to manage, they need to know what staff have learned" (Deming, 1974).

### **Dual Diagnosis - Developmental Disability and Mental Illness**

#### **Training Hours**

4 Hours

Perhaps the most challenging clinical aspect of providing mental health care to people with developmental disabilities is the diagnostic assessment of psychiatric disorders. Although it has been reported that persons with developmental disabilities experience the full range of psychiatric disorders, at rates higher than the general population, many mental disorders, for various reasons, are misdiagnosed, under-diagnosed, or undiagnosed in this population. The degree of accuracy of diagnostic assessment with this population is critical to best practice as it provides the foundation for treatment and service planning. This course will explore Dual Diagnosis and possible treatment processes for people with dual diagnoses, and recommendations for providing Dual Diagnosis services.

### **e-class Electronic Curriculum for Autism Specific Strategies**

#### **Training Hours**

6 Hours

This course is designed for people working in direct support roles with people who have Autism. It is comprehensive and includes everything from History and Professionalism to Behavior Analysis and to working with challenging behaviors. The content of the course has been compiled by experts in the field and has been fully reviewed. It is competency tested and designed to maximize the learning outcome for the person completing it.

### **Establishing yourself as an Effective Interventionist**

#### **Training Hours**

5 Hours

This course is designed to assist interventionists in developing effective working relationships when teaching individuals with autism. This important first step in teaching is often overlooked when supporting individuals with autism but is critical for success in teaching. The importance of identifying meaningful reinforcers and

building motivation are reviewed. In addition, strategies for increasing the child's responsiveness to your instruction are covered to promote success in your teaching efforts.

## **Functional Communication and Visual Supports**

### **Training Hours**

5 Hours

Visual supports are a way of making auditory information visual. Visual Supports are an effective instructional tool. Visual supports organize a sequence of events, enhancing the student's ability to understand, anticipate and participate in those events. Visual supports supplement verbal instruction, clarifying the information for the student and increasing comprehension. Visual supports can be used to cue communication, providing reminders of what to do and say in a situation. This course will provide you with tools to provide visual supports to help communicate with individuals diagnosed with Autism.

## **Introduction to PRT: Using Pivotal Response Treatment to teach Social-Communication skills in children with autism**

### **Training Hours**

5 Hours

This course is designed to assist interventionists in developing the basic skills for implementing Pivotal Response Treatment (PRT) to teach children with autism. An overview of the basic components of PRT is provided along with guidelines for building child motivation and establishing teachable moments within play and other natural routines to promote the development of new skills.

## **Advanced PRT: Improving Play Skills and Social Interactions among Children with Autism and their Peers through Pivotal Response Treatment**

### **Training Hours**

5 Hours

This course is designed to expand upon the skills of interventionists already familiar with Pivotal Response Treatment. Specific Pivotal Response Treatments are reviewed that focus on teaching joint attention and play skills, as well as expanding self initiations in children with autism such as learning to ask questions (e.g., what, where, and who) and making requests to participate with their peers (e.g., cooperative arrangements). Interventionists will find this course particularly helpful for facilitating interactions in social routines within home, community, and school settings to better support children with autism.

## **Overview of Positive Behavioral Supports**

### **Training Hours**

5 Hours

This course is designed to give people in any support roles valuable tools they can use for developing and implementing positive behavior supports to support students with challenging behaviors. The course outlines an approach for understanding why problem behavior occurs, and how to adapt intervention strategies to address the specific needs of individuals. In addition, the course provides guidelines for assisting those responsible for implementing positive behavioral supports to do so in a reliable manner so recommended positive behavioral supports can produce their intended benefit.

## **Supporting People with Challenging Behaviors**

### **Training Hours**

4.5 Hours

This course has been designed to give you an increased awareness and understanding of challenging behaviors, and help you to understand some strategies to help prevent challenging behaviors from occurring while supporting people when they do.

## **Understanding Autism**

### **Training Hours**

10 Hours

This course focuses on the key elements of effective best practice and educational models for people with Autism Spectrum Disorders.

## **Addressing Problem Behavior: 1. Problem Behavior**

### **Training Hours**

4 Hours

This is the first course in a three-part series on Functional Assessment, and contains an introduction to Functional Assessments. This course focuses on the requirements that pertain to Functional Assessments (FAs) and positive behavioral intervention plans and supports.

## **Addressing Problem Behavior: 2. Conducting a Functional Assessment**

### **Training Hours**

6 Hours

This is the second course in a three-part series on Functional Assessment, and contains an introduction to Functional Assessments. This course focuses on the requirements that pertain to conducting Functional Assessments (FAs).

## **Addressing Problem Behavior: 3. Creating a Positive Support Plan**

### **Training Hours**

5 Hours

This is the third course in a three-part series on Functional Assessment, and contains an introduction to Functional Assessments. This course focuses on the process of creating and implementing a positive support plan.