CINPAA | INTERNATIONAL COOPERATIVE FOR TRAINING & CONSULTING

سينبا | التعاونية الدولية للتدريب والاستشارات



Training programme:

Applied Behaviour Analysis and Intellectual Disability Workshop

Delivered in several cities and dates

OUR INTERNATIONAL PARTNERS:

ISDE Law Business School High Performance Education

Higher Institute of Law and Business (ISDE)

Professional Development Institute

Professional Development Institute

Universidad Camilo José Cela

Camilo José Cela University

SEK EDUCATION GROUP

ISO 29993:2017 Learning services for non-formal education and training

ISO 9001:2015

Applied Behaviour Analysis and Intellectual Disability Workshop

About the programme:

Applied Behaviour Analysis and Intellectual Disability Workshop ©️ INTRODUCTION This workshop is designed for educators and professionals working in school settings and is led by our multi-disciplinary training team. Participants will learn to work effectively with children with intellectual disabilities (ID) using instructional strategies based on principles of Applied Behavior Analysis (ABA), including shaping, chaining, Discrete Trial Training (DTT), and an overview of naturalistic teaching strategies. Participants will have an opportunity to practice designing intervention using these

Objectives:

Developing participants' skills, knowledge, values and professional approaches in:

a. How the characteristics of ID impact learning

b. What is ABA

c. How to teach children with ID using fundamental behavioral strategies

d. The components of a teaching loop

e. How to collect and analyze data

f. Strategies for managing classroom

g. Strategies for promoting communication

h. Strategies for implementing DTT

i. Strategies for implementing naturalistic ABA approaches

j. About resources available for those working with children with ID

Target audience:

a. Special education professionals supporting learners with intellectual disabilities.

b. Behaviour support practitioners developing individual learning plans.

c. Educational supervisors coordinating assessment and family collaboration.

Daily programme:

• Day 1: Intellectual disability and learning

a. Overview of intellectual disability: core features, strengths and challenges

b. How intellectual disability affects learning and behaviour

c. Cognitive, adaptive and communication profiles and what they mean for teaching

d. Building on learner strengths when planning classroom support

e. Case study: describing the learning profile of a pupil with intellectual disability

f. Day output: learner profile with strengths and support needs

• Day 2: Foundations of applied behaviour analysis

a. Defining applied behaviour analysis and its seven dimensions

b. Observable and unobservable behaviour and why the distinction matters

c. Operationally defining a behaviour that has been selected for change

d. Measurable dimensions of behaviour such as frequency, duration and latency

e. Workshop: writing operational definitions for target behaviours

f. Day output: operational definitions for selected behaviours

- **Day 3: Functions of behaviour and antecedent strategies**

a. Benefits of a multidisciplinary assessment approach

b. Identifying events that predict when, where and why behaviour occurs

c. Functional assessment methods and how to choose among them

d. Selecting antecedent strategies according to the function of behaviour

e. Case study: identifying the function of a challenging behaviour in a classroom

f. Day output: function hypothesis with antecedent strategies

- **Day 4: Replacement behaviours and skills assessment**

a. Selecting appropriate replacement behaviours for each learner

b. Differential reinforcement procedures and extinction

c. Interpreting skill assessments such as ABLLS-R, VB-MAPP and AFLS

d. Using skill assessment results to set individual learning goals

e. Workshop: setting learning goals from a sample skills assessment profile

f. Day output: replacement behaviour plan and learning goals

- **Day 5: Teaching methods, data collection and progress**

a. Reinforcement, shaping, prompting and task analysis for complex skills

b. Discrete trial teaching and naturalistic ABA teaching approaches

c. Common data collection methods for teaching and behaviour programmes

d. Interpreting a baseline graph and deciding when to start intervention

e. Workshop: collecting session data and graphing progress for one learner

f. Day output: data sheet and progress graph

- **Day 6: Generalisation, maintenance and collaboration with parents**

a. Strategies for generalisation and maintenance of learned skills

b. A step-by-step process for implementing generalisation strategies

c. Collaboration with parents through joint planning

d. Classroom management and promoting communication across settings

e. Workshop: planning the generalisation of one skill across home and school

f. Day output: generalisation plan with joint planning record

- **Day 7: Individual education plans and transitions**

a. What is and is not included in an individual education plan

b. Writing SMART goals in an individual education plan

c. Planning micro and macro transitions for learners with intellectual disability

d. Creating and reviewing a transition plan with the learner's support team

e. Workshop: writing a SMART goal and a transition plan for one learner

f. Day output: draft individual education plan with a transition plan

- **Day 8: Large group discussion of ABA cases**

a. Presenting ABA cases for children with intellectual disability to peers

b. Reviewing the assessment, intervention and data decisions in each case

c. Ethical considerations and the learner's dignity in behaviour programmes

d. Common errors in case planning and how practitioners can correct them

e. Case study: group discussion of ABA cases for children with intellectual disability

f. Day output: case review notes with agreed improvements

• Day 9: Managing an ABA service

a. Start-up essentials for an ABA service: structure, staffing and scope

b. Organisational financial metrics, insurance and risk management

c. Performance management, supervision and oversight systems for practitioners

d. Billing compliance and resources for professionals supporting children with ID

e. Workshop: outlining the service, supervision and risk plan for an ABA provision

f. Day output: service management outline with key resources

Training methods and certificates:

Our programmes are built on modern pedagogy that combines theoretical knowledge with practical application, in line with participants' needs and the demands of the workplace. Methods include:

- **Interactive workshops:** analysis of real data and group discussions that strengthen practical understanding.
- **Case studies:** examples from international organisations that highlight real successes and challenges.
- **Realistic simulations:** participants train through professional scenarios that mirror real situations requiring decisions and situation management.
- **Advanced tools and technologies:** hands-on practice with up-to-date training software and tools suited to each field.

Certificates:

On successful completion, participants receive a certificate issued by CINPAA, a training institute officially registered in the European Union, Spain and the United Kingdom.
CINPAA - Cooperative International for Training and Consulting

Our programmes are delivered within academic and professional partnerships, cooperation agreements and memoranda of understanding with a number of academic and professional institutions, including:

- **Camilo José Cela University - Spain**
- **ISDE - Law & Business School - International**
- **Professional Development Institute - United Kingdom**

These partnerships aim to exchange expertise, develop training content and raise programme quality in line with international best practice.

Kind regards,
International Programmes Department
"CINPAA" INTERNATIONAL COOPERATIVE FOR TRAINING & CONSULTING

Course details and registration

Course Details | Registration

Programme	**Applied Behaviour Analysis and Intellectual Disability Workshop**	Course Title
Language	**English**	Course Language
Duration	**9 days**	Duration
Venue	**Several cities and dates – see the table below**	Venue
Financial offer	**Sent separately, according to the number of participants and the delivery conditions.**	Financial Offer

Registration and confirmation:

To register, please use one of the following:

a. Complete the programme request form on our website.

b. Or send an email from your training department.

c. Or a nomination letter from your organisation.

Send your confirmation by:

Email info@cinpaa.org

WhatsApp +34 635 867 686

Our team is ready to advise on accommodation and logistics before and during your stay.

Planned programme dates:

City	Dates
London, United Kingdom	04 - 14 Jan 2027
Cairo, Egypt	05 - 15 Apr 2027
Madrid, Spain	05 - 15 Jul 2027
Barcelona, Spain	04 - 14 Oct 2027

The programme can be delivered in other cities and on other dates to suit your organisation, at the length you need. The cities are listed on the last page.

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Cities where we deliver our programmes:

This programme can be delivered in any of the following cities, and elsewhere on request.

Albania Tirana, Saranda	**Australia** Sydney	**Austria** Vienna, Hallstatt, Salzburg / Zell am See	**Azerbaijan** Baku
Bahrain Manama	**Belgium** Brussels, Bruges	**Bosnia and Herzegovina** Sarajevo	**Canada** Toronto, Montreal
China Hong Kong, Shanghai, Beijing, Guangzhou	**Croatia** Dubrovnik	**Cyprus** Nicosia, Limassol, Larnaca	**Czech Republic** Prague
Egypt Cairo, Sharm El Sheikh, Alexandria, Hurghada	**France** Paris	**Georgia** Tbilisi, Batumi	**Germany** Munich, Berlin, Düsseldorf, Frankfurt
Greece Athens, Rhodes	**Hungary** Budapest	**Indonesia** Bali, Jakarta	**Ireland** Dublin
Italy Rome, Florence, Milan, Venice, Como	**Japan** Tokyo	**Jordan** Amman, Aqaba	**Kuwait** Kuwait City
Malaysia Kuala Lumpur	**Maldives** Maldives	**Mauritius** Mauritius	**Montenegro** Budva, Kotor
Morocco Casablanca, Marrakech, Tangier, Rabat	**Netherlands** Amsterdam	**Oman** Muscat, Salalah	**Philippines** Manila
Poland Krakow, Warsaw	**Portugal** Lisbon, Porto	**Qatar** Doha	**Russia** Moscow
Saudi Arabia Riyadh, Jeddah, Dammam	**Serbia** Belgrade	**Slovenia** Ljubljana	**South Korea** Seoul
Spain Madrid, Barcelona, Valencia, Alicante, Benidorm, Malaga / Marbella, San Sebastian, Granada, Cordoba, Canary Islands, Seville, Bilbao	**Switzerland** Geneva, Luzern, Zurich, Interlaken, Zermatt, Lugano	**Thailand** Bangkok, Phuket	**Tunisia** Tunis
Turkey Istanbul, Antalya, Trabzon, Bursa, Izmir, Bodrum, Antakya (Hatay)	**United Arab Emirates** Dubai, Abu Dhabi	**United Kingdom** London, Edinburgh, Manchester, Birmingham	**United States** Miami, New York, Los Angeles, Washington