Toilet Training for Students with Disabilities: Common Barriers and Research-Informed Solutions

Featuring
Amanda Karsten, PhD, BCBA-D
Maeve Donnelly, PhD, BCBA-D

March 16, 2016  ▪  5:00 – 7:00 p.m.
Regis  ▪  235 Wellesley Street  ▪  Weston, MA

Who should attend:
Board Certified Behavior Analysts® and their supervisees; Regis students and faculty (Two, Type 2 continuing education credits will be offered to BCBAAs®)

Participants will be able to:
- describe ideal conditions to initiate toilet training (e.g., learner readiness, medical clearance, caregiver resources) as well as possible next steps when conditions are not ideal.
- describe evidence-based strategies for toilet training, including considerations for adding, removing, or modifying certain training components to address specific needs such as lack of initiations and bowel movement incontinence.
- practice making decisions about the safe and efficient design, evaluation, and modification of toilet training procedures in response to a series of case examples.

Cost: $30 for general public (fee includes two CEs for BCBAAs)
Free for Regis students and faculty

All proceeds will go to assist graduate students to attend professional conferences.

RSVP: www.registowertalk.net/ttrbas or contact the ABA program director at lauren.beaulieu@regiscollege.edu

Amanda Karsten is an Associate Professor of Psychology at Western New England University. She serves on several editorial boards including Journal of Applied Behavior Analysis and The Analysis of Verbal Behavior. Her clinical and scholarly interests include early intensive behavioral intervention, professional decision making, and implementation science.

Maeve Donnelly has worked with children diagnosed with autism spectrum disorders at the New England Center for Children for nearly 15 years. She is also an adjunct professor at Simmons College. Her research interests include evaluating behavioral technology for teaching self-care skills and improving the translation of teaching technology from research to practice through examination of practice-specific variables and clinical problem solving.