

Curriculum for Environmental/Behavioural Programming in Staffed Resources

One hour per week consisting of:

- 30 minutes inservice/training
- 5 minutes - cognitive training exercises for staff
- 25 minutes Q&A concerning the training, other areas of interest, or about a specific individual

Curriculum:

Month 1 What is behaviour?

Month 2 How does the environment effect behaviour?

Month 3 What is Psychological Assessment?

- Cognitive
- Functional (including academics)
- Adaptive
- Emotional/psychiatric
- Changes due to cognitive disabilities or progressive neurological conditions diseases

Month 4 What is intervention? Why do we not use punishment?

Month 5 What is the behavioural/environmental approach to intervention?

Month 6 Why do we need to know as much as possible about the individual before we make changes?

- Why is it important to understand the individual's history as well as present circumstances?

Month 7 How can assessment and behavioural observations assist intervention?

- How can we use assessment, history, and observations to predict behaviour?
- What is important to observe? What is important to feed back to the clinical overseer?

Month 8 How can we problem-solve around challenging behaviours based on what we have learned?

Month 9 How can we determine what is psychologically important to provide to those under our care?

- How do we differentiate between needs and wants?

Month 10 Why is it important to provide challenges, problems to solve, mysteries, etc., to those under our care?

- Why is it important to provide intradependent activities for those under our care?

Month 11 How does dementia or progressive neurological processes affect our approaches?

Month 12 Cognitive disabilities and other neuropsychological disorders - intervention as seen from the perspective of a behavioural/environmental approach.