



Anderson Center Consulting & Training

# Professional Development Training Catalog



Anderson Center  
Consulting &  
Training

MEETING THE NEEDS OF OUR COMMUNITY



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# Professional Development Trainings

*by Anderson Center Consulting & Training*

Anderson Center for Autism, formerly Anderson School, was founded in 1924 and offers children and adults with autism a nurturing educational and residential environment with opportunities for LifeLong Learning<sup>SM</sup>. In 2007, Anderson Center for Autism established its consultative practice, Anderson Center Consulting & Training (ACCT). Our experienced consultation team provides consultation, support, and training to individuals, families, school districts, and community agencies affected by autism and other neurodivergence.

ACCT offers professional development training on a variety of topics that promote education personnel and related professionals' support of neurodivergent learners. Trainings vary in length and are available through ACCT's learning management system (LMS), in-person, and virtual formats. Training participants receive supplemental materials including guided notes, tip sheets, and resources. Training materials are distributed to those in attendance at in-person and virtual trainings and available for download through the LMS. Training includes application of concepts learned and the sharing of real-life experiences from consultants and other professionals. Select trainings are available for New York State Continuing Teacher and Leader Education (CTLE) credits and Board Certified Behavior Analysis (BCBA) CEs.

Consultation services are available to support training application and capacity building. New topics are regularly added. Additional training topics and consultation services may be provided upon request.



**To view the asynchronous trainings available through the learning management system, visit the Education Portal at:**  
**<https://acs.wcea.education>**

*\*Registration is required to view the portal*

**To learn more, please contact us:**

Anderson Center Consulting & Training  
845-889-9616  
ACCT@AndersonCares.org



# Autism in the Classroom: Identifying Indicators and Supporting Early Learners

**Suggested Audience:** Special education personnel; including special education teachers, social workers, school psychologists, behavior support staff

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this presentation, participants will gain an understanding of the features and characteristics of autism, recognize developmental variations, and foster strong family partnerships. Additionally, participants will learn how to implement evidence-based strategies that promote communication, engagement, and success for young learners within the school environment.

## **Learning Outcomes:**

- To understand the characteristics of autism
- To understand the indicators of autism
- To learn strategies for supporting autistic students in early childhood settings



# Behavioral Crisis: Prevention & De-escalation

**Suggested Audience:** Special education personnel; including special education teachers, social workers, school psychologists, behavior support staff

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this presentation, participants will gain an understanding of behavioral crisis. General preventative measures and strategies for supporting those involved in a crisis will be shared. Participants will also review the functions of challenging behavior.

## **Learning Outcomes:**

- To define what a crisis is
- To understand general prevention measures
- To review the reasons (functions) challenging behavior occurs
- To identify strategies to support those involved in a crisis



# Compassion Counts: Rethinking Behavioral Support Strategies

**Suggested Audience:** General and special educators, administrators, related service providers, teacher's assistants, and aides.

**Duration (Live Training):** 2 hours

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

## **Brief Description:**

Through this presentation, participants will develop a better understanding of why some students engage in difficult or challenging behavior. Compassionate and supportive approaches are shared, including preventative measures, and de-escalation strategies. Attendees will have a framework for looking closer at challenging behavior to understand how a student can be supported and taught the skills they need for success.

## **Learning Outcomes:**

1. To understand why children may engage in challenging behavior
2. To understand factors that may contribute to challenging behavior
3. To apply basic behavioral principles and strategies to support positive behavior
4. To understand the importance of communication and working as a team



# Creating FBAs & BIPs in Alignment with NYSED Standards – Part 1:

## *A Training for Educational Staff*

**Suggested Audience:** Special education personnel; including special education teachers, social workers, school psychologists, behavior support staff

**Duration (Live Training):** 2 hours

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

### **Description:**

Through this two-part presentation, participants will learn the NYSED requirements for Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) and how authors and teams produce quality documents that comply with SED requirements.

Part 1 of the training will focus on the NYSED requirements for completing FBAs.

**Participants are asked to bring a sample FBA for review** to self-assess as each required component is discussed in detail. Tips and strategies for selecting the most appropriate data collection methods and ensuring each NYSED standard is met will also be discussed.

### **Learning Outcomes:**

- To understand and apply the NYSED requirements for FBAs
- To develop comprehensive and complete FBAs

### **Please Note:**

*Attendees are asked to bring at least one completed FBA to the training to enable completion of the self-assessment*



# Creating FBAs & BIPs in Alignment with NYSED Standards – Part 2:

## *A Training for Educational Staff*

**Suggested Audience:** Special education personnel; including special education teachers, social workers, school psychologists, behavior support staff

**Duration (Live Training):** 2 hours

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

### **Description:**

Through this two-part presentation, participants will learn the NYSED requirements for Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) and how authors and teams produce quality documents that comply with SED requirements.

Part 2 of the training will focus on the NYSED requirements for developing BIPs.

**Participants are asked to bring a sample BIP for review** to self-assess as each required component is discussed in detail. Tips and strategies for selecting the most appropriate data collection methods and most effective interventions will be shared.

### **Learning Outcomes:**

- To understand and apply the NYSED requirements for BIPs
- To develop clinically sound and effective BIPs
- To establish a system to monitor intervention effectiveness

### *Please* **Note:**

*Attendees are asked to bring at least one completed FBA to the training to enable completion of the self-assessment*



# Essential Components: Effectively Supporting Special Education Students

**Suggested Audience:** Special education personnel; including special education teachers, teacher's assistants, aides, related service providers, social workers, school psychologists, behavior support staff

**Duration (Live Training):** 2.50 hours

**Available Formats:**  Live (In-Person)  Live virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this presentation, essential classroom components are identified and discussed with an emphasis on supporting students with special needs. Examples of how to incorporate visual, physical, and instructional supports are provided. The objective is to provide school personnel with knowledge and tools to be able to implement positive behavior supports and increase student engagement behavior.

## **Learning Outcomes:**

- To understand the basic elements of environmental design and planning and their importance in establishing a positive classroom climate.
- To apply basic foundations of positive behavior supports in the classroom.
- To embed effective teaching procedures that also facilitate communication and social skills acquisition.



# Effectively Implementing a Behavior Intervention Plan (BIP)

**Suggested Audience:** Special education personnel responsible for implementing BIPs; including general and special education teachers, teaching assistants and aides, and related service providers.

**Duration (Live Training):** 2 hours

**Available Formats:**  Live (In-Person)  Live virtual  Online

**CEs:**  CTLE  BACB

**Description:**

Through this presentation, participants will learn the difference between an FBA and BIP. This training will review the primary components of a behavior plan to equip school personnel to effectively implement as it pertains to their role and setting.

**Learning Outcomes:**

- To understand the difference between a Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP)
- To understand the main components of a BIP and how to implement supports and strategies



# From Understanding to Action: The paraprofessional's role in supporting neurodivergent students

## Part 1: Understanding Autism (and neurodiversity)

**Suggested Audience:** Paraprofessionals who support neurodivergent students

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

### **Description:**

Through this 3-part training series, paraprofessionals will develop an overall understanding of the diagnostic features and common characteristics associated with autism as well as the potential impact in educational environments. Supportive and inclusive practices are shared, with a focus on communication, socialization, executive functioning, interfering and challenging behavior sensory sensitivities, motor skills, sleep, effective interventions, and positive behavior.

Part 1: Understanding Autism (and neurodiversity), introduces paraprofessionals to the core features and characteristics of autism and explores their influence on students' learning, social interactions, and behavior across the school day.

### **Learning Outcomes:**

- To gain an understanding of the characteristics of autism, its spectrum nature, and common co-occurring conditions
- To gain insight as to how autism may impact students' learning, interactions, and behavior in the school environment
- To recognize how interfering and challenging behavior may impact student participation and learning



# From Understanding to Action: The paraprofessional's role in supporting neurodivergent students

## Part 2: Enhancing Student Learning

**Suggested Audience:** Professionals who support individuals with ASD

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Webinar  Online

**CEs:**  CTLE  BACB

### **Description:**

Through this 3-part training series, paraprofessionals will develop an overall understanding of the diagnostic features and common characteristics associated with autism as well as the potential impact in educational environments. Supportive and inclusive practices are shared, with a focus on communication, socialization, executive functioning, interfering and challenging behavior sensory sensitivities, motor skills, sleep, effective interventions, and positive behavior.

Part 2: Enhancing Student Learning focuses on the paraprofessional's role in promoting student learning, participation, and engagement, while effectively communicating and sharing information within the classroom team. This session also explores potential barriers to learning and strategies to help students become active participants in their education and development.

### **Learning Outcomes:**

- To better understand the paraprofessional's role as a part of the classroom team
- To gain insight as to how paraprofessionals support learning and independence
- To gain an understanding of learning barriers across the school day



# From Understanding to Action: The paraprofessional's role in supporting neurodivergent students

## Part 3: Applying Evidence-Based Practices

**Suggested Audience:** Professionals who support individuals with ASD

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Webinar  Online

**CEs:**  CTLE  BACB

### **Description:**

Through this 3-part training series, paraprofessionals will develop an overall understanding of the diagnostic features and common characteristics associated with autism as well as the potential impact in educational environments. Supportive and inclusive practices are shared, with a focus on communication, socialization, executive functioning, interfering and challenging behavior sensory sensitivities, motor skills, sleep, effective interventions, and positive behavior.

Part 3: Applying Evidence-Based Practices focuses on how paraprofessionals can implement evidence-based strategies to support neurodivergent students. This session covers ways to enhance engagement in instruction, build new skills, and help students achieve their goals while promoting long-term success.

### **Learning Outcomes:**

- To learn about evidence-based teaching and support interventions
- To appreciate why evidence-based practice supports students with unique learning profiles
- To understand the connection and application of evidence-based practices to student achievement



# Minds That Think Differently

## Strengthening students' executive function

**Suggested Audience:** General and special education personnel

**Duration (Live Training):** 2 hour

**Available Formats:**  Live (In-Person)  Live virtual  Online

**CEs:**  CTLE  BACB

### **Description:**

Through this presentation, participants will gain an understanding of what “executive function” is and why its importance in everyday life. Simple supports for accommodating executive function challenges and strategies for developing executive function will be shared.

### **Learning Outcomes:**

- Understand executive functions are brain-based skills that help students regulate their behavior, manage tasks, and achieve goals.
- Recognize the importance of supporting executive function growth and development in classroom and school environments
- Learn strategies to improve executive function



# Organizational Data Collection and Graphing

**Suggested Audience:** Special education personnel responsible for collecting and analyzing data; including school administrators, general and special education teachers, and behavioral support staff.

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Live virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

This training aims to equip individuals with the skills to effectively gather and interpret data within an organization. Participants will learn various data collection methods and tools, as well as how to select the best data option for their goal. The training focuses on graphing techniques, enabling learners to create visually appealing and informative graphs to represent the collected data. By mastering these skills, individuals can make data-driven decisions, effectively communicate findings, and contribute to improved organizational performance.

## **Learning Outcomes:**

- To articulate the organizational goal
- To identify the most effective and efficient data source(s)
- To understand the variety of graphing options and how to best convey goal progress



# Prevention: An Act of Compassion

**Suggested Audience:** Special education personnel responsible for collecting and analyzing data; including school administrators, general and special education teachers, and behavioral support staff.

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Live virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this training, participants will gain an understanding of how to provide compassionate, individualized supports that promote independence and predictability. Discussion will include strategies for creating clear expectations, establishing routines and boundaries, embedding supports for organization, and incorporating student preferences and choices.

## **Learning Outcomes:**

- To understand what compassionate behavioral support is and how to be compassionate by focusing on prevention
- To establish a repertoire of environmental and instructional strategies to prevent behavioral challenges
- To implement a compassionate approach by identifying and applying individualized prevention strategies to support prosocial behavior and engagement



# Supporting Individuals with Autism Spectrum Disorder: A Focus on Educational Environments

**Suggested Audience:** Professionals who support individuals with ASD

**Duration (Live Training):** 1.50 hours

**Available Formats:**  Live (In-Person)  Live Virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this presentation, participants will develop an overall understanding of the diagnostic features and common characteristics associated with autism as well as the potential impact in educational environments. Supportive and inclusive practices are shared, with a focus on communication, socialization, executive functioning, sensory sensitivities, and positive behavior.

## **Learning Outcomes:**

- To develop increased understanding and awareness of the characteristics of autism
- To understand the potential impact in an educational setting
- To increase knowledge of strategies for supporting autistic and neurodivergent individuals in educational environments



# Supporting Special Needs Students During Transport

**Suggested Audience:** Transportation personnel (drivers, monitors, aides)

**Duration (Live Training):** 2 hours

**Available Formats:**  Live (In-Person)  Live virtual  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this training presentation, bus drivers, monitors, and aides will better understand the characteristics of autism and the potential needs of autistic and neurodivergent students during transport. Discussion includes communication and sensory supports and prevention strategies. Scenarios are reviewed to apply the concepts discussed.

## **Learning Outcomes:**

- To understand the characteristics of autism and potential needs of autistic and neurodivergent students
- To learn how to create a safe, supportive, and positive transportation environment
- To understand why challenging behavior occurs and what challenging behavior tells us
- To learn effective ways to respond to unexpected or challenging behavior



# Teaching Activities of Daily Living

**Suggested Audience:** Special education administrative personnel

**Duration (Live Training):** 1 hour

**Available Formats:**  Live (In-Person)  Webinar  Online

**CEs:**  CTLE  BACB

## **Description:**

Through this training, teachers, paraprofessionals, and staff will learn why teaching Activities of Daily Living (ADLs) early is essential and how to promote independence across the school environment. The session emphasizes strategies for encouraging generalization and participation in multiple contexts, , and fostering autonomy, confidence, and self-reliance. Discussion include the long-term impact on resources, health and safety considerations, and how independence in activities of daily living skills increases access to community, social, and employment opportunities.

## **Learning Outcomes:**

- To understand the importance of teaching activities of daily living (ADLs)
- To learn how to plan for teaching activities of daily living
- To learn how to implement progress monitoring for activities of daily living



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