

# **Understanding Behavior as Communication**

## **Program Description**

In fast-paced day-to-day life, we often forget the importance of understanding behavior as communication. In this program, we will discuss basic theory of communication, as well as how theory applies to working with children, adolescents and families. Participants will be asked to participate in an experiential exercise that highlights the importance of understanding how life experiences affect their receiving information.

In addition, Antecedent-Behavior-Consequence (ABC) data collection will be taught as well as applied to scenarios. We will discuss the importance of data collection, how to support clients and families when utilizing ABC data.

## **Learning Objectives**

Upon completion of this workshop, participants should be able to:

1. Explain how children and adolescents communicate through behavior;
2. Describe the importance of understanding behavior and data collection;
3. Examine barriers to effective communication;
4. Demonstrate the ability to effectively utilize, as well as teach families to utilize, ABC data as a form of data collection that supports the treatment of a child, adolescent and family system;
5. Discuss how to effectively implement these strategies into current employment.

## **Target Audience**

This program is intended for mental health professionals working with children, adolescents and/or families.

## **Contact Hours**

2.0 hours

## **Program Agenda**

Intro – 5 minutes

Communication Theory – 15 minutes

Experiential Exercise – 30 minutes

Break – 10 minutes

Barriers to Communication – 15 minutes

ABC Data – 30 minutes

Discussion – 15 minutes

## **Faculty**

**Rob Schooley, MSW, LCSW**, graduated with a Master of Social Work from the University of Illinois at Urbana-Champaign in 2004. He currently serves as a Behavior Specialist for the Chatham County Schools where he provides direct services to children and adolescents displaying academic, social and/or emotional difficulties. In addition to conducting functional behavior assessments and developing behavior intervention plans,

Rob utilizes cognitive-behavioral techniques as well as mindfulness-based interventions to address the needs of the population he serves. Rob is a certified trainer for Nonviolent Crisis Intervention, a Field Instructor for the University of North Carolina at Chapel Hill School of Social Work, and a Faculty Advisor for the Boston University School of Social Work.