

## **A Brief Introduction to the Service of the Behaviour Counselling Research and Development Centre of the University**

### 1 Core concepts

Taking evidence-based applied behaviour analysis as the theoretical framework, social care as the core, systematic analysis of data as the method, and improving the quality of educational services as the goal, we provide efficient educational services for learners with various needs, so as to promote the comprehensive and effective intervention in behaviour analysis, evaluation, treatment, and rehabilitation of people with physical and mental disabilities and improve their personal quality of life.

### 2 Main objectives of the centre

2.1 Establish a research and development centre for applied behaviour analysis in Taiwan

2.2 Promote an evidence-based treatment and education strategy

2.3 Provide counselling on behaviour analysis and education services in Taiwan

2.4 Improve the professional knowledge of behaviour analysis in Taiwan

2.5 Develop empirical research based on behavioural analysis

2.6 Build an effective treatment and education model with behaviour analysis as the main purpose

### 3 Professional steering group

3.1 Project moderator: Professor Hua Feng (Institute of Rehabilitation Counselling, Chang University of Education)

3.2 Co-moderators: Professor Ming Hung Wang, Assistant Professor Kai-Chien Tien

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(Department of Special Education Chang University of Education)

3.3 External supervisor: Master WenChu Sun, Dr Gabrielle Lee (Assistant Professor of  
Western University)

#### 4 Service mode

##### 4.1 Consulting service based on applied behaviour analysis

###### 4.1.1 Individual consultation and counselling:

Applying the principles of behavioural analysis to provide behavioural counselling and individual behavioural counselling for people with physical and mental disabilities with individual needs.

4.1.2 Behavioural problem intervention: Through behavioural function analysis and intervention counselling for people with physical and mental disabilities in need.

4.1.3 Job analysis of sheltered workshops: Using applied behaviour analysis to analyse the work of employees with physical and mental disabilities in sheltered workshops.

4.1.4 Train front-line professionals (teachers, medical personnel, and teaching and social security personnel)

###### 4.1.4.1 Preference assessment training

###### 4.1.4.2 Functional analysis and positive behaviour training

4.1.4.3 Teaching of applied behaviour analysis and positive behaviour intervention strategies

4.1.5 Consultation service: Service hours: 9:00–12:00 on Wednesday mornings

4.1.6 Other consultation services: Holding parent growth groups and case seminars from time to time

##### 4.2 Direct behavioural guidance and research and development services

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4.2.1 In order to apply the principle of behavioural analysis, the case is intensively treated in a one-to-one manner.

4.2.1.1 Intensive class: Two hours a day, two to three days a week

4.2.1.2 Time shift: Two hours per week, depending on the required case intervention skills

4.2.2 Participants and number of participants: The participants in this study were those who had the manual of physical and mental disorders; were diagnosed with autism, developmental disorder, and intellectual disorder; and needed other emotional behaviour intervention.

4.3 Research development: Empirical intervention research (including preference evaluation, intervention effect of common gaze coordination behaviour, intervention effect of the symbolic game, evaluation and intervention effect of pre-mental theory, dialogue training, etc.)

4.4 Achievements:

Based on the evidence, we have provided efficient and professional behaviour counselling and intervention services to improve the quality of life of people with physical and mental disabilities in central Taiwan, and practice social responsibility.

Based on the principles of applied behaviour analysis and combined with other counselling theories, the Behaviour Counselling Research and Development Centre of our university provides positive behaviour counselling for people with physical and mental disabilities and emotional behaviour problems and conducts positive behaviour intervention, teaching, and behaviour counselling in a one-to-one manner to promote cross-age physical and mental health and quality of life. The service objects are between

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the ages of two and forty. The performance table is as follows:

4.4.1 In the 109th year, the annual service target number was 101 people and 5,000 visits; other services included 63 counselling and evaluation meetings and 122 caregiver seminars. The service satisfaction rate of users is 97%, and 99% of the important others think that the behaviour of service users has made significant progress.

4.4.2 In the past five years, more than 100 people have been served every year, with 500 visits annually. In the cumulative five years, 500 people have been served, with 2,500 visits. There have been 300 evaluation and counselling meetings and more than 500 caregiver discussions.

4.4.3 Every year, professional training workshops for professionals in domestic institutions are provided to train “seed” teachers in behaviour counselling for schools, medical institutions, and social welfare institutions. In the 109th year, the centre and Autism Society of Taiwan conducted two steps of preliminary courses of behaviour counselling. The participants were rehabilitation medical personnel, special education teachers, and educational and social security personnel in the north, central, and south regions. Each session provided 63 hours of education and training, and the number of participants was about 25 per session. Thus, we practiced university social responsibility.

4.4.4 In the 109th year, 13 parent training courses were conducted, and a survey was conducted on the course content, teaching content, and other issues. More than 80% to 90% of parents were satisfied with the courses.

4.5 Relevant data:

4.5.1 Supporting data

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Hui Ping  
National Changchun University of Education

November 20, 2020

Dear Dr. Ping:

Congratulations! The Association for Behavior Analysis International (AIAI) has verified the course sequence you submitted for review for National Changchun University of Education as meeting the 270-hour coursework requirement for students taking the Board Certified Behavior Analyst (BCBA) examination. Your Verified Course Sequence (VCS) number will remain 4437. This VCS remains valid and verified for another year, in which its renewal and payment must be completed by November 1, 2021. The previous version of the request will be rescinded.

During this period, you may use the following language when referring to the verified coursework: "The Association for Behavior Analysis International has verified the following courses toward its coursework requirements for eligibility to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination."

We request that VCS use the new AIAI VCS logo and pre-verified course content hours for each course, along with the program details, on their website(s). We will include your program's VCS information in our course directory (<http://www.abainternational.org/vcs-directory>). Please ensure your program's AIAI association.

Note that you will need to abide by rules described in the VCS handbook regarding verified course content and examination needs of a course does not meet specific requirements. In addition, please contact us to make changes to course content and verification information if you add new instructors.

Thank you.

Sincerely,  
Shawdy Hui  
Hui Ping, Ph.D., BCBA  
Education Director  
Association for Behavior Analysis International  
Email: [VCS@abainternational.org](mailto:VCS@abainternational.org)  
Phone: (509) 453-9319



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## Silhouette of individualised teaching and parents' symposium

