



Breakthrough ADHD Training for Behavior Analysts™ Using the Executive Function Roadmap to ADHD

OVERVIEW

The series *Breakthrough ADHD Training for Behavior Analysts™* is designed to help behavior analysts break through their clients' ADHD. By earning a microcredential, participants demonstrate competency in behavioral assessment of executive function, which they can then show case to families and employers. The first course in this line up is 4.5 continuing education credits on comprehensive assessment of executive functioning skills using our proprietary ***Executive Function Roadmap for ADHD™***. Our microcredentials come at no additional cost. Just participate in our designated continuing education like you normally would, at a competitive cost, and complete competency exercises embedded in the course.



4.5 Learning Events CEUs



ADHD Roadmap Microcredential for Behavior Analysts

TARGET AUDIENCE

This training is designed for qualified behavior analysts (BCaBA® or BCBA®) with experience working with at least one current ADHD client/student and at least 3 months of experience with the client.

WHAT MAKES THIS TRAINING DIFFERENT?

Each participant:

- ✓ Earns a resume-building microcredential upon successful completion of competencies
- ✓ Earns 25% back in rewards to apply to digital downloads and courses on our website
- ✓ Receives complimentary consultation before and after the training
- ✓ Complimentary access to the ***Executive Function Roadmap for ADHD™***



LEARNING OBJECTIVES

Upon completion of this training, participants will be able to:

1 Critically Evaluate Traditional ABA Approaches

Analyze why conventional behavioral interventions that frequently fail with ADHD populations and identify specific failure points in current practice models.

2 Understand Neurodevelopmental Principles

Integrate executive function and motivation system research into assessment and intervention planning for individuals with ADHD, using comprehensive developmental assessments to identify specific areas of executive function strength and challenge across multiple domains.

3 Conduct Comprehensive Executive Function Assessment

Utilize structured assessment tools to evaluate executive function across multiple domains, interpret results collaboratively with teams, and translate assessment findings into targeted intervention goals that address specific developmental needs.

CASE STUDIES



Zara

I feel bad when other kids get annoyed with me. Sometimes I just blurt things out or I need to get up and walk around.

12 years old



Jordan

Sometimes I get really upset because I don't want to stop playing. Sometimes I get so frustrated that I throw things or slam my door.

8 years old



Aiden

My body feels like it has electricity in it all the time! I wish I could learn how to make my body be more calm.

6 years old



Table of Contents

OVERVIEW.....	1
TARGET AUDIENCE	1
WHAT MAKES THIS TRAINING DIFFERENT?	1
LEARNING OBJECTIVES.....	2
CASE STUDIES.....	2
INTRODUCTION	4
MODULE 1: THE FAILURE POINTS.....	Error! Bookmark not defined.
TUTORIAL 1: THE FAILURE POINTS	5
MODULE 2: BEYOND THE ABCs: WHAT YOU'RE MISSING	6
MODULE 3: ASSESSING EXECUTIVE FUNCTION	Error! Bookmark not defined.
ADDITIONAL RESOURCES FOR ALL MODULES	Error! Bookmark not defined.
ASSESSMENT	Error! Bookmark not defined.
COMPETENCY.....	9



INTRODUCTION

Microcredentials

Earn stackable microcredentials that recognize your mastery of ADHD-specific competencies. Each credential demonstrates a set of applied skill, not just completion of a course.

Format

I'm preaching to the choir, I know: Learning is active and skill-based, not sitting around staring at your screen while someone blabs on and on. That's why I'm changing how I deliver continuing education:



Didactic Content

The foundations and principles to ground your understanding in evidence-based practice.



Role Play with Feedback

Translates conversation into action and more importantly, development of skills that benefit your clients.



Competency

Practice makes progress and you'll demonstrate that you're actually walking away with new skills.

Hybrid Learning Model

Some weeks we'll meet virtually as a whole class. Other weeks you'll complete online tutorials and/or we'll break into smaller groups.

On weeks are the weeks we meet virtually for 60 minutes as a whole class. We'll cover the didactic content and you'll have the opportunity to ask questions and receive feedback from other participants.

Off weeks are the weeks you'll complete online tutorials, participate in smaller group consultation, and/or meet with Ryan for individualized consultation.

Schedule

Scheduled Agenda		Cohort Dates	
Week 1	Tutorial 1	February 16 th – February 22 nd	February 23 rd – March 1 st
Week 2	Module 1	February 23 rd at 1:00 pm Pacific	March 4 th at 3:00 pm Pacific
Week 3	Tutorial 2	March 2nd – March 8th	March 9 th – March 14 th
Week 4	Module 2	March 9 th at 1:00 pm Pacific	March 18 th at 3:00 pm Pacific
Week 5	Tutorial 3	March 16 th – March 22nd	*March 23 rd – April 5 th
Week 6	Module 3	March 23 rd at 1:00 pm Pacific	*April 8 th at 3:00 pm Pacific

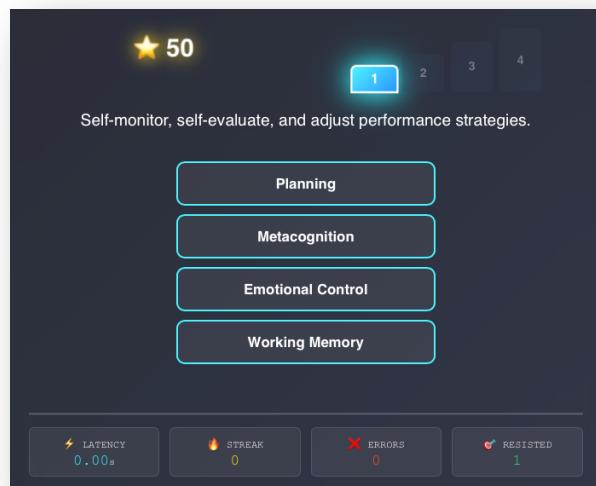
As best as possible, cohorts will be matched by similarities in geography/time zone, setting (e.g., school, clinic, etc.), and client demographics (e.g., age, diagnoses, etc). *Denotes a gap for West Coast spring break.



TUTORIAL 1: THE FAILURE POINTS

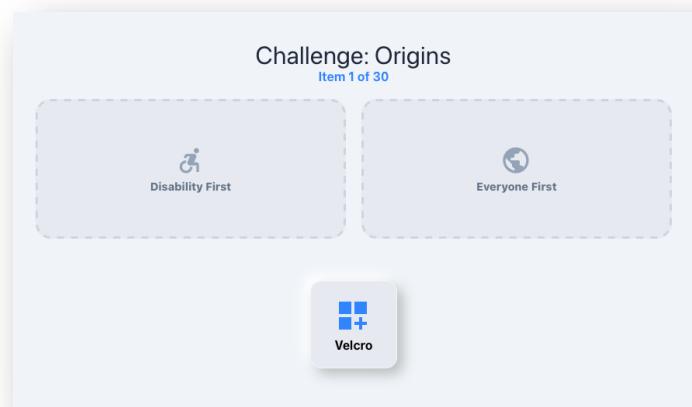
What is executive function?

Objective: Earn as many stars as you can by mastering terms of executive function. Progress from Level 1 (receptive identification) to Level 4 (expressive identification). Consecutive correct responses are rewarded heavily. See if you can save enough to purchase a luxury item!



Designing for Disability First

Objective: As behavior analysts, we know that everyone benefits when we design for disability first. Join Elise Roy as she describes her experience as a design thinker with a disability. Through repetition, you'll come to appreciate the unique advantage of disability in design thinking.





The Failures of Society and Education

Objective: As you prepare to look at the failures of applied behavior analysis, sometimes it's easier to think about the failures of others first. These tutorials will help reflect on how society and education are failing kids with ADHD.

The Effectiveness of ABA on Individuals with ADHD

Tyler Englemann researched the effectiveness of behavior analytic interventions on children with ADHD as part of her requirements for the Degree of Master of Science in ABA from Youngstown State University. You don't need to memorize this one. You're just getting oriented to a resource that's there for you (if you want to nerd out).

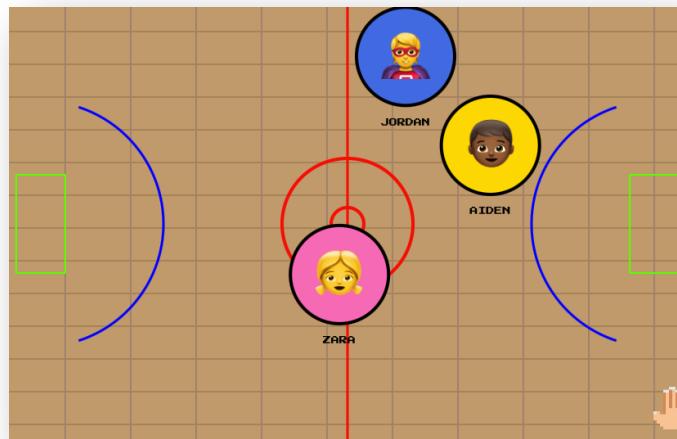
[Download the Thesis](#)

https://etd.ohiolink.edu/acprod/odb_etd/ws/send_file/send?accession=ysu1714435694423644&disposition=inline

TUTORIAL 2

Dodge Ball

Objective: Get to know the children in our case studies. To win, throw the ball at the correct child as they scurry across the gym floor! Don't worry, no children were harmed.



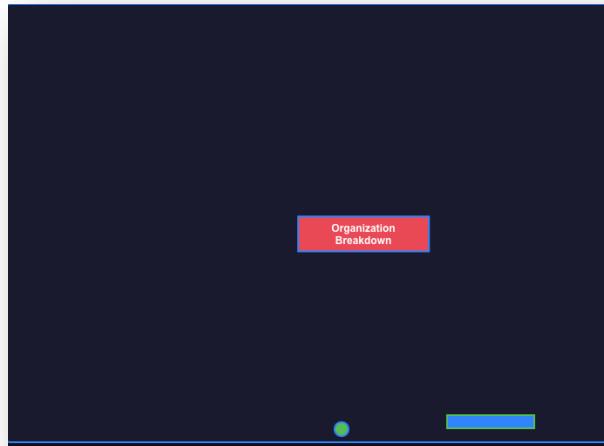
The Executive Function Roadmap for ADHD™

Objective: Get an introductory crash course in our proprietary executive function assessment. Identify the four domains and important limitations.



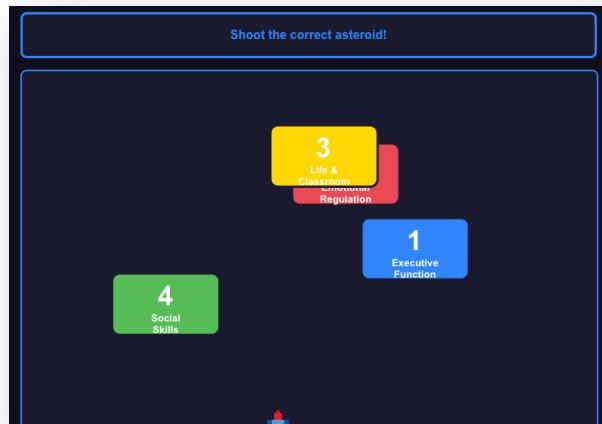
TUTORIAL 3

Objective: See how many consecutive days you can go without running into common ADHD obstacles. You'll learn about how executive function challenges present in the day-to-day activities of people with ADHD.



Asteroid Blaster

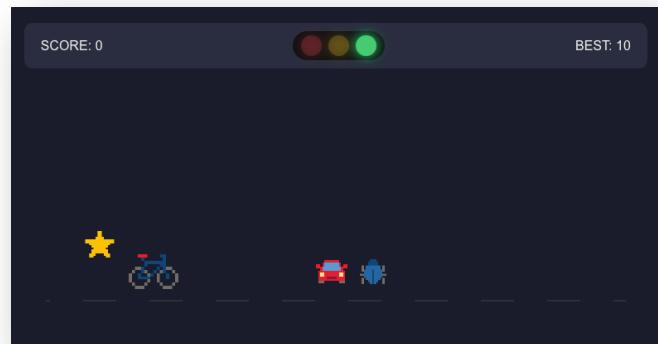
Objective: Build your knowledge of the four domains of our executive function assessment as you race through space.





Stop Signal

Objective: Learn to control your impulses as you race your bike down the road. You've got to watch out for cars and bugs while trying to collect as many stars as you can. Oh, and you've got to stop on the red light! The more you crash, the more you learn!



Other EF Assessments

Objective: Learn about two free assessments out there they you can use with clients. They're free!



COMPETENCY

Comprehensive Executive Function Assessment Using the Executive Function Roadmap for ADHD™

Conducts systematic, multi-domain assessment of executive function using structured tools and collaborative interpretation methods, translating findings into precise, developmentally appropriate intervention targets.

Performance Indicators:

Assessment Execution:

- Utilizes the Executive Function Roadmap for ADHD™ to evaluate performance across domains including: task initiation, sustained attention, working memory, cognitive flexibility, planning/organization, self-monitoring, and emotional regulation
- Conducts functional behavior assessments that identify setting events and motivating operations specifically related to executive function demands
- Identifies antecedent conditions that predict both executive function breakdowns and improved performance

Collaborative Interpretation:

- Interprets assessment results collaboratively with families, educators, and multidisciplinary team members, explaining findings in accessible language
- Synthesizes data from multiple sources (direct observation, caregiver report, structured assessment, naturalistic contexts) to develop comprehensive executive function profiles
- Identifies patterns showing when and under what conditions executive function skills are demonstrated versus when they break down

Goal Development:

- Translates assessment findings into specific, measurable intervention goals that address identified executive function needs
- Develops intervention targets that reflect both skill-building (teaching executive function strategies) and environmental modification (reducing executive function demand through antecedent supports)
- Prioritizes goals based on functional impact, developmental appropriateness, and areas of greatest need identified through assessment

Executive Function-Specific Assessment Examples:

- Documents that task refusal occurs most when the client is asked to begin independent work, especially when steps are unclear or require sustained persistence
- Identifies that the client initiates tasks more quickly when given clear starting points or visual cues marking the first step
- Recognizes that working memory improves when the client receives visual outlines, written lists, or models instead of multi-step verbal directions
- Observes that the client stays engaged longer when tasks are broken into short units with predictable checkpoints
- Notes that task completion improves when the client has access to movement or brief stimulation before starting difficult activities



TRAINING AGREEMENT FOR BREAKTHROUGH ADHD TRAINING FOR BEHAVIOR ANALYSTS™

Professional Development Training Agreement

This Agreement ("Agreement") is entered into between Applied Behavioral Health Practice ("Provider," "we," "our") and the undersigned participant ("Participant," "you," "your") for enrollment in the Breakthrough ADHD Training for Behavior Analysts™ course ("Course").

By registering for and/or attending the Course, Participant agrees to be bound by all terms and conditions set forth in this Agreement.

1. ATTENDANCE POLICY

Participant must attend all three (3) scheduled online class sessions and complete all three (3) online tutorials to receive full course benefits.

- No Make-Up Sessions: Class sessions cannot be rescheduled or made up for individual participants.
- Advance Planning: The complete course schedule is provided upon registration to allow advance planning.
- Punctuality: Participants are expected to arrive on time for all sessions. Late arrival may result in being marked absent if more than 5 minutes late (continuing education requirement).
- Consequences: Failure to attend all sessions may result in forfeiture of completion benefits including continuing education credits and the microcredential.

2. REFUND POLICY

- Full Refund: Requests received seven (7) or more calendar days prior to the first scheduled class session will receive a full refund minus any payment processing fees.
- No Refund: No refunds will be issued for cancellation requests received less than seven (7) days before the first class session or after the course has commenced.
- Hardship Exception: In cases of documented medical emergency, family tragedy, or other extraordinary circumstances occurring after the refund deadline, Participant may receive credit toward a future course offering in lieu of refund.
 - Credit is valid for one (1) year from the original course date
 - Provider retains sole discretion in determining eligibility for this exception
 - Documentation may be required (medical note, obituary, etc.)
 - Credits are non-transferable
- No-Show: Participants who fail to attend without prior notice forfeit all fees and are not eligible for refund or credit.

3. PARTICIPATION POLICY

Participants are expected to:



- Active Engagement: Arrive punctually to all scheduled sessions, and actively participate in course discussions, activities, and exercises.
- Professional Conduct: Maintain professional conduct throughout all interactions with instructors and fellow participants, consistent with the BACB Professional and Ethical Compliance Code
- Video Presence: Keep cameras on during live sessions to facilitate interaction and learning, unless technical difficulties prevent this or reasonable accommodation is needed
- Tutorial Completion: Complete all assigned online tutorials and activities by specified deadlines
- Respectful Interaction: Engage respectfully with diverse perspectives and experiences shared during training
- Preparation: Review any pre-course materials or assignments as directed
- Disruption: Provider reserves the right to remove any Participant whose behavior is disruptive, disrespectful, or otherwise interferes with the learning environment. Removal for cause will result in forfeiture of all fees without refund or credit.

4. COMPETENCY ASSESSMENT POLICY

To receive the microcredential and all advertised course benefits, Participant must demonstrate competency by submitting a completed Executive Function Roadmap for ADHD™ assessment based on one of three provided case studies.

Submission Requirements

- Case Study Option: Complete assessment for one (1) of the three (3) fictional case studies provided in course materials.
- Real Client Option (Alternative): Participant may submit an assessment based on their own client case, subject to these conditions:
 - The assessment must be in hypothetical/practice format and cannot be an actual client document used in practice
 - No Protected Health Information (PHI) or personally identifiable information may be included
 - All details must be sufficiently de-identified per HIPAA and applicable privacy standards
 - Submission implies Participant has obtained any necessary consents if case details are based on real experiences and affirms compliance with all applicable ethical standards
 - Participant assumes all responsibility and liability for ensuring proper de-identification and consent

Submission Timeline

- Deadline: Competency assessments must be submitted within sixty (15) days of the final class session
- Extension Requests: Extensions may be granted at Provider's discretion for documented extenuating circumstances. Request must be made before the deadline
- Late Submissions: Assessments submitted after the deadline without approved extension will not be evaluated



Evaluation Process

- Assessments will be evaluated based on rubric and criteria outlined in course materials
- Participant will receive feedback within fourteen (14) business days of submission
- Resubmission: If initial submission does not demonstrate competency, Participant may resubmit twice within thirty (60) days of receiving feedback.
- Final Determination: If second submission does not demonstrate competency, Participant will not receive the microcredential but may retain CE credits (if applicable).

5. CONTINUING EDUCATION (CE) CREDITS

BACB CE Credits: This course has been approved for 4.5 BACB CE learning event credits (general).

Eligibility Requirements:

To receive CE credits, Participant must:

- Attend all three (3) live class sessions in their entirety
- Complete all three (3) online tutorials
- Meet all attendance and participation requirements

Competency Assessment: CE credits are awarded based on attendance and tutorial completion. The competency assessment is required for the microcredential but not for CE credits.

Certificate Delivery:

CE certificates will be issued within fourteen (14) business days after course completion to participants who meet all requirements.

Participant Responsibility:

- Participant is solely responsible for tracking, reporting, and maintaining records of continuing education credits with BACB or other credentialing bodies
- Provider makes no guarantee regarding acceptance of credits by any credentialing organization
- Participant must maintain their own records; duplicate certificates may be subject to administrative fee

Course Cancellation by Provider:

- If Provider cancels the course due to insufficient enrollment or other reasons, registered participants will receive:
 - Full refund of all fees, OR
 - Option to transfer registration to the next scheduled course offering
- Notice will be provided at least seven (7) days prior to scheduled start date when possible



6. INTELLECTUAL PROPERTY & RECORDING

Proprietary Materials:

All course materials, including but not limited to presentations, handouts, videos, the Executive Function Roadmap for ADHD™ assessment tool, training modules, case studies, and related content are proprietary to Applied Behavioral Health Practice and protected by copyright law.

Prohibited Activities:

Participant agrees NOT to:

- Record, screenshot, or otherwise capture any portion of live class sessions
- Reproduce, copy, distribute, share, or resell any course materials
- Post course content to social media, file-sharing sites, or any public forum
- Use course materials for commercial purposes or to train others
- Reverse engineer, modify, or create derivative works from course materials

Limited Personal Use:

- Course materials may be used solely for Participant's personal professional development and reference.

Assessment Tool Licensing:

- The Executive Function Roadmap for ADHD™ assessment tool may only be used by Participant in their professional practice after completing this training and demonstrating competency. This license is:
 - Non-exclusive and non-transferable
 - Limited to Participant's individual professional use
 - Subject to proper attribution to Applied Behavioral Health Practice
 - Revocable if terms of this Agreement are violated

Violations:

Unauthorized use, reproduction, or distribution of course materials constitutes a material breach of this Agreement and may result in legal action and damages.

7. TECHNICAL REQUIREMENTS & RESPONSIBILITY

Participant Responsibility:

Participant is solely responsible for:

- Maintaining reliable high-speed internet connection
- Having appropriate technology (computer/device with webcam, microphone, speakers)
- Installing and testing required software (Zoom or specified platform) prior to first session
- Ensuring familiarity with platform features (muting, chat, screen sharing)
- Troubleshooting their own technical issues

Platform Requirements:

Course will be delivered via Microsoft Teams. Participant must have access to:



- Device with video and audio capabilities
- Updated browser or application
- Stable internet connection (minimum 5 Mbps recommended)

Technical Difficulties:

- Provider is not responsible for participant technical issues preventing attendance
- No make-up sessions or refunds will be provided for technical difficulties on participant's end
- Participant should test technology and connection in advance of each session
- Provider will make reasonable efforts to address platform-wide technical issues but cannot guarantee uninterrupted service

Provider Technical Failure:

If Provider experiences technical difficulties that prevent course delivery for an entire session, Provider will:

- Reschedule the affected session, OR
- Provide recorded alternative content, OR
- Offer pro-rated refund or credit for that session

8. CONFIDENTIALITY & PROFESSIONAL ETHICS

Participant Confidentiality:

Any client information, case examples, or personal experiences shared by other participants during the course must be kept strictly confidential. Participant agrees not to:

- Disclose identity or identifying information of other participants
- Share case examples discussed by others outside the training context
- Use others' shared information for any purpose beyond the learning environment

Ethical Standards:

Participant agrees to:

- Conduct themselves in accordance with the BACB Professional and Ethical Compliance Code
- Apply course content only within their professional scope of competence
- Seek appropriate supervision or consultation when implementing new skills
- Not misrepresent their credentials, training, or competencies based on this course

HIPAA Compliance:

- If sharing de-identified case information, Participant affirms they have:
- Obtained all necessary authorizations and consents
- Properly de-identified all information per HIPAA standards
- Complied with all applicable privacy laws and regulations



9. COURSE CHANGES & PROVIDER RIGHTS

Content Modifications:

Provider reserves the right to:

- Modify course content, materials, or curriculum to improve quality or accuracy
- Update case studies or assessment tools as needed
- Adjust timing or pacing within scheduled sessions
- Make changes based on participant needs or learning objectives

Schedule Changes:

- Provider may adjust session dates/times with reasonable notice:
- Minor changes (time adjustment within same week): Minimum 48 hours notice
- Major changes (date changes): Minimum seven (7) days notice when possible
- Participants unable to attend rescheduled sessions may receive credit toward future offering

Instructor Substitution:

- Provider reserves the right to substitute qualified instructors if necessary due to illness, emergency, or other unforeseen circumstances.

Minimum Enrollment:

- Provider reserves the right to cancel the course if minimum enrollment of [specify number] participants is not met. In such cases:
 - Participants will receive full refund of all fees, OR
 - Option to transfer to next scheduled offering
 - Notice provided at least seven (7) days prior to start date when possible

Force Majeure:

Provider is not liable for failure to perform obligations due to circumstances beyond reasonable control, including natural disasters, pandemics, internet outages, or other acts of God.

10. MICROCREDENTIAL SPECIFICS

Microcredential Award:

Upon successful completion of all course requirements and demonstrated competency, Participant will receive the "Breakthrough ADHD Training for Behavior Analysts™" microcredential.

Requirements for Microcredential:

- Attendance at all three (3) live class sessions
- Completion of all three (3) online tutorials
- Submission of competency assessment within sixty (60) days
- Demonstrated competency as evaluated by Provider

Format:

Microcredential will be issued as:



- Digital badge via Hyperstack Credential Could™ (<https://thehyperstack.com/>)

Validity:

The microcredential is subject to the [terms and conditions](#) of Hyperstack Credential Cloud™

- Does not expire and does not require renewal
- Represents completion of training as of the date issued
- May be displayed on professional profiles, resumes, and email signatures
- Should be attributed as: "Breakthrough ADHD Training for Behavior Analysts™ Microcredential, Applied Behavioral Health Practice, [Year]"

What It Represents:

This microcredential indicates that Participant has:

- Completed specialized training in ADHD-focused executive function assessment with Applied Behavioral Health Practice
- Demonstrated competency in conducting executive function assessments using Provider's framework
- Commitment to moving from "managing behaviors" to "building brains"

What It Does NOT Represent:

- BACB certification or specialty credential
- Clinical supervision or mentorship relationship
- Guarantee of specific client outcomes
- Authorization to train others in this methodology

Revocation:

- Provider reserves the right to revoke microcredential if:
 - Participant is found to have violated terms of this Agreement
 - Participant engages in unethical conduct related to use of training content
 - Participant misrepresents the scope or nature of the credential

11. LIMITATION OF LIABILITY & DISCLAIMERS

Educational Purpose:

This training is provided for educational and professional development purposes only. It does not constitute:

- Clinical supervision (BACB or otherwise)
- Legal, medical, or therapeutic advice
- Endorsement of any specific intervention for any specific client
- Guarantee of professional competency beyond the scope of this training

Participant Responsibility:

Participant acknowledges and agrees that:

- They are solely responsible for determining how to apply training content within their professional scope of practice and competence



- They will seek appropriate supervision, consultation, or additional training as needed when implementing new skills
- Provider makes no guarantee regarding specific outcomes, client progress, or professional advancement
- They will use professional judgment and comply with all applicable laws, regulations, and ethical codes

No Guarantee of Results:

While Provider endeavors to provide high-quality, evidence-informed training, we make no guarantees regarding:

- Participant's ability to successfully implement strategies
- Client outcomes or responses to interventions
- Professional advancement, employment, or business success
- Acceptance or recognition of training by third parties

Maximum Liability:

Provider's total liability to Participant for any claims arising from this Agreement shall not exceed the total fees paid by Participant for the course.

Indemnification:

Participant agrees to indemnify and hold harmless Provider, its instructors, and affiliates from any claims, damages, or expenses arising from:

- Participant's use or misuse of course content
- Participant's professional practice or services
- Violation of this Agreement
- Violation of any third-party rights

12. COMMUNICATION & SUPPORT

Questions & Support:

Participants may contact Provider regarding course content or logistics via:

- Email: ryan@appliedbehavioral.health
- Phone: +1 619-367-6445
- SMS: +1 619-367-6445

Response Time:

Provider will make reasonable efforts to respond to inquiries within two (2) business days. Response times may be longer during weekends, holidays, or high-volume periods.

Office Hours:

Virtual office hours may be offered during the course and a schedule will be provided to enrolled participants. Attendance is optional but recommended.

***Technical Support:***

For technical issues with course platform or access:

- Email: ryan@appliedbehavioral.health
- Phone: +1 619-367-6445
- SMS: +1 619-367-6445

Participants should report technical issues as soon as possible

Course Communication:

Important announcements will be sent via:

- Email to address provided at registration
- Course platform notifications
- Participant is responsible for checking email and platform regularly
- Participant must ensure email address is current and accepts messages from Provider's domain

13. USE OF PARTICIPANT WORK & TESTIMONIALS

Educational Use:

Provider may request permission to use de-identified participant work (such as competency assessments) as examples in future course offerings or educational materials.

Consent Required:

Use of participant work requires:

- Express written consent from Participant
- Complete removal of all identifying information
- Attribution as "course participant" without naming individual
- Participant retains right to decline without impact on course completion or microcredential

Testimonials & Reviews:

Provider requests feedback from participants as part of BACB® ACE requirements. Feedback is not optional.

- Providing testimonials is entirely voluntary
- Participant may decline without any negative consequence
- Participant grants permission for feedback or reviews to be used as testimonials in marketing materials
- Participant may request removal of testimonial at any time

Photography/Recording:

If Provider records sessions for quality assurance or instructor training (not for distribution to participants):

- Participants will be notified in advance
- Participants may opt to keep cameras off during recording
- Recordings will not be shared publicly without explicit consent



14. DISPUTE RESOLUTION

Governing Law:

This Agreement shall be governed by and construed in accordance with the laws of the State of California, without regard to its conflict of law provisions.

Venue:

Any legal action arising from this Agreement shall be brought exclusively in the state or federal courts located in San Diego County, California.

Informal Resolution:

- Before initiating formal proceedings, parties agree to:
- Communicate concerns in writing to Provider via [email address]
- Allow fifteen (15) business days for Provider to investigate and respond
- Participate in good faith discussion to resolve the matter

Mediation:

If informal resolution is unsuccessful, parties agree to participate in mediation before pursuing litigation:

- Mediation shall be conducted in San Diego County, California
- Costs of mediation shall be shared equally
- Either party may proceed to litigation if mediation does not resolve dispute within sixty (60) days

Complaint Process:

Participants may also file complaints regarding:

- BACB CE Issues: Contact the BACB regarding CE credit concerns
- Ethical Concerns: Contact relevant licensing boards or the BACB Ethics Department
- Accessibility Issues: Contact Provider to request reasonable accommodations under ADA

No Class Action:

Participant agrees that any dispute resolution shall be conducted on an individual basis and not as a class action or consolidated proceeding.

15. TRANSFERABILITY & ASSIGNMENT

Non-Transferable Registration:

Course registration is specific to the named Participant and may not be:

- Transferred to another person
- Shared with colleagues or team members
- Used by anyone other than the registered Participant

Transfer to Different Session:

Participant may request to transfer their registration to a different course session subject to:

- Request must be made at least seven (7) days before the original course start date
- Transfer is subject to availability in the requested session



- One transfer permitted per registration; subsequent changes subject to cancellation/refund policy
- Transfer requests made less than seven (7) days before course start are subject to Provider approval and may incur administrative fee

Group Registrations:

If multiple participants from the same organization register:

- Each must complete individual registration
- Each must agree to this Agreement individually
- No "seat sharing" or substitutions permitted

16. DATA PRIVACY & RECORDS

Information Collection:

Provider collects the following information:

- Name, email address, phone number,
- Professional credentials and certification numbers
- Employer/practice information (if provided)
- Payment information (processed securely through third-party processor)

Use of Information:

Information is used to:

- Administer the course and issue CE credits
- Communicate course updates and information
- Issue microcredentials and certificates
- Comply with BACB CE reporting requirements (if applicable)

Data Protection:

Provider implements reasonable security measures to protect participant information and does not sell or share personal information with third parties except as necessary to deliver course services (e.g., CE tracking platforms, payment processors).

Record Retention:

Provider will maintain records of:

- Course attendance and completion
- CE credit issuance
- Competency assessment results
- Records maintained for the greater of seven (7) years or per BACB requirements

Access to Records:

Participant may request:

- Copy of their completion certificate or CE documentation
- Verification of course completion
- Access to their competency assessment and feedback



- Requests should be submitted in writing to ryan@appliedbehavioral.health

Marketing Communications:

- Participant may receive periodic updates about future courses or relevant content
- Participant may opt out of marketing communications at any time
- Opt-out does not affect course-related essential communications

17. ACCESSIBILITY & ACCOMMODATIONS

ADA Compliance:

Provider is committed to ensuring accessibility for all participants in accordance with the Americans with Disabilities Act (ADA).

Requesting Accommodations:

Participants requiring accommodations should:

- Submit requests at least fourteen (14) days prior to course start date when possible
- Specify nature of accommodation needed
- Provide documentation if requested
- Contact Provider at [email/phone] to discuss

Examples of Accommodations:

- Extended time for competency assessment
- Alternative formats for course materials
- Caption services during live sessions
- Modified participation requirements

Interactive Process:

Provider will engage in good faith interactive process to identify and implement reasonable accommodations that do not fundamentally alter the nature of the course or create undue burden.

18. ADDITIONAL TERMS

Entire Agreement:

This Agreement constitutes the entire agreement between Provider and Participant and supersedes all prior negotiations, representations, or agreements regarding the course.

Amendments:

Provider reserves the right to amend this Agreement with notice to enrolled participants. Continued participation after amendment notice constitutes acceptance of revised terms.

Severability:

If any provision of this Agreement is found to be unenforceable or invalid, the remaining provisions shall remain in full force and effect.

***Waiver:***

Failure by Provider to enforce any provision of this Agreement does not constitute waiver of that provision or any other provision.

Headings:

Section headings are for convenience only and do not affect interpretation of this Agreement.

Electronic Signatures:

Electronic signatures shall have the same force and effect as original signatures.

Survival:

Provisions regarding intellectual property, confidentiality, limitation of liability, and dispute resolution shall survive termination or completion of this Agreement.

Questions:

Any questions regarding this Agreement should be directed to:

- Ryan Baker-Barrett (Applied Behavioral Health Practice)
- Email: ryan@appliedbehavioral.health
- Phone: +1 619-367-6445

ACKNOWLEDGMENT & AGREEMENT

By registering for, paying for, or attending the Breakthrough ADHD Training for Behavior Analysts™ course, Participant acknowledges that they have:

- ✓ Read this entire Agreement carefully
- ✓ Understand all terms and conditions
- ✓ Agree to be bound by all provisions
- ✓ Received opportunity to ask questions about any unclear terms
- ✓ Voluntarily consent to participate under these terms