

Raminder Kaur Ph.D in clinical Psychology (Canada)

Accredited Trained Practitioner

ABA Support Worker (Surrey School District 2017-Present)

Triple P Practitioner (2011-Present)

Behaviour Consultant (PosAbilities 2005-2017 for Children (6-18years) with Developmental Disabilities and their families).

Outreach Supported Living Worker (PosAbilities -2013-2016) for adults with various Developmental Disabilities (20-60 years)

Clinical Skills:

- Successfully completed BCBA courses and supervision hours under the supervision of BCBA-D supervisor- 2013
- Established a leadership role and provided supervisory skills when assisting families with ongoing challenges.
- Developed and Implemented Behaviour Support Programs and Early Intervention Plans (0-6 years).
- Sound knowledge of various assessment tools to assess child's development with disabilities such as ABLLS, VB-MAPP, and Functional Assessment.
- Identified behavioral challenges and clinical needs of children with developmental disabilities, employed a functional assessment of behaviors and developed strategies for intervention;
- Participated in the development of IEP's that include identification, goal writing, task implementation and time frames in collaboration with families, and other services providers, including school systems.
- Provided training for the families and Behaviour Interventionists and provided feedback.
- Ability to Design individualized goals (IPS), deliver the services and support based on individual needs, strengths and unique cultural preferences.
- Assisted clients finding a secure employment at Home Depot and finding a program at Douglas College to upgrade job related skills.
- Knowledge and ability to teach and support individual to learn psychosocial, self-help, daily living skills by using various Applied Behaviour Analysis principles such as chaining, prompting, role modeling and feedback.
- Experience working with diverse population across lower mainland
- Assist and drive clients to their respective appointments in the community
- Developed media relations (Joy TV and Sher Punjab Radio) and conducted/presented interviews to promote the services of the agency among South Asian Population.

- Provided Translation support (English to Punjabi Flyer) and as an “interpreter” during a forum) to families during “South Asian Autism Awareness Project “organized by ACT Oct-2014(Surrey).
- Presented seminar on IEP in Punjabi at SFU Surrey campus for South Asian families(<https://www.actcommunity.ca/education/videos>, <https://www.actcommunity.ca/information/act-in-punjabi/>)

Organizational & Co-ordination Skills

- Collaborated meetings with Social Workers and other Professionals assigned to the families;
- Assisted families in finding volunteer work for their children (youth/adult) facing barrier to employment.
- Sound knowledge of various funding programs available in the community such as opportunity fund, CLBC funding options and other related funding programs;
- Ability to teach life skills by using various method of Applied Behaviour Analysis to persons with various disabilities;
- Experience with computer programs including Word Processing, Spreadsheets, and database and communication program;
- Fluent in English, Punjabi, Hindi, and the ability to provide language support to the families during their meetings with school staff and other professionals.
- Team player and ability to work independently and experience to work with diverse families.

Group Facilitation Skills:

- Facilitated parent support groups especially children with developmental disabilities 1:4 parent ratio. Provided relevant information on available services, community resources to the families.
- Independently facilitated social skill group children 1: 6 with developmental disabilities and facilitated social skill group 1:6 with a co-facilitator.
- Co-facilitated/facilitating groups with adults focused on chronic health and management focused on chronic health disorders and Diabetes Type -II.

Administrative Skills:

- Prepared and submitted reports, collected data and maintained records and files according to the institution’s rules and regulations.
- Attended and participated in all supervision and staff meetings and training sessions.

- Engaged in ongoing service trainings.
- Participation in various committees such as Art show committee, Volunteer Committee.

Education & Training:

2013, Completed BCBA Certification Courses & Supervision Hours (Board Certified Behavior Analyst) (Southern Illinois University Carbondale, IL.)

2011, Trained Triple P Practitioner (Families with developmental Disabilities)

2002, Doctor of Philosophy Clinical Psychology) Punjab University, India

1994, Master of Arts (Psychology) Punjabi University, India

1992, Bachelors of Arts (Honours in Psychology) Punjabi University, India

1996, Certificate in Administering and Scoring of Psycho-Diagnostic Tests

(Post Graduate Institute of Medical Education and Research, India)

2017, NVC training

Volunteer Experience

- 2009-Present, Volunteer Leader (Chronic Disease Self Management Program)
- Master Trainer Diabetes Self-management Program, University Of Victoria (Centre on Aging)
- 2012-Present, Group Facilitator for Immigrants (e-health, UBC)
- 2010-2011, Parent Group Facilitator (Developmental Disability Association)
- 2010, Event Facilitator (ICON Punjabi Diabetes Health forum)
- 2008-2009, Scrutineer Officer (Provincial Elections)
- 2001-2002, Program Assistant (Volunteer) Riverview Hospital, Port Coquitlam

I am a certified, trained Triple P Practitioner. I have been delivering this training, since, 2011 to families to empower them in taking care of their child with developmental disabilities.

During my career of consultation, I have sensed deeply in my heart that families would be benefitted from this training immensely. Being as a behaviour consultant (2005-present), I have perceived that during consultation services, parents have not given sufficient training to manage their child's behaviour, in addition, to how to teach their child new skills as the need arises with the age and changes occurs in child's learning curve and training techniques and procedures at home and school.

This training piece was immensely missing from parent's life as they were learning about their child's disability, services being offered to them to support their child in his everyday life. Unfortunately, nobody is taking the initiative to make parents understand how to support their child during challenges he or she might face during his daily life. This training will provide step-by-step information about how to find target behaviour, how to reinforce positive behaviour and how to make disruptive behaviour in effective to promote learning.

Being as a professional I would highly recommend this training to SEA's who supports students with developmental disabilities at school on one on one basis. This training will enhance their skills and deep understanding on Applied Behaviour Analysis principles and how to implement these principles in various settings and contexts. Along with this training a workbook will be provided to SEA's to walk them through the process of selecting and using these principles effectively.

In addition, children with developmental disabilities in our district are on the steady incline and the majority of the direction that is provided to families of special needs students is done via their Social Workers. The reality is a Social Workers caseload is well over 100 clients. I don't see this program replacing the Social Workers role I see it as a school district initiative to support the larger factors that greatly impact our students potential. It is mine and Raminder's hope that the Triple P training will be the missing piece for these parents as they navigate a very complex system while also being empowered and trained with new parenting strategies.

Regards,