

WORKSHOPS

Tuesday, 9th September, 2008

WORKSHOP:

Introduction to precision teaching and standard celeration charting

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The Standard Celeration Chart (SCC), Precision Teaching and the principles of fluency-based instruction will be introduced in this seminar. The importance of using a clear data tracking system to ensure quality in the teaching process will be emphasized. Implications of focusing on fluency rather than accuracy only will be discussed with particular importance for educational outcomes. The use of Precision Teaching and the SCC as a data collection and decision-making tool that can be introduced to any educational programme will be demonstrated and practiced. In addition, participants will be introduced to more advanced aspects of Precision Teaching including learning pictures.

Learning Objectives

At the completion of the workshop, participants will be able to:

- List and describe the key principles of Precision Teaching
- Chart performance using the Standard Celeration Chart (SCC)
- Create free operant learning environments
- List and describe the Free operant freedoms
- List and describe the barriers that place ceilings on learning
- Describe a learning channel analysis
- Identify and describe learning pictures and how they signal the need for instructional changes

Activities

Throughout the day

- a combination of slides and hands-on practice will be utilised
- participants will engage in interactive exchanges with the presenters
- they will be required to engage in fluency building activities and
- chart their own learning

Audience

The workshop is of interest to all those who are interested in applying behavioural principles to education across all settings. Those seeking an introduction, or refresher, on the use of Precision Teaching and the SCC.

Cost: 80Euro (BCBA & full price); 30Euro (BCaBA & student). **NB: PLEASE NOTE THAT ATTENDANCE AT WORKSHOPS IS NOT INCLUDED IN THE CONFERENCE REGISTRATION COST.**

Level: Introductory to intermediate

WORKSHOP:

Using signs rather than picture selection as the primary communication response form for hearing children and adults with developmental disabilities including autism

Patrick McGreevy (Florida Institute of Technology, U.S.A.)

Many children and adults with developmental disabilities, including autism, do not exhibit spoken words or do not communicate clearly and effectively using spoken words. At the present time, the most popular alternative, primary, communication response forms for these learners—PECS and augmentative communication devices -- include selecting pictures. This workshop is based on B.F. Skinner's analysis of verbal behaviour, research in the teaching of selection-based and topography-based verbal behaviour, research in the teaching of signs, and the extensive clinical experience of Dr. McGreevy and his colleagues. This workshop will provide participants with a comprehensive look at the advantages and disadvantages of signs, videotape demonstrations of many learners of all ages using signs effectively, and procedures for teaching learners sign mands, tacts, and intraverbals.

WORKSHOP (IN SPANISH):

'Love': A behaviour-analytical approach

Tomás J. Carrasco-Gimenez. (Universidad de Granada, Spain)

For most people affective relationships are a central area of their lives. However, within behaviour analysis little attention has been devoted to its theoretical elaboration. For instance, Skinner wrote no more than a few lines on the subject in his extensive work. This state of affairs has contributed for the area to be monopolized by cognitive and dynamic psychology. Behaviour analysis neglect of affective behaviour leads to the assumption that it cannot be addressed on the basis of behaviour principles. This presentation will describe an explicative account on affective behaviour in typically developed adults based on operant and classical conditioning. The model could be used to derive a collection of hypotheses that open up a large empirical research area. The model explains the acquisition and maintenance of dysfunctional affective behaviour and suggests the functions and forms of the main contingencies that might be at work. Therefore the model leads to the design of functional interventions in order to offset the controlling contingencies for a given individual.