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**Applied behavior analysis**

**making our schools and communities**

**better with science**

**Instructor William L. Heward Ed.D. BCBA-D**

**The Ohio State University**

**Co-presenter** **Eitan Eldar Ph.D. BCBA-D**

**June 13, 2016 10:00 – 18:00**

**June 14-16, 2016 16:00 – 21:30**

**Tel Aviv** **Tichonet School, Shoshana Persiz 3** http://www.tichonet.com/BRPortal/br/P102.jsp?arc=1139294

Updates, Fees, Registration - **www.eitaneldar.com**

Contact us - **eitaneldar@gmail.com**

[](https://www.facebook.com/Eitan-Eldar-Applied-Behavior-Analysis-%D7%90%D7%99%D7%AA%D7%9F-%D7%90%D7%9C%D7%93%D7%A8-%D7%A0%D7%99%D7%AA%D7%95%D7%97-%D7%94%D7%AA%D7%A0%D7%94%D7%92%D7%95%D7%AA-181605345185733/)

**Weekly Program**

**Press on the lecture number to see the abstract**

**DAY 1 – Monday – June 13, 10:00 – 18:00** - **General – Educators and Clinicians**

[**1-1**](#science)Applied behavior analysis: using science to improve educational outcomes for all learners

[**1-2**](#humanism12) Applied behavior analysis, humanism, ethics and quality of life - all go hand in hand - eldar

[**1-3**](#principles13) Basic principles, concepts, and assumptions for a science-based approach to teaching & learning

[**1-4**](#why) why be a behavior analyst?

**DAY 2 – Tuesday – June 14, 16:00 – 21:30 - Educators and Teachers**

[**2-1/2/3**](#teachingmistakes2123)Six common teaching mistakes and what to do instead

**DAY 3 – Wednesday – June 15, 16:00 – 21:30 - Clinicians / Educators**

[3-1](#faulty31) Ten faulty notions about teaching and learning that hinder the effectiveness of special education

[3-2](#diintro32) introduction to direct instruction: what, why, and (a little bit of) how to do it

[3-3](#secrets33) The "little secrets" of direct instruction they make all the difference - Eldar

[3-4](#qanddiscussion34) General discussion

**DAY 4 – Thursday – June 16, 16:00 – 21:30 Educators / Teachers / Family Clinicians**

4-1 Love your child - aba interpretation – eldar

4-2/3 Connecting schools with home / parents / families – planning and delivering instruction that promotes generalization and maintenance of newly learned knowledge and skills

[5](#heward) Prof. Heward's Bio [6](#hewardbooks) Prof. Heward's books (selected)

**DAY 1 – General – Educators and Clinicians**

**Monday – June 13, 10:00 – 18:00**

**1-1** 10:00 – 11:40 (2hrs – 100 min – 2 CE)

**APPLIED BEHAVIOR ANALYSIS: USING SCIENCE TO IMPROVE EDUCATIONAL OUTCOMES FOR ALL LEARNERS**

Applied behavior analysis (ABA) will be defined, some common misconceptions about it discussed, and 12 reasons suggested why ABA is ideally suited to help improve education. Several examples of teaching tactics derived from ABA that make instruction more effective (and fun) for all students in inclusive classrooms will be presented. Video clips of teachers using the techniques will be shown and participants will be provided with guidelines and resources for implementing the tactics.

**Reading**

Heward, W. L. (2005). Reasons applied behavior analysis is good for education and why those reasons have been insufficient. In W. L. Heward, T. E. Heron, N. A. Neef, S. M. Peterson, D. M. Sainato, G. Cartledge, R. Gardner III, L. D. Peterson, S. B. Hersh, & J. C. Dardig (Eds.), *Focus on behavior analysis in education: Achievements, challenges, and opportunities* (pp. 316-348). Upper Saddle River, NJ: Merrill/Prentice Hall.

**1-2** 11:50 – 12:40 (1hr – 50 min – 1 CE - Ethics)

**APPLIED BEHAVIOR ANALYSIS, HUMANISM, ETHICS AND QUALITY OF LIFE - ALL GO HAND IN HAND** Eitan Eldar (BCBA-D)

Applied Behavior analysis is a science and practice based on reliable data deriving from ongoing recording and evaluation of performance. The outcomes of this empirical effort serve as a milestone for any educational and clinical intervention and a guide for improvement in the quality of life of the participants. It is therefore possible to endure that the implemented procedures are productive indeed. This lecture will present typical everyday behavioral scenarios. It will offer procedures designed for dealing with resulted challenges while analyzing them in the light of humanistic and existential values. Special attention will be given to the Humanistic and ethical terminology – widely accepted and appreciated, and its behavioral correlates.

**Reading**

Newman, B. (1992). The reluctant alliance: Behaviorism and humanism. Buffalo, NY: Prometheus.

**1-3** 13:10 – 14:50 (2hrs – 100 min – 2 CE Ethics)

**BASIC PRINCIPLES, CONCEPTS, AND ASSUMPTIONS FOR A SCIENCE-BASED APPROACH TO TEACHING & LEARNING**

Although students can and do learn without being taught, optimal learning requires instruction that is carefully planned, skillfully delivered, and continually assessed. Behavior analysis—the science of behavior change—provides reliable and robust concepts, principles, and tactics with which educators can tackle all three tasks. Content presented in this session will include (a) underlying assumptions, purpose, and basic methodology of science; (b) guiding principles for science-based approach to teaching and learning; and (c) distinguishing evidence-based practices from those promoted and made popular by fad, fashion, or fraud.

**Reading:**

Heward, W. L., & Cooper, J. O. (1992). Radical behaviorism: A productive and needed philosophy for education. *Journal of Behavioral Education,* 2, 345-365.

**1-4** 15:10 – 17:40 (3hrs – 150 min – 3 CE)

**WHY BE A BEHAVIOR ANALYST?**

Why be a behavior analyst today and not something else? Several examples will be presented of how behavior analysis is being used to improve the human experience in a variety of areas. As impressive as these accomplishments are, they pale in comparison to the potential of behavior analysis to help make the world a better place. Five reasons will be offered for why a person should be a behavior analyst and several actions recommended that all behavior analysts, whether new to the field or old-timers, can take to narrow the gap between the tremendous potential of behavior analysis and its too-limited impact to date.

**DISCUSSION**

**How can we expand our impact?**

**Reading**

Heward, W. L., & Chance, P. (Guest Eds.). (2010) Special section: The human response to climate change: Ideas from behavior analysis. *The Behavior Analyst, 33*, 145-206. http://www.abainternational.org/media/74382/HumanResponseToClimateChangeIdeasFromBA.pdf

**DAY 2 – Educators and Teachers**

**Tuesday – June 14, 16:00 – 21:30**

**SIX COMMON TEACHING MISTAKES AND WHAT TO DO INSTEAD**

Six mistakes committed frequently by teachers at all grade levels and across curriculum areas (e.g., Mistake #2: Asking students, "Do you understand?") will be examined. Each mistake will be presented in a three-part format. First, the mistake and examples of its occurrence will be described and/or demonstrated. Second, both logical and empirical rationales for why teachers should eliminate or greatly reduce the frequency with which they commit the mistake will be offered. Third, one or more evidence-based, classroom-tested alternative strategies (i.e., what to do instead) will be presented and/or demonstrated. Participants will receive handouts of examples and guidelines for implementing the alternative strategies and an annotated list of references and resources.

**2-1** 16:00 – 17:40 (2hrs – 100 min – 2 CE)

**Part One** Presentation – Rationale – Alternative - Practice – Discussion

**2-2** 17:50 – 19:30 (2hrs – 100 min – 2 CE)

**Part Two** Presentation – Rationale – Alternative - Practice – Discussion

**2-3** 19:50 – 21:30 (2hrs – 100 min – 2 CE)

**Part Three** Presentation – Rationale – Alternative - Practice – Discussion

**Reading**

Heward, W. L., & Wood, C. (2015). *Improving educational outcomes in America: Can a low-tech, generic teaching practice make a difference?* Oakland, CA: Wing Institute for Evidence Based Practice. Available at, http://www.winginstitute.org/uploadedFiles/News\_And\_Events/Summits/2013WingSummitWH.pdf

**DAY 3 – Clinicians / Educators –** Individual / Small group practitioners

**Wednesday – June 15, 16:00 – 21:30**

**3-1** 16:00 – 17:40 (2hrs – 100 min – 2 CE - Ethics)

**TEN FAULTY NOTIONS ABOUT TEACHING AND LEARNING THAT HINDER THE EFFECTIVENESS OF SPECIAL EDUCATION –** emphasizing individual / small group challenges

Like all learners, students with disabilities progress best when they actively participate in well-executed instructional programs informed by scientific research. Unfortunately, most students with disabilities spend their school days in programs that are (mis)informed by a set of widely held beliefs about teaching and learning. Ten well-intentioned but misguided notions will be identified (e.g., Teaching Discrete Skills Trivializes Education and Ignores the Whole Child). Reasons why each notion is mistaken will be provided and suggestions for how practitioners can counter these notions and the "worst practices" they encourage will be offered.

**Reading**

Silvestri, S. M., & Heward, W. L. (2016). The neutralization of special education, revisted. In R. M. Foxx, & J. A. Mulick (Eds.). *Controversial therapies for autism and intellectual disabilities: Fad, fashion, and science in professional practice* (2nd ed.) (pp. 136-153)*.* New York: Routledge/Taylor & Francis.

**3-2/3** 17:50 – 19:30 (2hr – 100 min – 2 CE – supervision)

**DIRECT INSTRUCTION –** Rational, Implementation and guidelines for supervisors evaluating DI

**3-2 INTRODUCTION TO DIRECT INSTRUCTION: WHAT, WHY AND (A LITTLE BIT OF) HOW TO DO IT**

Direct instruction is a systematic method of teaching that entails clearly defined learning outcomes, proceeding in small steps, active student participation, systematic feedback, guided and independent practice, and checking for student mastery. Examples of these and other critical components of direct instruction will be presented and research findings summarized. Video clips of teachers and students engaged in direct instruction lessons will be shown. Attendees will be given access to articles and other resources for designing and delivering direct instruction.

**Outline**

* What is “direct instruction” DI and little “di”
* Key components of DI
* How to make any lesson more explicit/direct
* Resources for more info and application

**3-3 THE "LITTLE SECRETS" OF DIRECT INSTRUCTION - THEY MAKE ALL THE DIFFERENCE**

Eitan Eldar (BCBA-D)

Direct instruction is considered to be an effective strategy for supporting the development of speech / communication and other forms of discrimination and knowledge acquisition. Some applications such as Discrete Trial Teaching (DTT) require a stringent adherence to technical guidelines. While keeping procedural integrity is essential it may result in missing critical clinicians' subtleties to "hidden students' precursors" throughout the learning process. DTT and ABA are mistakenly perceived as synonymous by some professionals and parents. Nevertheless, it is suggested that clinicians will base their programs on behavioral philosophy and use their ABA knowledge to implement direct instruction effectively. In light of the above – some basic observations will be offered to supervisors evaluating DI programs. Discriminations and instructional skills that are beyond the technical protocols will be demonstrated in this presentation. Such skills may be taught as part of ABA preparation courses and supported by advisors and supervisors during in-service. Examples of experiences contributing to the development of fine stimulus control in teaching academic skills will be provided.

**3-4** 19:50 – 21:30 (2hr – 100 min – 2 CE)

**DISCUSSION**

Questions and issues related to previous topics discussed and to Prof. Heward's publications will be entertained. Participants are encouraged to submit their contribution on-line – throughout the course. Priority will be given to pre-assigned questions and remarks.

**DAY 4 – Educators / Teachers / Family Clinicians**

**Thursday – June 16, 16:00 – 21:30**

**4-1** 16:00 – 16:50 (1hr – 50 min – 1 CE - Supervision)

**Love your child - ABA interpretation**

Eitan Eldar (BCBA-D)

Various scenarios demonstrating how we sometimes "encourage" our children to adopt undesirable behavior patterns in the name of love, will be presented. Love will be defined in behavioral terms showing how it may be synonymous to supporting appropriate behavior. Some practical suggestions to family clinicians and supervisors will be offered.

**4-2/3** 17:10 – 21:30 (5hrs – 250 min – 5 CE)

**CONNECTING SCHOOLS WITH HOME / PARENTS / FAMILIES – PLANNING AND DELIVERING INSTRUCTION THAT PROMOTES GENERALIZATION AND MAINTENANCE OF NEWLY LEARNED KNOWLEDGE AND SKILLS**

Acquiring new knowledge and skills does students little good if following the lesson they fail to apply and use what they have learned in relevant situations. Planning and delivering instruction that promotes generalization and maintenance is a major challenge for all teachers, and it is especially important for teachers of students with special needs. This challenge is illustrated by questions such as the following:

1. Will the student who has learned to count and use money correctly in the classroom today be able to do so tomorrow, next week, next month, or next year?
2. Will the student be able to count and use money at a restaurant or at the supermarket?
3. Will the student be able to count and use combinations of money that were not taught directly?

Guiding principles, general strategies, and specific tactics for optimizing the generalization of newly learned knowledge and skills across time, settings, and responses (different ways to do it) will be presented.

* 1. **Part One** 17:00 – 19:30 (3hrs – 150 min – 3 CE)

Three types of generalized learning outcomes, obstacles to generalization and maintenance (G&M), five guiding principles for promoting G&M, and two strategic approaches (aim for natural contingencies of reinforcement and teach enough examples).

* 1. **Part Two** 19:50 – 21:30 (2hrs – 100 min – 2 CE)

Four more strategies for promoting generalized learning outcomes (program common stimuli, teach loosely, use indiscriminable contingencies, and teach self-management skills).

**READING**

Craft, M. A., Alber, S. R., & Heward, W. L. (1998). Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects on teacher praise and academic productivity. *Journal of Applied Behavior Analysis, 31,* 399-415.

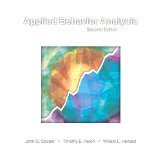
Trask-Tyler, S. A., Grossi, T. A., & Heward, W. L. (1994). Teaching young adults with developmental disabilities and visual impairments to use tape-recorded recipes: Acquisition, generalization, and maintenance of cooking skills. *Journal of Behavioral Education, 4*, 283-311

## William L. Heward

**The Ohio State University**

 William L. Heward, Ed.D., BCBA-D, is professor emeritus in the College of Education and Human Ecology at The Ohio State University. Bill has been a Senior Fulbright Scholar in Portugal, a visiting scholar at the National Institute of Education in Singapore, a visiting professor of Psychology at Keio University in Tokyo and at the University of São Paulo, Brazil, and has given lectures and workshops in 18 other countries. His publications include more than 100 journal articles and book chapters and nine books, including Applied Behavior Analysis, 2nd ed. (2007, co-authored with John Cooper and Tim Heron) and Exceptional Children: An Introduction to Special Education, 10th ed. (2013), which have been translated into several foreign languages. Awards recognizing Dr. Heward’s contributions to behavior analysis and education include the Ellen P. Reese Award for Communication of Behavioral Concepts from the Cambridge Center for Behavioral Studies, the Fred S. Keller Behavioral Education Award from the American Psychological Association's Division 25, and the Distinguished Psychology Department Alumnus Award from Western Michigan University. A Fellow and past president of ABAI, Bill’s research interests include "low-tech" teaching methods for classroom instruction.

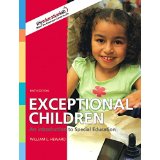
**Books by William L. Heward (among many others)**

[](http://www.amazon.com/Applied-Behavior-Analysis-John-Cooper/dp/0131421131/ref=la_B001IOH47E_1_1?s=books&ie=UTF8&qid=1456123981&sr=1-1)

## [Applied Behavior Analysis (2nd Edition)](http://www.amazon.com/Applied-Behavior-Analysis-John-Cooper/dp/0131421131/ref=la_B001IOH47E_1_1?s=books&ie=UTF8&qid=1456123981&sr=1-1" \o "Applied Behavior Analysis (2nd Edition))

Jan 7, 2007

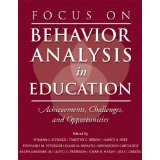
by [John O. Cooper](http://www.amazon.com/John-O.-Cooper/e/B001ITRPRS/ref=la_B001IOH47E_ntt_srch_lnk_1?qid=1456123981&sr=1-1) and [Timothy E. Heron](http://www.amazon.com/Timothy-E.-Heron/e/B001ITTLJ8/ref=la_B001IOH47E_ntt_srch_lnk_1?qid=1456123981&sr=1-1)

* [](http://www.amazon.com/Exceptional-Children-Introduction-Special-Education/dp/0135144361/ref=la_B001IOH47E_1_2?s=books&ie=UTF8&qid=1456123981&sr=1-2)

## [Exceptional Children: An Introduction to Special Education (9th Edition)](http://www.amazon.com/Exceptional-Children-Introduction-Special-Education/dp/0135144361/ref=la_B001IOH47E_1_2?s=books&ie=UTF8&qid=1456123981&sr=1-2" \o "Exceptional Children: An Introduction to Special Education (9th Edition))

Mar 27, 2008

by [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_2?qid=1456123981&sr=1-2)

* [](http://www.amazon.com/Focus-Behavior-Analysis-Education-Opportunities/dp/0131113399/ref=la_B001IOH47E_1_3?s=books&ie=UTF8&qid=1456123981&sr=1-3)

## [Focus on Behavior Analysis in Education: Achievements, Challenges, & Opportunities](http://www.amazon.com/Focus-Behavior-Analysis-Education-Opportunities/dp/0131113399/ref=la_B001IOH47E_1_3?s=books&ie=UTF8&qid=1456123981&sr=1-3" \o "Focus on Behavior Analysis in Education: Achievements, Challenges, & Opportunities)

Jul 12, 2004

by [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_3?qid=1456123981&sr=1-3) and Timothy E. Heron

* [](http://www.amazon.com/Exceptional-Children-International-Introduction-Education-ebook/dp/B00IZ0GAL0/ref=la_B001IOH47E_1_4?s=books&ie=UTF8&qid=1456123981&sr=1-4)

## [Exceptional Children: Pearson New International Edition: An Introduction to Special Education](http://www.amazon.com/Exceptional-Children-International-Introduction-Education-ebook/dp/B00IZ0GAL0/ref=la_B001IOH47E_1_4?s=books&ie=UTF8&qid=1456123981&sr=1-4" \o "Exceptional Children: Pearson New International Edition: An Introduction to Special Education)

Aug 27, 2013

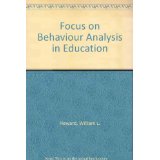
by [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_4?qid=1456123981&sr=1-4)

* [](http://www.amazon.com/Exceptional-Children-Introductory-Special-Education/dp/0675208904/ref=la_B001IOH47E_1_5?s=books&ie=UTF8&qid=1456123981&sr=1-5)

## [Exceptional Children: An Introductory Survey of Special Education](http://www.amazon.com/Exceptional-Children-Introductory-Special-Education/dp/0675208904/ref=la_B001IOH47E_1_5?s=books&ie=UTF8&qid=1456123981&sr=1-5" \o "Exceptional Children: An Introductory Survey of Special Education)

Jan 1988

by [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_5?qid=1456123981&sr=1-5) and M.D. Orlansky

* [](http://www.amazon.com/Behavior-Analysis-Education-William-Heward/dp/0675201675/ref=la_B001IOH47E_1_6?s=books&ie=UTF8&qid=1456123981&sr=1-6)

## [Focus on Behavior Analysis in Education](http://www.amazon.com/Behavior-Analysis-Education-William-Heward/dp/0675201675/ref=la_B001IOH47E_1_6?s=books&ie=UTF8&qid=1456123981&sr=1-6" \o "Focus on Behavior Analysis in Education)

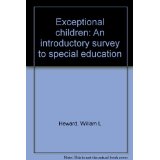
Jan 1984

by [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_6?qid=1456123981&sr=1-6)

## [Exceptional Children: An Introductory Survey of Special Education](http://www.amazon.com/Exceptional-Children-Introductory-Special-Education/dp/0675201306/ref=la_B001IOH47E_1_7?s=books&ie=UTF8&qid=1456123981&sr=1-7" \o "Exceptional Children: An Introductory Survey of Special Education)

Apr 1984

by [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_7?qid=1456123981&sr=1-7) and M.D. Orlansky

* [](http://www.amazon.com/Exceptional-Children-Introductory-Special-Education/dp/0675081793/ref=la_B001IOH47E_1_8?s=books&ie=UTF8&qid=1456123981&sr=1-8)

## [Exceptional Children: An Introductory Survey of Special Education](http://www.amazon.com/Exceptional-Children-Introductory-Special-Education/dp/0675081793/ref=la_B001IOH47E_1_8?s=books&ie=UTF8&qid=1456123981&sr=1-8" \o "Exceptional Children: An Introductory Survey of Special Education)

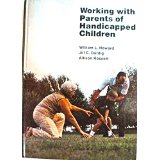
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by [William L Heward](http://www.amazon.com/William-L-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_8?qid=1456123981&sr=1-8)

## [Voices: Interviews With Handicapped People](http://www.amazon.com/Voices-Interviews-Handicapped-Michael-Orlansky/dp/067508024X/ref=la_B001IOH47E_1_9?s=books&ie=UTF8&qid=1456123981&sr=1-9" \o "Voices: Interviews With Handicapped People)

1981

by [Michael D. Orlansky](http://www.amazon.com/Michael-D.-Orlansky/e/B001H6V4TC/ref=la_B001IOH47E_ntt_srch_lnk_9?qid=1456123981&sr=1-9) and [William L. Heward](http://www.amazon.com/William-L.-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_9?qid=1456123981&sr=1-9)

* [](http://www.amazon.com/Working-parents-handicapped-children-William/dp/0675083109/ref=la_B001IOH47E_1_10?s=books&ie=UTF8&qid=1456123981&sr=1-10)

## [Working with parents of handicapped children](http://www.amazon.com/Working-parents-handicapped-children-William/dp/0675083109/ref=la_B001IOH47E_1_10?s=books&ie=UTF8&qid=1456123981&sr=1-10" \o "Working with parents of handicapped children)

1979

by [William L Heward](http://www.amazon.com/William-L-Heward/e/B001IOH47E/ref=la_B001IOH47E_ntt_srch_lnk_10?qid=1456123981&sr=1-10) and Jill Dardig