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What works?

Evidence-based tactics from assessment to programing for working with children with autism and other developmental disorders

Advancing educators (teachers, pedagogues, psychologists, physical, occupational, speech therapists etc.) repertoires of expertise is directly correlated with their students and clients learning outcomes. Creating a motivating and engaging environment that promotes learning and having an evidence-based “bag of tricks”, are the key for successful transfer of knowledge in any learning environment. A good educator needs to have a set of specific repertoires of contingency shaped and verbally mediated skills to create optimal learning environment from assessment to curricula. Some of these pivotal repertoires are strong understanding of motivating operations, setting events, numbers of evidence-based performance tactics, and how to set up contingencies for learning to sustain behavior change in the learner and/or accelerate their acquisition of new skills. Even though the science of behavior has contributed to this topic for decades, educators across the world are not familiar with such research and are often not exposed to it during their degree programs. In this workshop we will try to go through some of these “big words”, make them into practice and learn how to use them in our everyday work with kids with autism and other developmental disorders.