



## **Equivalence-Based Instruction in Early Intensive Behavioral Intervention**

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Despite several applied demonstrations of emergent (novel) performances produced through conditional discrimination training, the technology from the stimulus equivalence literature has not yet been well integrated into early intensive intervention curricula. The purpose of this talk is to define stimulus equivalence and describe the implications of using equivalence-based instruction for teaching basic and advanced skills to preschool children with autism. I will review the stimulus equivalence paradigm and present examples from different translational and applied studies that used this technology to teach reading, geography, coin identification, activity schedules, and music to children with autism. Implications for practice and directions for future applied research will be discussed.

- Students will learn to define different procedures to teach conditional discrimination
- Students will learn about the different training structures to produce equivalence classes
- Students will learn to program equivalence-based instruction to teach a variety of academic and cognitive skills