

# VBC Abstracts for Dr. Kodak

Day 1

## **A framework to teach simple and complex intraverbal behavior**

Everyday conversations are comprised of intraverbal behavior. However, neurodiverse children and adolescents frequently require specialized instruction to develop an intraverbal repertoire. Due to the importance of this repertoire for building relationships with others, functioning in society, and participating in vocational skills, behavior analysts should consider a framework to assess and teach intraverbals to learners in need of instruction. Dr. Kodak will describe some steps within a framework for teaching simple to complex intraverbals that behavior analysts can take when designing intraverbal programming for neurodiverse learners. Each step of a framework will be described along with examples of learners with different assessment results.

Day 2

## **Addressing barriers to learning while teaching intraverbals**

Building on the framework described by Dr. Kodak on Day 1 of the conference, Dr. Kodak will describe several barriers to learning that might occur during intraverbal instruction. When behavior analysts encounter barriers to learning, it is beneficial to identify the cause of the barrier and modify the instructional program to address the specific barrier. Dr. Kodak will provide examples of barriers to learning that can occur while teaching intraverbals, briefly review the literature on these topics, and present research conducted in her lab that addressed each barrier to learning.