

Talk 1: Getting More with Less Using Matrix Training

Objectives:

- a. Attendees will describe the key steps of a matrix training approach.
- b. Attendees will describe the role of stimulus control in a matrix training approach.
- c. Attendees will list two troubleshooting strategies if expected results are not initially observed following matrix training.

Abstract

Over the past decade, behavior analytic research has produced a variety of intervention approaches that may produce learning well beyond the initial training context. These findings are of critical importance to practitioners working daily in settings in which time and resources are often limited. And yet, translation from research to practice often takes years- depriving the individuals we serve of best available approaches. This presentation will focus on recent applications of matrix training approaches to teach complex tasks to children with autism spectrum disorder. Underlying principles and key steps will be reviewed to support integration into practice. As things do not always work in an ideal manner, suggestions for troubleshooting obtained results and personalizing procedures to match learner needs will also be provided.

Talk 2: Applications of Skinner's Analysis of Problem Solving to Teach Complex Behaviors

Objectives:

- a. Attendees will define a problem and problem solving using a Skinnerian analysis.
- b. Attendees will pinpoint examples of problem solving within complex responses.
- c. Attendees will analyze the role of motivation and stimulus control in problem solving.

Abstract

Skinner's method of molecular analysis has provided us the necessary tools to analyze even highly complex human behavior. Applying his analysis has many advantages when designing instruction to teach meaningful skills to individuals with and without disabilities. This presentation will focus on translating Skinner's theoretical analysis of problems and problem solving into real world applications. Examples from applied and basic studies of complex behavior will be discussed. Suggestions for integrating Skinner's analysis of problem solving into practice contexts will be provided.