FAU Center for Autism and Related Disabilities

Developing Good Learners: Series of 3-1-hour sessions for Elementary Students with autism

Presented by: Steve Ward, M.A., BCBA
Hosted by: FAU CARD

About the Presenter

Steve Ward, MA, BCBA has been working in the field of Behavior Analysis since 1995, and is currently co-owner of Whole Child Consulting, LLC. Steve has been consulting to teams around the world, addressing everything from early communication and physical aggression to vocational opportunities and inclusion in college courses.

Helping with Sore Spots - Training Description

This webinar will address some common sore spots for learners, such as tolerance of delays and tolerance of corrections. We will discuss the foundational repertoires that facilitate this work, such as appreciation of attention, willing participation in a variety of independent and teacher-directed activities, and more. We will demonstrate how contexts favorable to the development of tolerance can be arranged.

Training Objectives

Participants will:

- List foundational learner repertoires that support the development of tolerance.
- Describe at least one way to contrive a context favorable to the development of tolerance.

Functional Reperetoires - Training Description

What does it mean for a repertoire to be "functional"? This term is unfortunately, sometimes mis-interpreted to mean "not able to work on academics". The real meaning of "functional" is a repertoire strong enough and flexible enough to provide meaningful benefits in the face of real-world challenges. Handwashing is functional if a learner spontaneously does a thorough job in a variety of sinks. Reading is functional when a learner spontaneously references and follows a recipe or reads and comprehends something of interest.

Training Objectives

Participants will be able to:

- Distinguish between functional and non-functional repertoires.
- Create a lesson plan for the establishment of at least one functional repertoire.

Preparing to Launch - Training Description

As students reach adolescence, it is helpful to consider how instruction will contribute to the quality of their adult life. Will typing provide an efficient means of communication or employment? What opportunities can we create if we strengthen (fill in your choice of target here)? Will the current support system be available to the learner as a young adult? What supports will be available when they are an adult?

Training Objectives

Participants will be able to:

- List at least 3 behaviors that, if strengthened, will likely afford the learner greater opportunities as a young adult.
- Identify at least 2 supports that will, or likely will not, be available as the learner becomes a young adult.

When:
September, October, November 2021

Where:
Online

Duration:
1 hour each

Register to view online:

Helping with Sore Spots
Register here

Functional Repertoires
Register here

Preparing Launch
Register here

Registration is mandatory. Once registered, you will receive a link to view the presentation online.

You must fill out the form at this Certificate of Completion link. Please write down the code shared by the presenter during the training, once registered you will receive a link to enter the code.

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