

Special Learning / Partington Behavior Analysts Webinar Overview



Critical Components of Comprehensive Language-Based Instructional Programs for Children with Autism

Abstract:

This **90-minute webinar** will review critical components for providing effective language-based (verbal behavior) interventions within public school classrooms and ABA centers. It will address the importance of prioritizing both the selection of specific learning objectives and the corresponding teaching activities in order to achieve successful outcomes. Specific techniques used to develop effective programs will be presented for individuals at both the early learner and more advanced student levels. Videotapes demonstrating intervention strategies to teach these critical skills at the different levels will also be presented. Data regarding developmental norms for typically developing children for several critical skill repertoires will also be reviewed. There will be a question and answer section at the end of the webinar.

Participants will receive a **6-month trial** of the signature **WebABLLS** product with paid registration and attendance.

Date :

**Wednesday, October 26, 2011 at
10am PST**

Format :

**Live 90-minute Webinar
with 30 minute Q&A via Chat**

Speaker :

**Dr. James Partington,
BCBA-D**

To Register :

www.special-learning.com/webinar



Critical Components of Comprehensive Language-Based Instructional Programs for Children with Autism

Summary:

Research has clearly established that intensive behavioral intervention is an effective method in helping some children with autism migrate from special education programs to participate in regular education programs (Howard, et al, 2005; Sallows & Graupner, 2005; The National Autism Center, 2009). Several public school systems have developed the capacity to deliver these evidence-based services which has resulted in substantial improvements in language skills for participating students. These intervention strategies place a major focus on teaching these students critical language skills. Mastery of these language skills are critical in order to prepare students to learn those social skills necessary to appropriately interact with their peers.

Many instructional programs for children with autism fail to devote sufficient instructional time on those skills. Foundational skills, like critical language skills, if taught properly will result in the greatest overall rate of skills acquisition. In order to facilitate the rapid acquisition of critical language and learning skills, it is important to prioritize teaching activities that result in meeting high-priority learning objectives. Intervention and teaching strategies should focus on those specific skills that make it possible for the student to learn from his everyday experiences.