

2022-2023 ROVINSKY FAMILY LECTURESHIP SERIES



Wednesday, December 7, 2022 | 12:00 – 1:00 PM | Live Webinar

WHAT IS VERBAL BEHAVIOR AND WHY IS IT IMPORTANT FOR INDIVIDUALS ON THE AUTISM SPECTRUM?

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PROGRAM DESCRIPTION:

In the school setting, many autistic support classrooms use a verbal behavior approach to intervention and programming. A verbal behavior approach to intervention and programming is also used in clinic settings to address skill acquisition and behavior reduction. To an outsider unfamiliar with verbal behavior, it may be confusing to observe this approach. As a result, when a verbal behavior approach is suggested for intervention, at times it is met with resistance. This presentation will focus on the basics of verbal behavior, including a thorough review of the six verbal operants. Furthermore, basic approaches to assess verbal operant skill need and acquisition will be discussed. This will result in participants gaining an understanding of the importance of teaching verbal behavior to individuals on the autism spectrum along with how the role of cultural and linguistic diversity affects verbal behavior operant skills acquisition. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

- Demonstrate a basic understanding of the six verbal operants (mand, tact, echoic, copying a text, intraverbal, textual).
- Describe basic procedures for assessing verbal operant skill need and acquisition.
- Explain the importance of teaching verbal behavior to individuals on the autism spectrum.
- Identify how the role of cultural and linguistic diversity affects verbal behavior operant skill acquisition.

SUGGESTED READINGS

Conine, D. E., Vollmer, T. R., Dela Rosa, C. M., & Slanzi, C. M. (2021). The effects of listener and tact training on the emergence of intraverbals among children with autism. *Behavior Analysis, 21*(1), 26-41.

Marion, C., Martin, G., Yu, C., Buhler, C., & Kerr, D. (2012). Teaching children with autism spectrum disorder to mand "where?" *Journal of Behavioral Education, 21*(4), 273-294.

Sundberg, M. L. & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification, 25*(5), 698-724.

ABOUT THE PRESENTER

Katie Shemanski, PsyD, NCSP, BCBA is a Nationally Certified School Psychologist (NCSP) and Board Certified Behavior Analyst (BCBA) for the Western Wayne School District in northeast Pennsylvania and an adjunct faculty at Philadelphia College of Osteopathic Medicine (PCOM). Dr. Shemanski has been a school psychologist for the past 13 years, specializing in adolescents and young adults with experience in the residential, public school, private practice, and university counseling center settings. She earned her Doctor of Psychology (Psy.D.) in School Psychology from Philadelphia College of Osteopathic Medicine (PCOM) in 2016 and received the Provost's Award in School Psychology. In addition, Dr. Shemanski earned a graduate certificate in Applied Behavior Analysis from the Pennsylvania State University (PSU) in 2012. Her research interests include applied behavior analysis, behavioral consultation, and crisis intervention and prevention. She has presented her doctoral research at The Pennsylvania Association for Behavior Analysis (PennABA) annual conference in Hershey, PA (2016) as well as at the National Association of School Psychologists (NASP) annual convention in San Antonio, TX (2017). Dr. Shemanski's work is published in *School Psychology International*.

**Target Audience: Doctoral Level
Psychologists and Other Mental Health Professionals**
Level of Instruction: Intermediate
Number of CE Credits Offered: 1 CE credit
Cost: \$15



CRITERIA FOR EARNING CE

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