

There are many misconceptions regarding Applied Behavior Analysis.

Such misconceptions include

- a) That it relies on punishment procedures.
- b) That it consists mostly of discrete trial teaching.
- c) That it is simple stimulus-response psychology.
- d) That it is only conducted in 1 to 1 teaching settings.
- e) That it is based on outdated conceptions of the learning process.
- f) That it is only meant to be used with very low functioning children.
- g) That it does not individualize.

This talk will explore the nature of Applied Behavior Analytic thinking and teaching procedures, with a particular emphasis on the different types of teaching and behavior management strategies that are necessary when considering the varying functioning levels students may present with.

Self-Management and the Popular Concept of Applied Behavior Analysis

Self-management is a procedure that can be used to increase independence skills on the part of students with a wide variety of disabilities. Self-management skills can be used to teach skills ranging from self-help through academics through social skills. The basic techniques for teaching students with disabilities how to monitor and reinforce their own behavior will be described and demonstrated with a video presentation.