

Teaching Evidence-Based Practices by Practicing Evidence-Based Teaching

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1001 Wood Hall



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The very dimensions that define applied behavior analysis ensured a strong technology long before “evidence-based practices” became a buzz word. However, the power of that technology in achieving aims depends on its use. The importance of effectively teaching others about implementation of evidence-based behavior analytic practices therefore cannot be overstated. Unfortunately, the high failure rate on the BCBA exam and other observations suggest that time-honored practices for building competence are not effective, and some have argued that the very community that investigates the phenomenon of learning has largely ignored its teaching. The presentation will consider efforts to respond to this need with recent examples of using behavior analysis to teach behavior analysis, consistent with historical practices in the psychology department at WMU.

