

PLENARY SESSION – CULTURE, VALUES AND PROJECTS IN CLINICAL AND EDUCATIONAL SETTINGS – 28<sup>TH</sup> JUNE 2014

# The Science of Teaching; How to Motivate and Train Educators to be Better at What they Do

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## **ABSTRACT (FROM 700 TO 1000 CHARACTERS)**

Advancing educators' (teachers, pedagogues, psychologists, physical therapists, occupational therapists, special education teachers, etc.) repertoires of expertise is directly correlated with their students and clients learning outcomes. Creating a motivating and engaging environment that promotes learning is the key for successful transfer of knowledge. A good educator needs to have a set of specific repertoires of contingency shaped and verbally mediates skills in order to create optimal learning environment. Some of these pivotal repertoires are: strong understanding of motivating operations, setting events, numbers of evidence-based performance tactics, and how to set up contingencies for learning in order to sustain behavior change in the learner and/or accelerate their acquisition of new skills. Whether one is organizing a workshop, teaching in a classroom at elementary or secondary level, lecturing at a college or a graduate school, basic group management and motivation techniques are necessary for the success. Even though the science of behavior has contributed to this topic for decades, educators across the world are not familiar with such research and are often not exposed to it during their degree programs. This is why when trying to induce a major change in a belief system of a particular outdated culture, affect all educators' behaviors and therefore change their students outcomes and better their future, CABAS® model can offers a systematic behavior-based training sequence of repertoires needed to be mastered. Educators training is one of the main components of CABAS® system, where continual training and advancement is an integral and constant part of each program. Therefore, in this presentation I will try to analyze and discuss some of the trials and stipulations I encountered designing and providing educators training in Bosnia and Herzegovina according to the very high US

standards. How trying to change a system that is outdated and communist past heavy, is not an easy task even when you have science on your side. To transform a culture to a new and advance system, takes many steps, which I will try to discuss with you in detail. From teaching teachers to be better at what they do, we were able to change future for children that were on the margins of the society and ignored by the existing systems. Motivating teachers to be better at motivating their students to learn, was the key. Then, teaching them to teach better and to measure the outcomes of their teaching through their students learning, was the second step. Creating a new system, different set of values and believes where teaching or therapy was “an art” not science, was a challenge. With the data summary of the past 3 years of trainings conducted at B&H, I would like to show you that change is possible. ABA research and 30 years of CABAS® experience from their classrooms from early intervention through elementary education to graduate level courses, has provided the model and set a good standard. The science of behavior has been the key and the source of theory and practice of change. The change is slow and painful, but the students outcomes are reinforcing and setting up further motivating operations to continue.

*Keywords: Teacher Training, Instruction Design, Behavior-Based Model of Education, Classroom Management, Teacher Motivation, Student Motivation*

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