

## B. F. Skinner Lecture Series

TBA;

### ABA Training in China: Issues and Challenges Through the Lens of Special Education

Chair: Amoy Kito Hugh-Pennie (The Harbour School & HKABA)

MIAN WANG (University of California, Santa Barbara)



Dr. Wang is a Professor in Special Education, Disability and Risk Studies (SPEDR) program in the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB). He is currently the Emphasis Leader of the SPEDR program. He is also the founding director of the Pacific Rim Center for Research on Special Education and Disability as well as the director of the McEnroe Reading and Language Arts Clinic at UCSB. Dr. Wang received his first Ph.D. in Applied Developmental Psychology from the University of Patras in Greece and thereafter obtained another Ph.D. in Special Education with

an emphasis on family and disability policy from the University of Kansas in USA. His research interests concern: atypical child development, child and family outcomes of early intervention and early childhood services, family-professional partnership, family support, positive behavior support in cultural context, teacher education for inclusive education, international inclusion policy and practices, and disability policy. He has published over 60 journal articles, book chapters and books regarding the above topics. Dr. Wang is the recipient of the 2009 Early Career Award from the American Association on Intellectual and Developmental Disabilities (AAIDD). He has served as the co-editor of the *Journal of International Special Needs Education* and the guest associate editor of the *Journal of Positive Behavioral Interventions*. He is currently serving as the associate editor of *Remedial and Special Education*, and *Journal of Policy and Practice for Intellectual Disabilities*, and is also serving in the editorial board of multiple journals.

**Abstract:** Despite growing interests in the Applied Behavioral Analysis (ABA) training from different constituents, China is still in a great demand for training more qualified behavioral analysts and other clinical professionals who can deliver effective ABA based interventions to Chinese children with special needs. Applications of ABA to children with ASD were first introduced to China in 1990s primarily through Chinese parents and parent-run organizations. Not until the dawn of 21st century had the first ABA delegation to China from ABAI taken place. Interests from the different constituent groups (e.g., professionals in the medical field, parents of children with ASD, professionals in various clinical or rehabilitation settings for children with ASD, and special education school teachers etc.), towards ABA kept permeating since. Yet the status quo and outcomes of ABA training in China are unsatisfactory and of most concern. In this presentation, I will provide a historical review of the trends and issues surrounding the ABA training in China through the lens of special education. Based on my interactions with a few Chinese universities over the last decade regarding ABA training to university faculty and students, I will discuss the key issues and challenges. Suggestions for improvement of ABA training in China will also be discussed.