

TRENDS

A CABAS® Community Newsletter

CABAS® and FASST: A Partnership for Posterity

Two organizations, one shared goal: the dissemination of a strategic science of teaching to improve outcomes for all learners

The formation of the Foundation for the Advancement of a Strategic Science of Teaching (FASST) was first formally announced publicly to the CABAS® community at the 9th International CABAS® conference in 2018 and announced in this newsletters' spring 2019 edition. FASST was developed as an organization that could not only foster and support CABAS® endeavors, but one that could also engage other educational foundations and initiatives to further disseminate the strategic science of teaching. FASST became incorporated in 2018 and designated as a 501(c) 3 non-profit organization in 2019.

Founding board members are Dr. Jessica Singer-Dudek, President, Dr. Kathy Matthews, Secretary, Dr. Grant Gautreaux, Treasurer, Dr. Ara Bahadourian, Dr. Dolleen-Day Keohane, Kate Grant, and ex-officio board member Dr. R. Douglas Greer. Dr. Jennifer Weber, Dr. Hye Suk Lee Park, Dr. Joan Broto, Janice Huber, and Dr. Daniel Feinup have been appointed as additional board members representing various educational capacities, international interests, and public consumers.

In 2018, the CABAS® Advisory Board agreed to collaborate with FASST for the further dissemination and expansion of CABAS® teacher training opportunities, school accreditations, and other adopted CABAS® initiatives.

Other FASST initiatives include developing funded and non-funded applications for FASST sponsorships, conducting additional live and on-demand trainings, and managing the sales of products available through the FASST website, namely the ELCAR and its components. For more information visit scienceofteaching.org or email fasst2018@gmail.com

“The purpose of FASST is to support, enhance, develop, and expand the strategic science of teaching and other behavior analytic initiatives committed to a science of teaching for all learners through research, application, dissemination, and replication, of the science of behavior analysis.” FASST Bylaws (2018)

FEATURED RECENT PUBLICATIONS

Kim, J. Y. & Feinup, D. M. (2021, OnlineFirst). Increasing access to online learning for students with disabilities during the COVID-19 pandemic. *The Journal of Special Education*. <https://doi.org/10.1177/00224669219980>

Wong, K. K., Bajwa, T., & Feinup, D. M. (2021, OnlineFirst). The application of mastery criterion to individual operants and the effects on acquisition and maintenance of responses. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09420-3>

Singer-Dudek, J., Keohane, D. D., & Matthews, K. Educational systems administration: The Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model. In *Applications of Behavior Analysis in Healthcare and Beyond*. Springer.

Hranchuk, K.S. and Williams, M.J. (2021), Addressing the feasibility of the teacher performance rate and accuracy scale as a treatment integrity tool. *Behavioral Interventions*. <https://doi.org/10.1002/bin.1774>

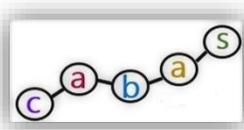
Oblak, M.K. (2021), An analysis of a system under pandemic conditions. *Jnl of Applied Behav Analysis*. <https://doi.org/10.1002/jaba.836>

Singer-Dudek, J., Sterkin, V., & Gold, L. (2020). The effects of audience control on the emission of stereotypy and verbal operants in children with autism. *Behavior Analysis in Practice*. <https://doi.org/10.1007/s40617-020-00485-0>

Greer R. D. (2020). The selector in behavior selection. *The Psychological Record*, <https://doi.org/19.1007/s40732-020-00385-3>

CABAS RESEARCHERS!

We are updating our publication list. Please send your recent publications to cabasschools@gmail.com. To view the publication list, visit <https://www.cabasschools.org/publications>



CABAS® Advisory Board Meets

CABAS® Advisory Board members Dr. R. Douglas Greer, Dr. Dolleen-Day Keohane, Dr. Jessica Singer-Dudek, Dr. Kathy Matthews, Dr. Ara Baharoudoin, Dr. Grant Gautreaux and Kate Grant met virtually on March 12, 2021. Along with conferring ranks, and reviewing school accreditations, the Board initiatives discussed included a tentative CABAS® conference in the spring of 2022, further development of the CABAS® CEU initiative, and updating the online CABAS® publication list. Board members shared exciting developments for CABAS® endeavors around the world, particularly in China; two books and a portion of the ELCAR have now been translated in Chinese.

Congratulations!

Recipients of ranks conferred in August, 2020, October, 2020, and at the most recent meeting:

Assistant Research Scientist: Georgette Morgan

Associate Behavior Analyst: Ginger Harms

Master Teacher: Joseph Peysin, Yifei Sun, Katherine Garcia

Teacher II: Victoria Lumsden, Hannah Stockford, Victoria Baroni, Kourtney Gautreaux

Teacher I: Michaela Dunhum, Maria Noguera, Wenhui Zhang, Joanna Pappa, Celia Charles, Renee Clement, Lanie Hano, Carla Vaughan

Teaching Assistant: Victoria Gunstone, Abigail Campbell, Nicole Parsons, Carrie Skates, Katherine Warner

Teacher Training in Australia

A new cohort of 12 participants from Australia began the Introduction to a Strategic Science of Teaching course on April 22. The training is under the direction of FASST board members Dr. Jennifer Weber and Dr. Grant Gautreaux in collaboration with Dr. Cindy Smith, a special education lecturer with Curtin University in Perth.



Online Training Courses Expanded

In the fall of 2020, FASST hosted the first “Introduction to a Strategic Science of Teaching” course. Ten attendees met weekly for 6 weeks and were eligible for 9 continuing education credits. Attendees doubled to 20 for the second course series which began on March 3, 2021. Dr. Jen Weber and Dr. Grant Gautreaux host the training series which has included numerous guest presenters; Dr. R. Douglas Greer, Dr. Dolleen-Day Keohane, Dr. Jessica Singer-Dudek, Dr. Kelly Mercorella, Dr. Nicole Luke, Dr. Kathy Matthews, Dr. Caroline (Crosbie) Linfante, and Dr. Victoria Verdun.

Attendee Adrienne Sodemann, BCBA, and her team enrolled in the initial course “because we are currently writing an application for a charter school in Texas that will have a focus on autism, and we are wanting to include the structure of the CABAS® model.” Sodemann also noted that the course provided “an introductory level understanding of what CABAS® is for our application team and a few future teachers at the school, to get their feet wet.”

Also in the fall of 2020, Dr. Victoria Verdun began a 20 week RBT® 40 hour training course for approximately 20 attendees. Along with meeting the RBT® training requirements, attendees were also introduced to the strategic science of teaching. Additional trainings for 2021 include an ELCAR Workshop and a second RBT® course. We want to hear from you! What type of online presentations are you interested in? Email us at <mailto:cabasschools@gmail.com>

Send us your news!
cabasschools@gmail.com
cabasschools.org

May 28

5 ABAI Expo Poster 5/28 8-10pm EDT

[20. The Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University](#)

R. DOUGLAS GREER (Columbia University Teachers College and Graduate School of Arts and Sciences),
Jo Ann Pereira Delgado (Teachers College, Columbia University)

6 ABAI Expo Poster 5/28 8-10pm EDT

[38. Nicholls State University Programs in Applied Behavior Analysis](#)

DEREK JACOB SHANMAN (Nicholls State University), Grant Gautreaux (Nicholls State University)

#11 ABAI Expo Poster 5/28 8-10pm EDT

[94. Behavioral Development Special Interest Group](#)

JESSICA SINGER-DUDEK (Teachers College, Columbia University), JeanneMarie Speckman (Fred S. Keller School, Teachers College, Columbia University)

May 29

#21 Invited Tutorial 5/29 9-9:50am EDT

[0 to 60: Establishing Conditioned Reinforcers and Inducing Observing Responses](#)

Chair: Jessica Singer-Dudek (Teachers College, Columbia University) LIN DU (Teachers College, Columbia University)
Presenting Author: LIN DU (Teachers College, Columbia University)

#28 Invited Presenter 5/29 9-9:50am EDT

[ABA in the Kingdom: Shaping the Field](#)

Presenting Author(s): LAMIS BAOWAIDAN (Dar Al-Hekma University)

44 Symposium 5/29 10-10:50am EDT

[Function as a Critical Educational Objective](#)

Chair: Jennifer Weber (Teachers College, Columbia University & Nicholls St. University)

Prerequisite Verbal Developmental Cusps and Capabilities for the Accelerated Independent Learner

TANYA BAJWA (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Jennifer Weber (Teachers College, Columbia University & Nicholls St. University)

Reading and Writing as a Functional Educational Objective

RUBY SARA GIBSON (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Jennifer Weber (Teachers College, Columbia University & Nicholls St. University)

Teaching Math as a Verbal Repertoire

MARY-GENEVIEVE WHITE (Teachers College, Columbia University), Jennifer Weber (Teachers College, Columbia University & Nicholls St. University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

89(29) Poster Session 5/29 1-3pm EDT

[Efficiency Analysis of a CABAS®-Based Low Intensity Educational Package for Teenagers and Young Adults](#)

CLAUDIA PUCHETTI (VitaLab Educational Center), Fabiola Casarini (Scuola delle Stelle), Gianluca Amato (VitaLab Educational Centre), Elena Vaccari (VitaLab Educational Centre)

#94(75) Poster Session 5/29 1-3 EDT

[A Rapid Assessment of Sensitivity to Reward Delays and Classwide Token Economy Savings for School-Aged Children](#)

JI YOUNG KIM (Teachers College, Columbia University), Daniel Mark Fienup (Teachers College, Columbia University), Derek D. Reed (University of Kansas), Laudan Jarmon (Teachers College, Columbia University)

#130 Symposium 5/29 4-5:50pm EDT

[Relational Frame Theory and Verbal Behavior Development Theory: Moving Forward Together in the Analysis of Human Language and Cognition](#)

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Discussant: Martha Pelaez (Florida International University)

Joint Attention: A Verbal Behavioral Analysis

GINGER HARMS (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

Relational Frame Theory and Verbal Behavior Development Theory: Reflecting Upon Similarities and Differences

DERMOT BARNES-HOLMES (Ulster University), Maithri Sivaraman (Ghent University), R. Douglas Greer (Columbia University)

University Teachers College and Graduate School of Arts and Sciences), Daniel Mark Fienup (Teachers College, Columbia University), Herbert Roeyers (Ghent University)

Establishment of Increased Stimulus Control for Bidirectional Naming Increased Stimulus Control for Other Derived Relations in 20- to 40-Month-Old Toddlers

LEAH FRIEDMAN (Teacher's College, Columbia University; Baptist Medical Center Jacksonville), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Daniel Mark Fienup (Teachers College, Columbia University)

#158 Symposium 5/29 6-6:50pm EDT

[Behavioral Development Special Interest Group \(DEV SIG\) Graduate Student Research Award Presentations](#)

Chair: JeanneMarie Speckman (Fred S. Keller School Teachers College Columbia University)

Discussant: Jennifer Longano (Fred S. Keller School)

#170 Business Meeting 5/29 7-7:50 EDT

[Behavioral Development Special Interest Group](#)

Chair: Jessica Singer-Dudek (Teachers College, Columbia University)

May 30

#211 Symposium 5/30 10-10:50 EDT

[Verbal Behavior Development Interacts With Learning Academic Functional Objectives](#)

Chair: Jo Ann Pereira Delgado (Teachers College, Columbia University)

Discussant: Grant Gautreaux (Nicholls State University)

#220 Symposium 5/30 11-11:50 EDT

[Observational Learning Research: A Review of Trends and Current Examinations of Complex Repertoires](#)

The Effects of the Observational Procedure on Conditioned Reinforcement for Books for Preschoolers With and Without Disabilities

HUNG CHANG (Teachers College, Columbia University), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Jessica Singer-Dudek (Teachers College, Columbia University)

#232 Symposium 5/30 11-12:50pm EDT

[Passport Pedagogy: Excellence in Applied Behavior Analysis from China and Italy](#)

DEI Chair: Lin Du (Teachers College, Columbia University)

Discussant: Jeremy H. Greenberg (The Children's Institute of Hong Kong)

#290 Symposium 5/30 4-4:50 EDT

[A Review of Behavioral Cusps and Their Extensions](#)

An Overview of Social Learning Cusps

JESSICA SINGER-DUDEK (Teachers College, Columbia University)

#312 Paper Session 5/30 5:30-5:55 EDT

[Evaluating Effectiveness of STEAM Workshops on Preschool Children With and Without Disabilities: Experiences During COVID-19 Pandemic](#)

NIRVANA PISTOLJEVIC (EDUS; CABAS and Teachers College, Columbia University), Eldin Dzanko (EDUS- Education for All)

345 Reunion 5/30 8-10pm EDT

[Columbia University Teachers College and CABAS®](#)

Chair: R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences)

May 31

#366 Invited Presenter 5/31 9-9:50am EDT

[The Interaction Between Development and Instruction](#)

Presenting Author(s): KIEVA HRANCHUK (St. Lawrence College)

#434(68) Poster Session 5/31 1-3pm EDT

[Correlation Between Degree of Bidirectional Naming and Unconsequated Academic Probes](#)

ELLIS SMITH (Teachers College Applied Behavior Analysis), R. Douglas Greer (Columbia University Teachers College and Graduate School of Arts and Sciences), Yifei Sun (Teachers College, Columbia University), Jennifer Weber (Teachers College, Columbia University & Nicholls St. University), Rachel Ann Lutjen (Teachers College, Columbia University)

#479 B.F. Skinner Lecture Series 5/31 5-5:50pm EDT

[Improving Observed Parenting and Enhancing Well-Being in Parents of Young Children With Autism Spectrum Disorder](#)

Presenting Author(s): MARLA BRASSARD (Teachers College, Columbia University)

