

TRENDS

A CABAS® Community Newsletter

CABAS® International Conference

The 11th International CABAS Conference was held March 4-5, 2022, in Nyack, New York

Hosted by the Foundation for the Advancement of a Strategic Science of Teaching (FASST), the 11th International CABAS® Conference was attended by nearly 90 practitioners and researchers from across the US and the world. The conference began Friday, March 4 with a workshop on ELCAR and protocol updates and attendees ended the day with a Poster Session and conference social.

Dr. Per Holth, Invited Speaker, kicked off Saturday's events with a presentation on a taxonomy for sources of novel behavior.

Four symposia filled the day with presenters sharing research on bidirectional naming, social learning and play, mastery criteria, verbal developmental approaches to



teaching reading, and recent advances in a strategic science of teaching.

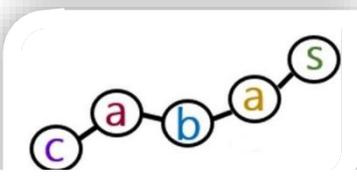
The conference concluded Saturday evening with the presentation of the R. Douglas Greer award being presented to Dr. Grant Gautreaux. See the "Conference Gallery" for more pictures!

The 2022 Conference organizers are grateful to the Fred S. Keller School (Gold Sponsor) and Gotham Children (Silver Sponsor) for their generous support of the conference.



UPCOMING PUBLICATION !

Dr. R. Douglas Greer and Dr. Denise Ross are currently authoring and editing a new book tentatively titled "*When Text Speaks: Learning to Read & Reading to Learn.*" The book will be published by Sloan Press and is expected to be released in September of this year. The book will begin with an introduction to a strategic science of teaching reading, followed by chapters on fundamental teaching practices, assessing reading readiness, establishing fluent textual reading, addressing reading problems, accelerating reading comprehension, and readers as writers, among other content areas. The book will also include specific chapters aimed at teaching elementary and middle school readers. Collaboration with schools and programs is the focus of the final chapter. Along with Dr. Greer and Dr. Ross, chapter authors include Drs. JoAnn Delgado, Jen Weber, Susan Buttigieg, Ellie Mellon, Kate Cameron, Ariana D'Arms, Margaret Uwayo, Gaige Johnson, Brittany Bly, Lara Gentilini, Kelly Mercorella, Kieva Hbranchuk, Jen Longano, Brandi Fontentot, and Luchera Wallace. Join our mailing list to stay up to date on the book release and other exciting CABAS developments!



CABAS® and FASST Boards Meet

October 2021

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 October 20, 2021. Along with conferring ranks, and reviewing school accreditations, the Advisory Board agreed to become a CABAS® advisory committee under the FASST board. [Click here](#) to view the new FASST Organizational Structure.

At the subsequent FASST Board meeting on October 20, 2021, board members volunteered to chair committees; Dr. Jessica Singer-Dudek chairs the CABAS® Certifications Committee to include sub-committees for accreditations, CEUs, and Ranks. Dr. Grant Gautreaux chairs the Publications Committee, Dr. Kathy Matthews chairs the Communications Committee, and Dr. Ara Baharoudoin chairs the Fundraising Committee.

March 2022

FASST Board members met in-person and virtually on Friday, March 4, 2022. Highlights of the meeting included the ongoing development of policies and procedures related to the CABAS® CEU initiative, developing an annual calendar of CABAS® CEU online events, efforts toward pursuing NCCA accreditation, and developing a strategic plan for FASST.

2022 CABAS® Summer Institute

The second CABAS® Summer Institute will be held during the summer of 2022. The course series will provide CABAS® graduates and practitioners with continuing education on CABAS® components that align with a strategic science of teaching. Be on the lookout for emails with more details

Teacher Training Applications

FASST is now accepting [applications](#) for teacher training courses which includes an Introduction to a Strategic Science of Teaching 6-week course as an introduction to CABAS®. The course is taught two times a year (offered as a virtual synchronous course.) Six BACB Learning CEUs are offered for this sequence upon completion.

Additionally, a four-course sequence is available that is aligned to the CABAS® Teacher rank competencies. Mastery of course components will lead to CABAS® Teacher 1 rank competencies. This specific sequence is designed to teach components of teaching children that have been identified in research and practice as best predictors of student learning. Courses are offered both virtually and in person.

The mission is to train teachers who have a strong commitment to teaching and student outcomes. The program uses a four-semester course sequence to teach components of teaching that have been identified in research and practice as best predictors of student learning. Contents include (a) vocabulary of the science, (b) demonstration of mastery of teaching skills in the classroom, and (c) mastery of the scientific algorithm for solving learning, teaching, and curriculum problems interfering with individual learning, and (d) using the science to accelerate student learning.

ELCAR Authors Share Updates



The authors of the ELCAR have made some updates included in an addendum distributed to all those who have previously purchased the ELCAR. The addendum includes changes to observing response probes, conditioned reinforcer probes, and the reading section of the ELCAR.

A link to new training videos was also included with the addendum notice. More training videos are in progress and will be made available as soon as they are ready. The ELCAR is available at scienceofteaching.org

Congratulations are in Order!

R. Douglas Greer Award Winner CONGRATULATIONS TO GRANT GAUTREAUX!

Dr. Gautreaux was awarded the 2022 R. Douglas Greer award on March 4, 2022 at the 11th International CABAS[®] Conference in New York.

The award was presented by Dr. Greer to acknowledge Dr. Gautreaux's "sustained contribution to The Comprehensive Application of Behavior Analysis to Schooling."



Fred S. Keller Behavioral Education Award Winner CONGRATULATIONS TO DANIEL FIENUP!

Dr. Fienup is the recipient of the *APA Division 25 Fred S. Keller Behavioral Education Award*. Dr. Fienup is an Associate Professor of Psychology and Education at Teachers College. The award recognizes an individual for distinguished contributions to educational research and practice.



Recipients of Ranks Conferred Since April 2021

Associate Behavior Analyst: Yifei Sun

Assistant Behavior Analyst: Yifei Sun and Hung Chang

Master Teacher: Francis Hwang and Joanna Wilczewski

Teacher II: Wenhui Zhang, Francis Hwang, Miriam Dudek, Song Choi, Jayven Encarnacion, Danica Savoie, and Maninder Virk

Teacher I: Katy Bryan, Juan Alejandro Torres, Jessica Wilding, Georgios Vamvakes, Jessica Pino, Sohyun Park, Yurang Lee, Seungju Kim, Seonhye Kim, Jisoo Kang, Hyejeong Jang, Tim Hitchmough, Megan Frost, Song Choi, Esther Choi, Bobbi Fremin, Phys JHones, Heather LeCompte, Heidi Ledet, Danielle Murphy, Stephanie Nelson, Emma Roberts and Larissa Calero Zavala

Teaching Assistant: Jennifer Bergeron, Robin Biggs, Elizabeth Blood, Erin Cassidy, Kristen Dugas, Kalie Fike, Kelsie Fike, Dreya Galjour, Alyssa Galloway, Alex Garner, Emmy Guidry, Aylia Hopkins, Topaz Johnese, Sarah King, Rachel Knight, Sandasha Lewis, Kennedy Long, Jordan Lucas, Jenna Nickens, Erika Pina, Destiny Pinell, Claire Prejean, Emily Sanchez, Angellique Smith, Kimberly Smith, Destiny Thomas, Kimberly Williams, Crystal Zeringue, Amber Arabie, Rodericka Bell, Stacia Boucher, Jade Bowen, Mallory Comeaux, Michaela Lindsly, Beau Marabella, Kennedy McCausland, Andrew Pemberton, Lara Sandys, Aneeqa Siddiqui, Erin Schenck, Jo-Nia Trailer, Leetice Taylor, Eleanor Tidy, Kate Lynn Weaver, Shelby Williamson, and Jason Dore

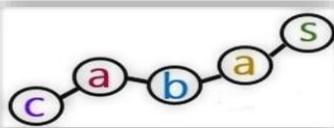
To learn more about CABAS[®] ranks, visit cabasschools.org

CABAS[®] Recognized by SABA

We are pleased to announce that CABAS[®] has been selected to receive the SABA award as an organization for *Enduring Programmatic Contributions in Behavior Analysis*.

"This award is given to an agency, department, or facility of an organization that contributes to the ongoing and enduring development of behavior analysis." <http://saba.abainternational.org/>

CABAS[®] will receive the award at the 2024 ABAI conference in Philadelphia!



Fred S. Keller School and Rockland BOCES Receive Re-accreditation as CABAS[®] Schools

Going strong! The Fred S. Keller School and Rockland BOCES received re-accreditation as CABAS[®] Schools in the fall of 2021. The re-accreditation process ensures programs continue to meet CABAS[®] standards across the areas of teaching, curriculum, training, parent education, supervision, and research. The CABAS[®] Advisory Board reported exemplary efforts at both the Fred S. Keller School and Rockland BOCES schools and supports their continued efforts.



Pictured L-R, Rockland BOCES team, Reggie Spilotras, Jessica Horton, Charmane Spence, Maryclare Farrington. CABAS Advisory team: Drs. Grant Gautreaux, Jen Weber, and Jessica Dudek

2022 CABAS® Conference Gallery



FSK
The Fred S. Keller School

The Effects of a Listener Emersion Protocol on the Rate of Learning for Preschool Children with Developmental Delays
Georgette Morgan, Camille Fonseca, & Jordanna Maler

PARTICIPANTS
Four preschool children were selected from a list of 100 children with developmental delays who were identified by the school's Special Education Department. The children were selected based on a diagnosis of a developmental delay in the area of receptive language and a chronological age of 3 years 6 months to 4 years 6 months.

DEPENDENT VARIABLES
The dependent variables in this study were the number of correct responses and the number of trials completed for each stimulus.

RESULTS

CONCLUSION
The results of this study indicate that the Listener Emersion Protocol is an effective method for teaching receptive language to preschool children with developmental delays.



INTRODUCING THE INTEREST TABLE - A COMPARISON OF ANTECEDENT STIMULI ON PEER INTERACTIONS IN CHILDREN WITH A DIAGNOSIS OF AUTISM
Hayley Locke and Brian Farrell - Ushaw CARAS* School and Queens University Belfast

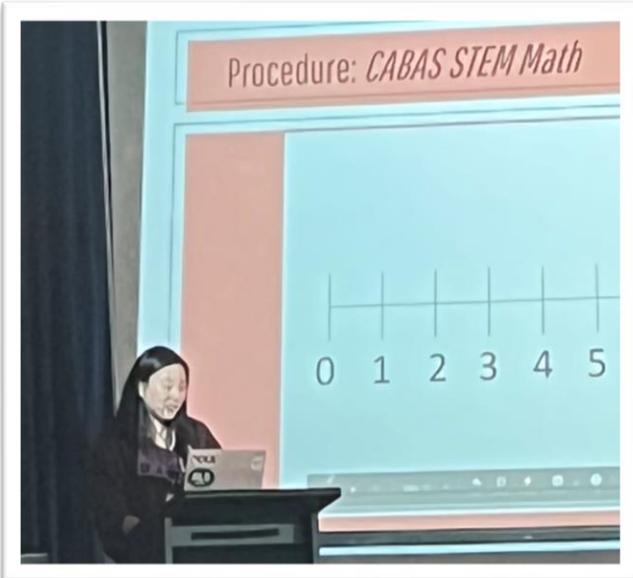
Children with a diagnosis of autism often have difficulties with daily social interactions and social reciprocity with peers. This study explored the effect of antecedent stimuli on the frequency of social interaction in a naturalistic, free play area. The presence of antecedent stimuli, such as singing songs and toys related to the children's interests, was compared to the frequency of social interaction in a control condition.

Abstract
The purpose of this study was to explore the effect of antecedent stimuli on the frequency of social interaction in children with a diagnosis of autism. The study was conducted in a naturalistic, free play area. The presence of antecedent stimuli, such as singing songs and toys related to the children's interests, was compared to the frequency of social interaction in a control condition. The results of the study indicate that the presence of antecedent stimuli significantly increased the frequency of social interaction in children with a diagnosis of autism.

Method
The study was conducted in a naturalistic, free play area. The presence of antecedent stimuli, such as singing songs and toys related to the children's interests, was compared to the frequency of social interaction in a control condition. The results of the study indicate that the presence of antecedent stimuli significantly increased the frequency of social interaction in children with a diagnosis of autism.

Results
The results of the study indicate that the presence of antecedent stimuli significantly increased the frequency of social interaction in children with a diagnosis of autism.

Conclusion
The results of this study indicate that the presence of antecedent stimuli is an effective method for increasing social interaction in children with a diagnosis of autism.





FROM CABAS® SCHOOLS



At the 11th International CABAS® Conference the authors of the ELCAR presented updates on the assessment/curriculum and updated versions of two foundational protocols; Voice Conditioning and Face Conditioning. We are currently in early phases of assessing the effectiveness of these procedures. Some conference attendees and Behavior Analysts have contacted us for the updated procedures and computer platforms for their verbal foundation students. ***Anyone interested in piloting these updated versions please contact*** JeanneMarie Speckman at jspeckman@fredskeller.com for Voice Conditioning and Jennifer Longano at jlongano@fredskeller.com for Face Conditioning.

Robin Nuzzolo



KAVBA
ABA 아동센터

On April 23 of this year, the Korean Association for Behavior Analysis held a workshop on the ELCAR. Presenters were Drs. Jessica Yoon, Jin Choi, and the association's president, HyeSuk Leepark. The workshop was held online with more than 340 in attendance. Dr. Leepark reports that the event received great reviews and multiple audience requests for additional online CABAS® trainings. Current efforts also include a Korean translation of the ELCAR and collaboration with FASST.

KAVBA ABA Children's Center had seven teachers receive their Teacher 1 rank in 2021 and additional teachers are working on their Teacher 1 rank this year. *HyeSuk Lee Park*



It has been a busy year at Rockland BOCES. In the fall we were pleased to host Dr. Grant Gautreaux, Dr. Jennifer Weber, and Mrs. Janice Huber for an in-person site reaccreditation. We were able to show all seven of our classrooms and received wonderful feedback from the committee. In addition, we are proud to call one of our classroom teachers Dr. Carli Heiman as she completed the doctoral program at Teachers College and added to the body of literature on parent training. Even with all the challenges we have faced the past few years we have continued to increase the number of students in our classrooms, mentored one Teaching Assistant through the completion of his CABAS® Teaching Assistant rank, and are looking forward to restarting the FAASST program in the fall. *Regina Spilotras*



Staff at Jigsaw School continue to make progress through the CABAS ranks with our most recent accomplishments from Lead Teachers, Rhys Jones and Emma Roberts, who have just completed their Teacher 1 ranks. A number of staff are working to complete ranks at all levels at the end of the academic year. Some are working on other behaviour analytic qualifications alongside their CABAS ranks. Supervisors Hayley Locke, Carla Vaughan and Bernie Allcock have recently passed the BCBA exam. We currently have fifteen teachers working through the RBT course alongside their Teacher Assistant rank.

Jigsaw presented a symposium on play at the March CABAS conference and we are presenting four posters at the upcoming ABA Conference in Boston. We are also preparing for our own conference that takes place annually in July. This year will be our ninth conference with an opportunity for staff across the school to share their research projects with colleagues.

We currently have four members of staff working through the Masters programme with Nicholls State University and two further members of staff have recently completed their Masters in behaviour analysis with Queen's University, Belfast.

We are currently focusing on having some of our research published with three articles currently under review in different journals. We will share more information about these once they are officially accepted for publication.

Alongside the staff achievements with CABAS ranks and Masters qualifications, pupil progress, learn unit data and all the other aspects of being CABAS school, we have also enjoyed a residential break with our older pupils this week at an activity centre (learning to do archery and zipwire) and we are excited to celebrate the Platinum Jubilee in school next week! *Emma Hawkins*

46 Symposium

CE Offered: BACB

Investigating Instructional Practices to Accelerate Learning

Saturday, May 28, 2022: 11:00 AM–11:50 AM

Meeting Level 1; Room 102A

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

Discussant: Jennifer Longano (Fred S. Keller School; Teachers College Columbia University)

101(86) Poster

The Effect of Intensive Listener Instruction and Intensive Tact Instruction on Joint Attention

NANA ISHIKAWA (Teachers College Columbia University)

101(90) Poster

The Effects of an Accelerated Auditory Matching Protocol for Early Intervention Students

TIANYUE SUN (Teacher College, Columbia), Yifei Sun (Fred S Keller School), Cesira K. Farrell (Fred S. Keller School), Song Choi (Teachers College, Columbia University)

Symposium #116

CE Offered: BACB

Innovations to Increase Efficiency of Skill Acquisition Programming

Saturday, May 28, 2022

3:00 PM–4:50 PM

Meeting Level 2; Room 254A

The Effects of Constant and Changing Criterion-Level Frequencies on Skill Acquisition Outcomes

ANNA BUDD (The Graduate Center, CUNY), Daniel Mark Fienup (Teachers College, Columbia University), Sarah M. Richling (Auburn University)

129 Invited Tutorial

CE Offered: PSY/BACB/QABA/NASP

The Camouflaged Reinforcer for Learning to Talk, Read, Write/Think

Saturday, May 28, 2022: 4:00 PM–4:50 PM

Meeting Level 1; Room 102B

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

R. DOUGLAS GREER (Columbia University Teachers College and Graduate School of Arts and Sciences)

165 ABAI Expo Poster

19. The Programs in Teaching as Applied Behavior Analysis at Teachers College, Columbia University

JESSICA SINGER-DUDEK (Teachers College, Columbia University), Daniel Mark Fienup (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)

171 ABAI Expo Poster

94. Behavioral Development Special Interest Group

GLADYS WILLIAMS (CIEL), Jessica Singer-Dudek (Teachers College, Columbia University)

172 ABAI Expo Poster

130. The Foundation for a Strategic Science of Teaching

GRANT GAUTREAUX (Foundation for the Advancement of a Strategic Science of Teaching)

245 Symposium

CE Offered: BACB

The New Education Crisis: Solutions to Post-Pandemic Fallout

Sunday, May 29, 2022: 11:00 AM–12:50 PM

Meeting Level 1; Room 102A

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

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

287(84) Poster

The Effects of Sensory Integration Therapy and Exercise on Stereotypy in Children with Autism Spectrum Disorder

HANNAH WALKER (Teachers College, Columbia University), Robin Nuzzolo (Fred S Keller School, NY)

288(92) Poster

What's in a Name? Naming, Echoic Behavior, and Conditioned Sensory Responses

DEREK JACOB SHANMAN (Nicholls State University), Grant Gautreaux (Nicholls State University), Madison Kate Stelly (Behavioral Intervention Group)

Symposium #349

CE Offered: BACB

Advances in Skill Acquisition Research

Sunday, May 29, 2022

5:00 PM–6:50 PM

Meeting Level 2; Room 256

Units of Analysis in Acquisition-Performance Criteria for "Mastery": A Systematic Replication

KRISTINA WONG (Columbia University), Daniel Mark Fienup (Teachers College, Columbia University)

392 Reunion

Columbia University Teachers College and CABAS®

Sunday, May 29, 2022: 8:00 PM–10:00 PM

Meeting Level 2; Northwest Lobby

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

Symposium #457**CE Offered: BACB****I See Therefore I Learn: Recent Advances in Observational Learning**

Monday, May 30, 2022

10:00 AM–11:50 AM

Meeting Level 2; Room 258A

Learning to Observe to Learn by Observation

JENNIFER LONGANO (Fred S. Keller School)

Interventions to Establish Observational Learning Cusps

JESSICA SINGER-DUDEK (Teachers College, Columbia University)

A Systematic Review of Observational Conditioning-by-Denial Interventions

HUNG CHANG (Teachers College, Columbia University)

477 Symposium**CE Offered: BACB****Continuous Assessment of Learner Behavior: Performance Monitoring Tools**

Monday, May 30, 2022: 11:00 AM–11:50 AM

Meeting Level 1; Room 102A

Chair: Ji Young Kim (Teachers College, Columbia University)**Symposium #481****CE Offered: BACB****Syntheses of Verbal Behavior Research**

Monday, May 30, 2022

11:00 AM–11:50 AM

Meeting Level 2; Room 255

A Systematic Review of Assessments of and Interventions to Establish Incidental Naming

CARLI M HEIMAN (Teachers College Columbia University), Aparna Naresh (Teachers College Columbia University), Joseph M Peysin (Teachers College Columbia University), Daniel Mark Fienup (Teachers College, Columbia University)

A Systematic Review of Mand Interventions

APARNA NARESH (Teachers College Columbia University), Enhea Oh (Teachers College Columbia University), Carli M Heiman (Teachers College Columbia University), Daniel Mark Fienup (Teachers College, Columbia University)

494 Symposium**CE Offered: BACB****Recent Development of Applying Behavior Analysis Tactics to Teach Grade Level Contents in General Education Settings**

Monday, May 30, 2022: 12:00 PM–12:50 PM

Meeting Level 1; Room 102A

Chair: Yifei Sun (Fred S Keller School)**# 530(166) Poster****Functional Behaviour Assessment and Functional Communication Training to Reduce Challenging and Self Injurious Behaviour**

RHYS JONES (Jigsaw CABAS school), Ellie Tidy (Jigsaw CABAS School), Maria Rossi (Jigsaw CABAS School), Hannah Burcombe (Jigsaw CABAS School)

543 Invited Presenter

CE Offered: PSY/BACB/QABA/NASP

Comprehensive Application of Behavior Analysis to Schooling in Italy as a Strategic Model for Service-Design Innovation

Monday, May 30, 2022: 3:00 PM–3:50 PM

Meeting Level 2; Room 203

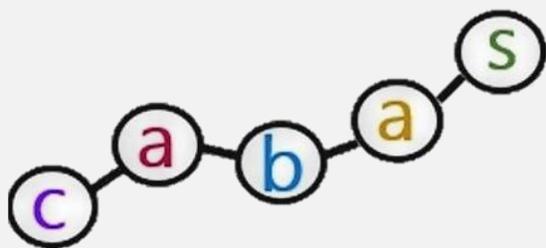
Presenting Author(s): FABIOLA CASARINI (Errepiu R+ Association)

A look backTC Reunion 2017



For more information on CABAS®, visit cabasschools.org or email us at cabasschools@gmail.com

To learn more about the Foundation for the Advancement of a Strategic Science of Teaching (FASST), visit scienceofteaching.org or email us at fasst2018@gmail.com



TRENDS is compiled by Janice Huber, please send any error corrections to her 😊 at jhubermib@gmail.com. My apologies for any inadvertent omissions to the ABAI presentation list.

