

TRENDS

A CABAS® Community Newsletter

CABAS® Celebrated the 10th International CABAS® Conference

The conference highlighted advances in research in behavioral development and was dedicated to recent advances in the sciences of learning, pedagogy, and verbal behavior development.



More than 130 attendees travelled to New Orleans for the 10th International CABAS® Conference held March 6-7, 2020 – one of the largest groups of attendees to date. Over the course of 2 days, participants attended workshops on an *Introduction to a Strategic Science of Teaching* and *Curricular and Pedagogical Advances for Accelerating Children's Verbal*

the Early Learner Curriculum and Achievement Record (ELCAR), a Poster Session, a Keynote Address, and symposia.

A highlight of the conference was the Keynote Address by Dr. Anna Petursdottir, an associate professor of psychology and chair of the psychology department at Texas Christian University. Dr. Petursdottir presented on *The Asymmetry of Bidirectional Naming*. Dr. Petursdottir stated in her abstract, "Empirically, there seems to be an asymmetry in bidirectional naming that is not necessarily predicated by the naming hypothesis: Listener behavior emerges more readily from the establishment of speaker behavior than does speaker behavior from the establishment of listener behavior."

Bidirectional naming (BIN) emerged as a focus of multiple presentations; Emma Hawkins (CABAS Jigsaw School), Francis Hwang-Nesbit, (Teachers College), Leah Friedman (Teachers College), Faheema Abdool-Ghany (Teachers College), and Cesira Farrell (Teachers College) also presented research related to BIN.

Topics of other presentations included CABAS® implementations in public school and non-school settings, joint attention, observational learning and stimulus equivalence, emulation, and treatment efficacy, among others.

Conference attendees were also treated to the unveiling of the newly published ELCAR. The Fred S. Keller School and the CABAS® Advisory Board announced the newest publication; attendees had first access to the new screenings, curriculum, and achievement record. (See story on page 2.)

The conference was hosted by the Foundation for the Advancement of a Strategic Science of Teaching (FASST) and generously sponsored by the Fred S. Keller School, KAVBA ABA, Scuola delle Stelle, and Gotham Children. The Conference Planning Committee and the FASST Board are looking forward to continued conference growth at the 11th International Conference, tentatively planned for late 2021.

FEATURED RECENT PUBLICATIONS

Gentilini, L. M., & Greer, R. D. (2020). Establishment of conditioned reinforcement for reading content and effects on reading achievement for early-elementary students. *The Psychological Record*. <https://doi.org/10.1007/s40732-020-00382-6>

Gentilini, L. M., & Greer, R. D. (in press). The effect of the establishment of conditioned reinforcement for reading content on second graders reading achievement. *Behavior Analysis in Practice*.


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

Lanter, A. & Singer-Dudek, J. (2020). The effects of an observational conditioning-by-denial intervention on the establishment of three observational learning cusps, *European Journal of Behavior Analysis*, DOI: [10.1080/15021149.2020.1724001](https://doi.org/10.1080/15021149.2020.1724001)

Morgan, G., Greer, R. D., & Fienup, D. M. (2020). Descriptive analyses of the relations between bidirectional naming, arbitrary, and non-arbitrary relations. *The Psychological Record*. <https://doi.org/10.1007/s49732-020-00408-z> (Online first)

Pohl, P., Douglas Greer, R., Du, L., & Lee Moschella, J. (2020). Verbal Development, Behavioral Metamorphosis, and the Evolution of Language. *Perspectives on behavior science*, 43(1), 215–232. <https://doi.org/10.1007/s40614-018-00180-0>

Take a look at this book review by behavior analyst Ryan O'Donnell of *Verbal Behavior Analysis*:
<https://www.youtube.com/watch?v=DrYrhpw53mU>



CABAS® Researchers Have Strong Showing at ABAI



The 46th Annual ABAI Convention, held over the course of five days at the end of May, was the largest online convention for behavior analysis to date. The COVID-19

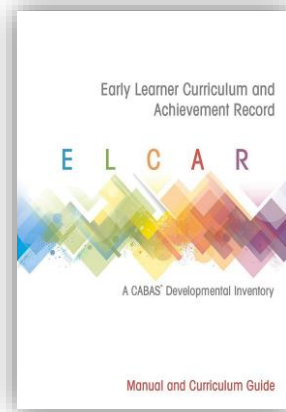
pandemic forced the move from an in-person to a virtual conference. CABAS® researchers from around the world presented in the first ever ABAI online convention.

Submitting virtual posters for the Expo Poster session were Dr. Doug Greer with Teachers College, Columbia University for *The Programs in Teaching as Applied Behavior Analysis* and Dr. Derek Shanman with a Nicholls State University poster for their program in *Teaching as Applied Behavior Analysis*. Dr. Grant Gautreaux hosted a Foundation for the Advancement of a Strategic Science of Teaching (FASST) business meeting to share FASST initiatives and solicit committee participation. Dr. Jen Weber presented as an Invited Speaker on *Designing Instruction for All Learners: How Verbal Development Informs Curriculum*. Dr. Daniel Fienup from Teachers College was an Invited Paper Session presenter and shared research on *Skill Acquisition Learning Arrangements: How the Little Things Can Make a Big Difference*. About thirty CABAS® researchers from around the world participated as event chairs, discussants, or presenters.

Teachers College alumni, Dr. Susan Buttigieg, participated as a chair of a symposium and she “really enjoyed the ABAI conference this year” and having attended all of the CABAS® presentations was “very impressed with the complexity and breadth of the research.” Dr. Buttigieg also noted that her virtual experience as a chair was rewarding, the conference was “informative and inspiring,” and she’d recommend future virtual conferences.

A benefit for attendees included access to recordings of all presentations for a week post conference. Dr. Jeremy Greenberg, a Teachers College alumni living in Hong Kong, particularly appreciated the access post conference as several CABAS® events occurred simultaneously. Dr. Greenberg “enthusiastically sought out Teachers College or Nicholls presenters” and found that those presentations “did not disappoint.” He states “From investigations of the basic science on topics such as Mastery Criterion to more advanced and state-of-the-art science demonstrations of protocols used to induce Bidirectional Naming, the data and presenters were outstanding.” He also states that “of note were the CABAS® applications in Italy and the more recent developments of FASST as a vehicle designed for the preservation and distribution of the CABAS® system to benefit future generations of teachers and students.”

Look closely at the picture above and see who was on the convention homepage! Dr. R. Douglas Greer!



ELCAR Unveiled at CABAS® Conference

10th International CABAS® conference attendees were the first to view the newest publication from the Fred S. Keller School and the CABAS® Advisory Board. A workshop was conducted by Dr. Jessica Singer-Dudek,

Dr. Lin Du, Dr. JeanneMarie Speckman, Dr. Claire Cahill, and Dr. Jennifer Longano in which they reviewed and demonstrated each component and domain of the ELCAR.

The ELCAR, formerly known as the C-PIRK, has been organized around the theory of verbal development. The ELCAR components consist of Screenings, an Achievement Record, and a Verbal Behavior Development Assessment. Curricular repertoires and necessary verbal cusps are included to maximize learner and teacher efficiency. The ELCAR package also includes training videos. The ELCAR replaces the C-PIRK and the VBDA (including the pyramids), with nearly every item updated, including:

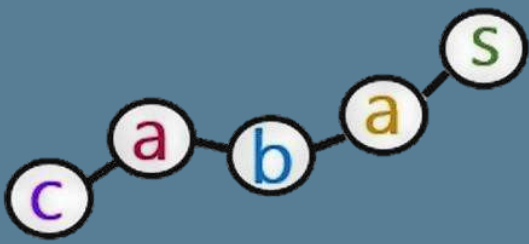
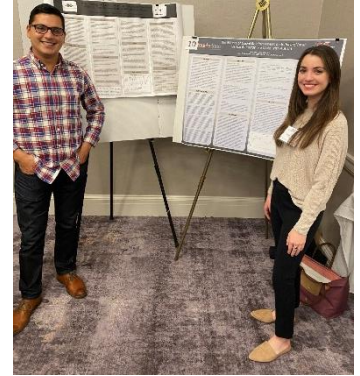
- New curricular domain categories;
- New repertoires, many of which include specific operants to be assessed and taught;
- Instructions embedded within the assessment for many items;
- New assessment criteria for most items;
- Four different screenings, including a reinforcer screening, observing response screening, verbal operant screening, and instructional readiness screening;
- Indicators for possible missing verbal behavior developmental cusps;
- A new list of verbal behavior developmental cusps, protocols, and references;
- New VBDA charts for displaying cusps in the child’s repertoire;
- A materials packet that includes data collection sheets for many items and screenings within the ELCAR;
- A new updated manual that includes instructions for establishing curricular objectives and mastery criteria and pedagogical considerations for instruction based on cusps present in a child’s repertoire;
- Training videos

The ELCAR is available for purchase at a reduced introductory rate on the FASST website;

scienceofteaching.org



Snapshots from CABAS® 2020



Send us your news!
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