



The Fred S. Keller School: Reflections on 40 Years of CABAS® Excellence

This May, the [Fred S. Keller School](#) celebrates its 40th anniversary. The school is a model of the [Comprehensive Application of Behavior Analysis to Schooling \(CABAS®\)](#) system committed to using the science of behavior to improve outcomes for all students.

Origin: A School Model Born from Need

The foundation of what would become the first Fred S. Keller School in Yonkers, New York in 1986 was laid by Dr. R. Douglas Greer. Several years prior, a critical need was identified by the State of New York and the director of a residential school for children and adolescents which faced closure unless substantial changes were made. The state gave Dr. Greer complete freedom to develop and implement systems rooted in behavior science to improve outcomes for all aspects of schooling and residential care. Those early systems that were developed included measures of all student responses to instruction, teacher delivered learn units, and the development of functional curriculum based on radical behaviorism and B. F. Skinner's *Verbal Behavior* (1957) as well as measures of supervision and administration; components that became some of the central tenets of CABAS®.

Seeing the success of Dr. Greer's behavioral applications in the residential school led to the county requesting a pre-school program which would eventually become the first Fred S. Keller School location. Over the past three decades, extensive CABAS® research for preschoolers has taken place at the Fred S. Keller School, a CABAS® model research and development site.

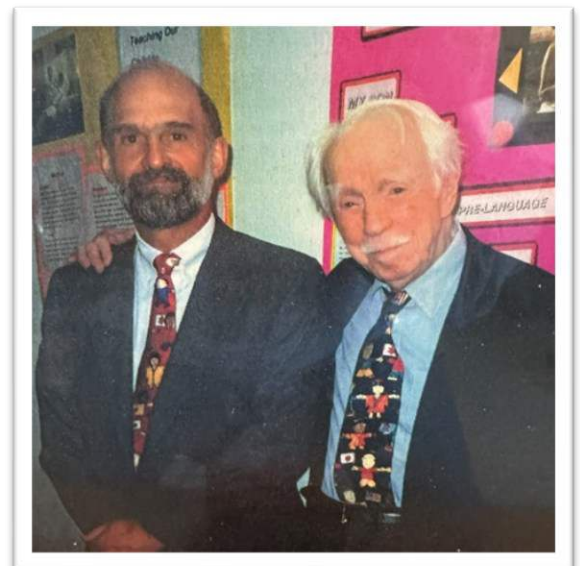
A Namesake Rooted in Mentorship

Fred S. Keller was an influential and beloved mentor of Dr. Greer, having been introduced to him by B.F. Skinner. The mentorship stems from Dr. Greer asking "Burrhus", as Dr. Keller called him, to write a preface to a book on operant conditioning and music. Since the book gave considerable attention to the Personalized System of Instruction (PSI),

Dr. Skinner suggested the request be made to Dr. Keller, who pioneered the teaching methodology of PSI. Dr. Keller did agree to write the preface to the book and Dr. Greer fondly recalls that "preface was better than the book."

The two later met in 1979 at an ABAI convention in Dearborn, Michigan and as Dr. Greer notes, he became a "critical source of reinforcement" at a time when his only behavioral colleagues were B.F. Skinner and Fred S. Keller.

As the new preschool was being developed, Dr. Greer approached Dr. Keller with a request: that the new school be named in his honor. Dr. Keller agreed on one condition, only if it will be a happy school. Dr. Keller visited the school in the nineties at the age of 95 and criterion was met! He agreed it was indeed a happy school.



(L-R) Dr. R. Douglas Greer and Dr. Fred S. Keller visiting the "happy school" in the 90's. Pictured in front of teacher research posters.

Fred S. Keller Growth

The preschool began in a church basement in Yonkers, moved to several locations and eventually opened its doors in 1995 at the current location: 1 Odell Plaza, Yonkers, New York. The school expanded its reach in 2004 with the opening of the [Rockland County](#) campus in Piermont, New York, followed by the [White Plains campus](#) opening in 2019 in White Plains, New York.

Over the years, the school has been under the direction of Nan McCorkle, Laura Dorow, Janet Twyman, and Denise O'Sullivan. Since 2004, the school has been under the leadership of Dr. Robin Nuzzolo who oversees all three campuses as the Executive Director and Dr. Jeanne Spechman-Kilroe who is the Associate Director and Educational Director of the Yonkers campus. Dr. Celestina Rivera-Valdes is the Assistant Director at the Rockland campus and Dr. Jennifer Longano is the Assistant Director of the White Plains campus.

Research and Training Excellence

The Fred S. Keller School is widely recognized as a research and development site designed to improve the educational outcomes of its students. This has resulted in superior outcomes for the many hundreds of children who have been educated at Fred S. Keller over 40 years. The areas of research foci include the CABAS® cybernetic system, teaching as a strategic science, verbal behavior developmental stages, conjugate/synchronous reinforcement and advanced reinforcement systems. Over the last year, Fred S. Keller researchers have authored eleven publications. See the “Good News from CABAS® Schools” updates in this newsletter for the publication list.

Fred S Keller became [CABAS® accredited](#) in 1989 with its most recent accreditation being granted in 2025. The school also serves as a training hub for educators and behavior analysts from around the world. Graduate students from Teachers College, Columbia University, as well as postdoctoral students from countries including Brazil, Nigeria, England, Ireland, Spain, Italy, South Korea, Taiwan, and India, have participated in its programs. This global reach underscores the school's influence in shaping the future of behavioral education. To date, approximately 150 doctoral students and 500 master's students have honed their skills in applying behavior analysis to schooling at Fred S. Keller as part of their graduate programs.

Curriculum and Technology Innovation

Innovation grounded in a strategic science has remained central to the school's mission. An early initiative developed by Dr. Greer, the CABAS® International Comprehensive Preschool Inventory of Repertoires for Kindergarten (C-PIRK), was written so that the school would have a structured curriculum and curriculum-based measurement before the first classroom opened. The C-PIRK later evolved into the PIRK which led to a more advanced tool, the Early Learner Curriculum and Achievement Record ([ELCAR](#)) developed by researchers at Fred S. Keller. The ELCAR, originally published in 2020 consists of Screenings, an Achievement Record, and a Verbal Behavior Development Assessment. The ELCAR also includes curricular repertoires and necessary verbal cues to maximize learner and teacher efficiency. The second edition of the ELCAR was published in 2023. Along with the Foundation for a Strategic Science of Teaching ([FASST](#)), the Fred S. Keller School, under the direction of Dr. Nuzzolo, is currently spearheading the development of a digital version of the ELCAR to support assessment, instruction and data analysis. These tools reflect an ongoing commitment to integrating research with practical applications, ensuring that educators have access to effective, efficient data-driven resources.

Looking Ahead

As the Fred S. Keller School moves forward, its mission remains clear: to expand its role as a CABAS® research and development leader, grow its body of research publications, and continue to advance strategic science of teaching technology. Through collaboration with FASST, Fred S. Keller seeks to expand the CABAS® reach and impact instruction across educational and professional fields.

With its dedication to science, innovation, and student success, the Fred S. Keller School continues to exemplify what is possible when education is guided by a strategic science of teaching. Congratulations to Dr. Greer and the entire Fred S. Keller team, past and present, for their 40 years of commitment to improving the educational outcomes and lives of their learners.

Some of the content of this article was adapted from excerpts of Dr. R. Douglas Greer's *A Tale of Serendipity: My Research Story*, which will be featured in an upcoming ABAI book showcasing the professional journeys of seasoned researchers, along with insights and experiences he shared through personal communication as well as contributions from Dr. Robin Nuzzolo.

Janice Huber

SELECTED ARTICLES ABOUT CABAS®

Greer, R.D. The Teacher as Strategic Scientist: A Solution to Our Educational Crisis?. Behav. Soc. Iss. 1, 25–41 (1991). <https://doi.org/10.5210/bsi.v1i2.165>

Greer, R. D., Keohane, D.-D., & Healy, O. (2002). Quality and comprehensive applications of behavior analysis to schooling. *The Behavior Analyst Today*, 3(2), 120–132. <https://doi.org/10.1037/h0099977>

Greer, R.D., McCorkle, N. and Williams, G. (1989), A sustained analysis of the behaviors of schooling. *Behavioral Interventions*, 4: 113-141. <https://doi.org/10.1002/bin.2360040205>

Lamm, N., & Greer, R. D. (1991). A Systematic Replication and a Comparative Analysis of CABAS. *Journal of Behavioral Education*, 1(4), 427–444. <http://www.jstor.org/stable/41826797>

Selinske, J.E., Greer, R.D., & Lodhi, S. (1991). A functional analysis of the comprehensive application of behavior analysis to schooling. *Journal of applied behavior analysis*, 24 1, 107-17 .

Singer-Dudek, J.; Speckman, J.; Nuzzolo, R. A comparative analysis of the CABAS® model of education at the Fred S. Keller School: A twenty-year review. *Behav. Anal. Today* 2010, 11, 253–265, <https://doi.org/10.1037/h0100705>.

13th International CABAS® Conference

The 13th International CABAS® conference, hosted by the Foundation for the Advancement of a Strategic Science of Teaching ([FASST](#)) was held in White Plains, New York in the fall of 2025. Nearly 100 attendees representing 8 countries and 9 US states were in attendance. Participants traveled from Great Britain, Italy, Brazil, Ireland, Canada, Korea, and New York, Louisiana, New Jersey, Florida, Texas, Georgia, Connecticut, California, and Virginia to attend the 2-day event dedicated to recent advances in the sciences of learning, pedagogy, and verbal behavior development. Highlights of the conference included a tour of the Fred S. Keller School, a keynote address by Dr. Olive Healy, a poster session and symposia on recent research advances.

The staff and students of the White Plains campus of the CABAS® accredited school, Fred S. Keller, welcomed conference attendees with a tour of their classrooms organized by Jennifer Longano, Hung Chang, and Yifei Sun. The tour showcased model exemplars of CABAS® methodology in practice. The keynote address was delivered by Dr. Olive Healy, director of the master’s program in behavior analysis at the Trinity College Dublin. Dr. Healy’s presentation, *Verbal Behavior Development Theory, Neuroplasticity and Early Intervention: Future Directions*, highlighted the essential need to accelerate Verbal Behavior Development Theory protocols to shape early interventions for children. The 14th International CABAS Conference is being planned for the spring of 2027.



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FASST Board Meeting Updates

The FASST Board met on March 23, 2026, led by President Dr. Jessica Singer-Dudek. The board welcomed newly appointed members Dr. Francis Hwang and Dr. Marla Brassard. Also in attendance were Board members Dr. Kathy Matthews, Dr. Grant Gautreaux, , Dr. Dolleen-Day Keohane, Kate Grant, Dr. Jennifer Weber, Dr. Kieva Hranchuk, Dr. Robin Nuzzolo, and Dr. Doug Greer.

Working FASST committees provided updates on their efforts. Current committees include the CABAS® Professional and Organizational Standards Committee, chaired by Dr. Jessica Singer-Dudek; the Research Committee, chaired by Dr. Doug Greer; the Finance and Fundraising Committee, chaired by Dr Grant Gautreaux; the Strategic Science of Teaching and Curriculum Committee, chaired by Dr. Dolleen-Day Keohane; the Marketing and Communications Committee, chaired by Kate Grant, and the newly established Ethics Committee chaired by Dr. Robin Nuzzolo.

Noted recent efforts discussed included the profitable conference, CABAS® reaccreditation of Fred S. Keller, Rockland BOCES, Jigsaw, and KAVBA, the progress and launching of the new website, and the continued development of the ELCAR app.

New initiatives discussed included establishing a grant writing committee, developing webinars, and the planning of the 2027 CABAS® conference.



The diagram shows a horizontal timeline with five stages: Central System Development, ELCAR Development, App Testing Phase, HIPAA Auditing, and Launch on App store. The App Testing Phase is currently active, indicated by a blue circle and a blue line. To the left of the timeline is an image of a tablet displaying the ELCAR app interface.

ELCAR App update

We are thrilled to share some exciting news regarding the development of ELCAR. After months of hard work, our team has officially **completed the primary development phases**.

Where we are now: The app is currently in the **testing phase**, where we are fine-tuning and ensuring every feature runs smoothly.

What's next? Because we prioritize your security and data integrity, our next major milestone is the **HIPAA audit**. This ensures that ELCAR meets the highest standards for health information privacy and security. Once the audit is finalized, we will be heading straight to the App Store for the **official launch!**

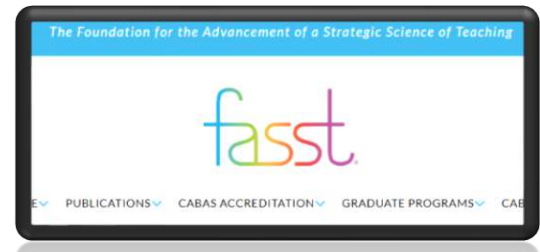
Stay tuned for more updates—we can't wait to get ELCAR into your hands.

Ariela Holanda
Tactini

Strategic Science of Teaching Courses

This past fall, FASST Faculty member Dr. Lin Du completed instruction of a 15-week Strategic Science of Teaching course for teachers in China. Five teachers from Shenzhen K&B Home, The Center of Child Development, under the direction of Dr. Wenhui (Astrid) Zhang, participated in the course. The teachers completed weekly quizzes, conducted decision analyses, wrote research summaries, and fulfilled components of their CABAS® Teacher 1 rank. Dr. Han Yan supported the training by conducting TPRAs and guiding teachers in developing their contingency-shaped repertoires.

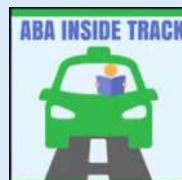
This spring, FASST faculty member, Jenny Cronier began a 15-week Strategic Science of Teaching course in the US, which is currently in progress. Additional courses are currently in development. To learn more about FASST Teacher Training, visit [FASST Teacher Training](#).



It's LIVE !

After more than a year and a half in development, the new website merging the previous FASST and CABAS® websites is live. [Fassteaching.org](#) disseminates information about FASST and CABAS®, FASST governance and initiatives, CABAS® publications, conferences, accreditation, ranks, continuing education and teacher training.

The new website streamlines submissions and payments for users. A new feature is a searchable [rank database](#)—users can search by name, by rank, and by Continuing Education status. Users may also set up accounts to track purchases, join our mailing list, and submit [teacher training applications](#).



Dr. R. Douglas Greer and Dr. Denise Ross to Appear on Podcast

Dr. Greer and Dr. Ross will appear on the podcast, ABA INSIDE TRACK, on Thursday, June 18, 2027, discussing their 2025 book, *When Text Speaks: Learning to Read and Reading to Learn*. Listeners can access the episode through the podcast website, [ABA INSIDE TRACK](#) or through the podcast IOS/android app. Episodes are also available on ABA INSIDE TRACK's [YouTube channel](#).

Recipients of Ranks Conferred April 2025- May 2026

To learn more about CABAS® ranks, visit fassteaching.org

Assistant Research Scientist: Hung Chang (2/28/26), Cesira Farrell (2/28/26)

Senior Behavior Analyst: Susan Buttigieg (10/31/25)

Assistant Behavior Analyst: Ellis Smith (6/30/25), Rebecca Miller (10/31/25), and Han Yan (2/28/26)

Master Teacher: Tania Nainani (10/31/25), Lauren Shapiro Link (10/31/25), Gimo Lee (10/31/25), Rhys Jones (10/31/25), and Megan Frost (10/31/25)

Teacher II: Shiyi Wang (6/30/25), Sanam Rahimi (6/30/25), Kelsey MacLellan (6/30/25), Katlyn Hanks (6/30/25), Victoria Difigola (6/30/25), Heather Bailey (6/30/25), Lauren Shapiro Link (10/31/25), Francesca (Bailey) Cooper (10/31/25), Katelynn Alpay (10/31/25), and Xinlin Xie (2/28/26)

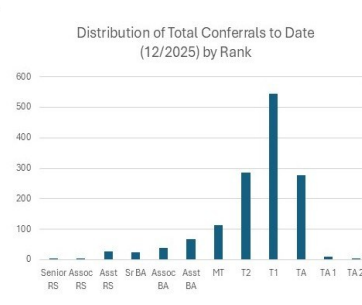
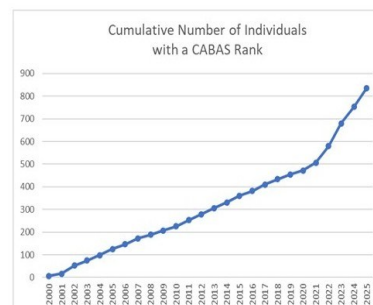
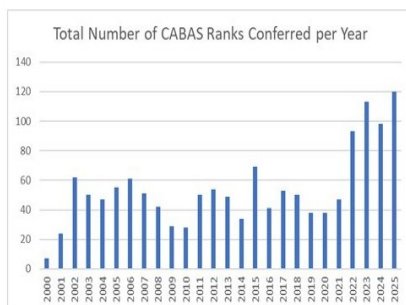
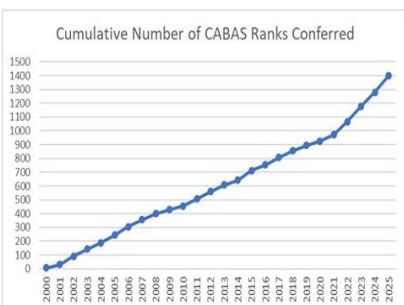
Teacher I: Shiyi Wang (6/30/25) Maria Inmaculada Taboada Trigo (6/30/25), Maria Stropoli (6/30/25), David Shlemis (6/30/25), Matthew Sanin (6/30/25), Angela Ryan (6/30/25), Sanam Rahimi (6/30/25), Jessica Pini (6/30/25), Jonghyeok Park (6/30/25), Yunji Kim (6/30/25), Samantha Guastella (6/30/25), Ciara Dougan (6/30/25), Donna Doria (6/30/25), Zané Chase (6/30/25), Belkis Cabral (6/30/25), Lauren Shapiro Link (10/31/25), Jordanna Maier (10/31/25), Flavia Borgonovo (10/31/25), John Paul Barsby (10/31/25), Bruno Angeli (10/31/25), Tamara Matilla Martín (12/8/25), Lindsey Ackert (2/28/26), Cameron Boudreau (2/28/26), Cailyn Keating (2/28/26), and Katherine Roche (2/28/26)

Teaching Assistant II: Gabrielle Whitman (6/30/25), Kaiser Sanders (10/31/25), Kinsey Mercantel (10/31/25), Cayna Lopez (10/31/25), Emily Faciane (10/31/25), and Infinity Chaisson (2/28/26)

Teaching Assistant I: Cassidy Vasquez (6/30/25), Dorian Sandy (6/30/25), Teresa Pereira (6/30/25), John Peduto (6/30/25), Allison Johnson (6/30/25), Itzel Hernandez (6/30/25), Dawn Crawford (6/30/25), Katie Britton (10/31/25), Ashley Arias (10/31/25), Taylor Thompson (2/28/26)

Teaching Assistant (Retired): Susan Soss (6/30/25)

CONGRATULATIONS!





FROM CABAS® SCHOOLS



The Fred S. Keller School is celebrating its 40th anniversary this year! We will be holding a 40th anniversary gala this May to celebrate this milestone. If anyone is in the NY area at that time please let us know if you want to attend. All CABAS® family is invited.



We are happy to report that FSK went through its CABAS® re-accreditation in the Summer of 2025 with Dr.'s Gautreaux and Broto conducting the process. We are delighted to report that their visit was summarized on a report that read FSK was an exceptional program for young learners and the accreditation review team recommended that FSK serve as a FASST Research and Development Model. We thank them for their hard work and are honored to have received such positive feedback.

Robin Nuzzolo

The following are publications coming out of the Fred S. Keller School since the last Trends newsletter:

- Du, L., Buttigieg, S., Nuzzolo, R., Greer, R.D., Gao, M. & Van, B. (2026). Using AI to support accurate measurement of ABA instruction: A proof-of-concept demonstration. *Tizard Learning Disability Review*, doi: [10.1108/TLDR-11-2025-0074](https://doi.org/10.1108/TLDR-11-2025-0074)
- Du, L., Nuzzolo, R. & Buttigieg, S. (2026). Evaluating the efficiency of behavioural skills training and the teacher performance rate and accuracy measure. *Tizard Learning Disability Review*, doi: [10.1108/TLDR-11-2025-0071](https://doi.org/10.1108/TLDR-11-2025-0071)
- Farrell, C., Greer, R.D., Sun, Y. & Nelson, S. (2026). The mechanism for how children can learn 10,000 names by age 5 by observation alone. *The Psychological Record*, doi:[10.1007/s40732-025-00667-8](https://doi.org/10.1007/s40732-025-00667-8)
- Kim, J. Y., Chang, H., & Ivy, J. W. (2026). A preliminary analysis of stimulus class on skill acquisition. *Tizard Learning Disability Review*, 1-10. doi.org/10.1108/TLDR-08-2025-0032
- Longano, J., Lee, G. & Cahill, C. (2025). reinforcement on observing responses for adult faces and peers. *Journal of Behavioral Education*, <https://doi.org/10.1007/s10864-025-09612-9>
- Loomis, K., Morales, L., Yeo, Y. & Fienup, D.M. (2026). Turning the page: Increasing young children's preference for looking at and engaging with books. *Journal of Applied Behavior Analysis*, DOI: 10.1002/jaba.70051
- Miller, R. Loomis, K. & Fienup, D.M. (2025). The effects of an accelerated auditory matching protocol on echoic clarity with preschoolers with disabilities. *Behavior Analysis in Practice*, doi.org/10.1007/s40617-025-01111-7
- Nuzzolo, R., Du, L., Buttigieg, S., Greer, R.D. & Pino, J. (2025). The teacher performance rate and accuracy measure as a teacher training intervention. *Journal of Behavioral Education*, doi: [10.1007/s10864-025-09592-w](https://doi.org/10.1007/s10864-025-09592-w)
- Nuzzolo, R., Speckman, J. & Greer, R.D. (2026). The effects of sensory integration and physical exercise on the stereotypy of preschoolers with autism. *Behavioral Interventions*, doi.org/10.1002/bin.70068
- Singer-Dudek, J., Chang, H., Longano, J.M. & Greer, R.D. (2026). The effects of peers verses adults on observational conditioning-by-denial. *Behavioral Interventions: e70100*. <https://doi.org/10.1002/bin.70100>.
- Sun, Y., & Chang, H. (2026). The effects of peer tutoring on the acquisition of new operants for tutors, tutees and observers. *Tizard Learning Disability Review*, 1-17. doi.org/10.1108/TLDR-10-2025-0054

To learn more about CABAS® accredited schools, click on the school logos.



The most significant project over the past year has been the development of a Special Issue of the *Tizard Learning Disability Review* to celebrate 25 years of the Jigsaw Trust. Emma Hawkins has been guest editor for this Special Issue and, to date, nine articles have been published ahead of print. Two of these articles are authored by Jigsaw staff, with the remaining seven contributed by CABAS® colleagues.

We anticipate a total of 15–16 articles in the completed Special Issue, with three further Jigsaw articles currently under peer review. Once the issue is finalized, the *Tizard Learning Disability Review* will make all articles freely available to download for one month only. We strongly encourage everyone to download the articles during this limited access period. The Jigsaw articles, along with all Jigsaw research publications, are available on the Jigsaw Trust website under [Jigsaw Trust Publications](#).

Jigsaw staff have presented at a range of conferences throughout this academic year. Emma Hawkins presented on neurodiversity-affirming practice at the October 2025 CABAS Conference. This theme was further developed when Emma presented alongside the Headteacher of another UK ABA school at the March 2026 UK Society for Behaviour Analysis Conference. A number of staff had the opportunity to attend this conference including Jess Pini, Kate Hewett, Emma Hawkins, Kate Grant and Georgios Vamvakas (pictured right).

In addition, Heather Bailey, Lead Teacher at Jigsaw School, will be presenting her research on Personal, Social and Health Education (PSHE) at the upcoming British Educational Research Association Conference. Preparations are currently underway for Jigsaw's annual research conference. Staff who have presented at external conferences will share their data at this event, alongside staff whose work has been published in the *Tizard Learning Disability Review*.



The programme will also include a rapid data presentation slot. This year's Guest Speaker will be Dr Nic Hooper, who will deliver a session on Acceptance and Commitment Therapy (ACT) and psychological flexibility. Alongside this, we continue to offer a range of Continuing Education Unit (CEU) events for staff, including CABAS updates and discussions of key protocols and practice developments.

During this academic year, we have also delivered two CEU events for the UK Society for Behaviour Analysis. Emma Hawkins presented proposed changes to the Picture Exchange Communication System (PECS) to ensure it aligns with neuro-affirming practice. Gemma Reeder and Amy Wilkinson presented their work on differing prompting strategies to support daily living skills for older learners.

Several members of the staff team are progressing through CABAS ranks. Frankie Cooper successfully completed the CABAS Teacher 2 rank this year, while Chloe McGregor completed the CABAS Teaching Assistant 1 rank. Further staff are expected to complete ranks before the end of the academic year. In addition, a number of staff are currently undertaking the Registered Behaviour Technician course, as well as the newly introduced Introduction to Positive Behaviour Support

This academic year we have also launched The Academy, one of Jigsaw's enterprises, which supports our older learners with vocational skills related to baking. There is a short video about The Academy available on our website: [Jigsaw Trust Enterprises](#)

Emma Hawkins





It's hard to believe we are wrapping up the 25/26 school year here at Rockland BOCES. Both students and staff have been busy this year meeting goals and working on ranks. We have 15 teaching assistants working on the new TA1 rank and 7 working on the new TA2 rank, The feedback on the module curriculum has been positive and staff feel motivated and rewarded completing modules. One of our teachers, Sidorela Kapxhiu who started many years ago at BOCES as a teaching assistant, has completed her Teacher 1 Rank this year.

Our students have exceeded expectations throughout this school year, and we had 5 students mainstreaming with general education students and 12 students who will be moving to a less restrictive environment for the next school year. We have students participating in the NYS ELA and Math assessments next month.

We have two teachers, Victoria Vesce and Mira Wellington, attending the ABAI conference in May to present research they completed in their BOCES classrooms. We also have two teachers, Alison Kohut and Sidorela Kapxhiu, who recently completed their coursework and supervision hours to sit for the BCBA exam soon.

Regina Spilotras and Carli Heiman



We are so excited about all of the growth that has been happening within our clinic over the last year! We have 55 staff members working on their TA 1 rank, 16 working on their TA 2 rank, 10 working on their Teacher 1 rank, 8 working on their Teacher 2 rank, and 2 working on their Master Teacher. Two members of our team earned a rank over the last year. We are continuing to grow through our ongoing CABAS consultation provided by Dr. Jen Weber and several of our team attended the CABAS conference in October. We also had 5 staff members earn their BCBA and 4 staff members earn their BCaBA. Along with that we have countless people still working towards earning their masters who plan to pursue their BCBA/BCaBA in the future. We have implemented a new BCBA led mentorship program to make sure that these people have all the help that they need in order to accomplish their goals. We have also recently developed a Caregiver Guidance program for our parents to ensure that they are receiving monthly training sessions to ensure that they feel equipped to help their child at home, as well as giving them the opportunity to ask any questions that they might have. We are so thrilled that so many amazing things are happening at BIG!

Cassie Bradford



KAVBA co-hosted 2025 Winter International Conference with the Korean Association for Professional Verbal Behavior Analysis:

The theme of the conference was “Verbal Behavior Development Theory and Relational Frame Theory. Dr. R. Douglas Greer offered a keynote presentation with a title, “To Strengthen or Select Detrimental Misunderstandings about Reinforcement.” Hyesuk LeePark, the director of KAVBA presented with a title, “Implication of VBBDT and FRT on VBA Practices in EIBI Settings.”

Published papers also presented during the conference are as follows:

- The Effect of Early Intensive Behavioral Intervention (EIBI) Based on Verbal Behavior Analysis on the Development of Children with Autism Spectrum Disorder (Jiwon Seo, Hyesuk LeePark, Byungun Jeon)
- Early Intensive Behavioral Intervention Based on Applied Behavior Analysis Applying the CABAS® Model to Children with ASD: A Case Study (Jiwon Seo, Hyesuk LeePark, Byungun Jeon)
- The Impact of Early Intensive Behavioral Intervention Based on Verbal Behavior on the Development of Verbal Behavior Cusps in Children with Autism Spectrum Disorder (Jiwon Seo, Hyesuk LeePark, Byungun Jeon)
- Effects of MEI on Untaught Intraverbal within Stimulus Equivalence and Tacts as Naming in Children with ASD (Munjin Cho, Hyesuk LeePark)
- Effects of MEI Utilizing Fairy Tales on Perspective Taking in Children with Developmental Disabilities (Insoon Lee, Hyesuk LeePark)

KAVBA co-hosted 2026 Winter International Conference with the Korean Association for Professional Verbal Behavior Analysis:

The theme of the conference was “Intervention for Verbal Behavior Developmental Cusps: Training Teachers, Supervision, and Examples of Protocols Application within CABAS® System.” Dr. Jessica Dudek offered a keynote presentation with a title, “Training Teachers Repertoires for Successful Implementation of ELCAR.”

Studies conducted by Asian CABAS® people were presented as follows:

- From Screen to Reality: Turning Faces into Reinforcers (by Yujin Yeo)
- Establishing Adult-Read Aloud as a Conditioned Reinforcers among Preschoolers with Disabilities (by Kimo Lee)
- Introduction to the Evidence-Based Practice of Relational Frame Theory in ABA Intervention (by Wenhui Zhang)
- Generalization of Language Intervention Conducted by Parents at Home: Extending the Effects of the Speaker Immersion Protocol (Han Yan)

Staff of KAVBA presented as follows:

- Example of Teaching Verbal Cusps: Focusing on Supervision (Hyesuk LeePark, Yurang Lee)
- Teaching Imaginative Play with Video Modeling in Children With Special Needs (Suji Kim, Yunju Kim, Hyesuk LeePark)
- Effects of Speaker Immersion on Mand and Tact in Children with Special Needs (Suji Kim, Yunju Kim, Hyesuk LeePark)

KAVBA congratulates Yoonji Kim and Jonghyeuk Park for achieving their Teacher 1 rank.

Hyesuk LeePark

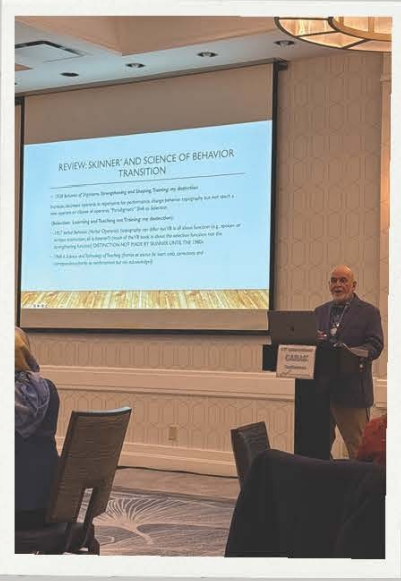
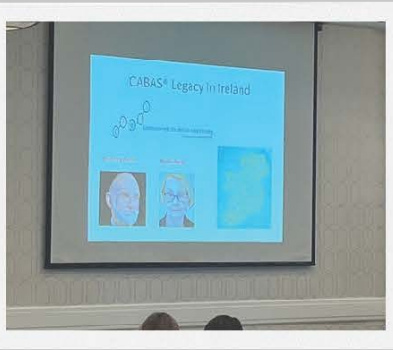


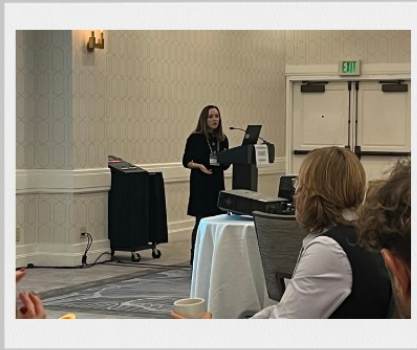
SAVE THE DATE!

14th International CABAS Conference
February 26-27, 2027
Celebration, Florida

13th International CABAS® Conference Gallery







ABAI 2026



Stop by and visit us at our exhibitor booth!



Foundation for the Advancement of a Strategic Science of Teaching
Standard Exhibitor

Booth #304

The Foundation for the Advancement of a Strategic Science of Teaching (FASST) is a non-profit organization with the mission to disseminate a strategic science of teaching based on verbal development research. We teach practitioners to deliver learner-driven instruction associated with the comprehensive Application of Behavior Analysis to Schooling (CABAS®) organizational model to support the expansion of a learner-driven science of teaching for all children.

Highlighted Events

Saturday, May 23

Symposium #67

CE Offered: BACB/IBAO

Enhancing Engagement and Instructional Outcomes Through Naturalistic and Rapport-Based Teaching Strategies

Saturday, May 23, 2026

12:00 PM–12:50 PM PDT (UTC-07:00)

Moscone Center West, Level 3, 3020

Area: AUT/DDA; Domain: Applied Research

Chair: Jonathan K Fernand (Florida Institute of Technology)

CE Instructor: Jonathan K Fernand, Ph.D.

The Effects of a Conditioning Procedure on Teaching Functional Play With a Preschooler With a Disability

ZHUOLIN CHEN (Teachers College, Columbia University), Shiyi Wang (University of Columbia Teachers College), Lin Du (Teachers College, Columbia University)

81 Poster Session

Saturday Poster Session: DDA, EDC, VBC

Saturday, May 23, 2026: 1:00 PM–3:00 PM PDT (UTC-07:00)

Moscone Center West, Level 1, Exhibit Hall

81(81) Poster

The Effects of the Speaker Immersion Protocol on the Verbal Behavior of Preschoolers

KRISTINA CHEN (Teachers College, Columbia University), Xiaoyuan Liu (University of Nebraska Medical Center's Munroe-Meyer Institute), Daniel Mark Fienup (Teachers College, Columbia University)

132 Symposium

CE Offered: BACB/IBAO

Verbal Behavior Development Protocol-Based Approaches to Accelerating Learning and Language Development

Saturday, May 23, 2026: 5:00 PM–5:50 PM PDT (UTC-07:00)

Moscone Center West, Level 2, 2011

Chair: Jessica Singer-Dudek (Foundation for a Strategic Science of Teaching (FASST))

Increasing Picture-Based Mand in Preschoolers With Autism Spectrum Disorder: Effects of a Speaker Immersion Procedure With Augmentative and Alternative Communication

FLAVIA BORGONOVO (Prisma Centro per l'Apprendimento), Bruno Angeli (SOLE onlus and Nicholls State University), Veronica Baroni (PRISMA Centro per l'Apprendimento), Grant Gautreaux (Touchstone ABA & FASST)

Generalization of a Language Intervention Conducted by Parents at Home: Extending the Effects of the Speaker Immersion Protocol

HAN YAN (Fred S. Keller School), Jessica Singer-Dudek (Foundation for a Strategic Science of Teaching (FASST))

Evaluating the Effectiveness of a Stimulus Pairing Observation Procedure (SPOP) on the Emergence of Incidental Bidirectional Naming in Children With Developmental Disabilities

VERONICA BARONI (PRISMA Centro per l'Apprendimento), Flavia Borgonovo (Prisma Centro per l'Apprendimento), Bruno Angeli (SOLE onlus and Nicholls State University), Emma Hawkins (Jigsaw CABAS School), Grant Gautreaux (Touchstone ABA & FASST)

157 ABAI Expo

Other Organizations

Saturday, May 23, 2026: 8:00 PM–10:00 PM PDT (UTC-07:00)

Moscone Center West, Level 1, Exhibit Hall

157 ABAI Expo Poster

93. The Foundation for the Advancement of a Strategic Science of Teaching (FASST)
GRANT GAUTREAUX (Touchstone ABA & FASST)

Sunday, May 24

168 Symposium

CE Offered: BACB/QABA/IBAO

From Listening to Learning: Establishing Auditory Stimulus Control as a Foundation for Verbal Behavior for Early Learners

Sunday, May 24, 2026: 8:00 AM–8:50 AM PDT (UTC-07:00)

Moscone Center West, Level 2, 2011

Chair: Grant Gautreaux (Touchstone ABA & FASST)

Establishing Conditioned Reinforcement for Adult Voices Through Stimulus-Stimulus Pairing Using Video in Young Children With Developmental Delays

BRUNO ANGELI (SOLE onlus and Nicholls State University), Veronica Baroni (PRISMA Centro per l'Apprendimento), Flavia Borgonovo (Prisma Centro per l'Apprendimento), Dolleen-Day Keohane (Nicholls State University, Touchstone)

From Auditory Matching to Auditory Tact: A Package to Enhance Listener and Speaker Behavior in a Student With Williams Syndrome and Language Disorder

GRANT GAUTREUX (Touchstone ABA & FASST), Flavia Borgonovo (Prisma Centro per l'Apprendimento), Bruno Angeli (SOLE onlus and Nicholls State University), Veronica Baroni (PRISMA Centro per l'Apprendimento)

Symposium #191

CE Offered: BACB/IBAO

Examining Variables That Influence Acquisition of Verbal Behavior Across Populations

Sunday, May 24, 2026

9:00 AM–10:50 AM PDT (UTC-07:00)

Moscone Center West, Level 2, 2011

Listening to Speaking: The Effects of Auditory Matching on Emerging Verbal Repertoires (Applied Research)

TANIA NAINANI (Teachers College, Columbia University), Claire S. Cahill (CABAS - The Fred S. Keller School - Teachers College, Columbia University), Elizabeth Marsh (Teachers College, Columbia University), Maithri Sivaraman (Teachers College of Columbia University, USA; Tendrils Centre for Autism, India)

Skill Building #225

CE Offered: BACB/IBAO

Supervision

Performance Management Portfolio: A Highly Individualized Performance Scorecard

Sunday, May 24, 2026

11:00 AM–12:50 PM PDT (UTC-07:00)

Moscone Center West, Level 3, 3006

Area: OBM; Domain: Service Delivery

CE Instructor: Grant Gautreaux, Ph.D.

FRANCIS HWANG (Touchstone ABA), GRANT GAUTREUX (Touchstone ABA & FASST), DANICA SAVOIE (Touchstone Center; LaBAA), TRICIA CLEMENT-JAMES (LaBAA)

234 Poster Session

Sunday Poster Session: AUT

Sunday, May 24, 2026: 1:00 PM–3:00 PM PDT (UTC-07:00)

Moscone Center West, Level 1, Exhibit Hall

234(27) Poster

The Effects of an Individualized Intensive Tact Instruction on Improving Verbal Operant Intelligibility for Students With Disabilities

SANAM RAHIMI (Teachers College, Columbia University), Han Yan (Fred S. Keller School), Claire S. Cahill (CABAS - The Fred S. Keller School - Teachers College, Columbia University), Jennifer Longano (Fred S. Keller School)

312 Reunion

Columbia University Teachers College and CABAS®

Sunday, May 24, 2026: 8:00 PM–10:00 PM PDT (UTC-07:00)

Moscone Center West, Level 3, 3005

Chair: Daniel Mark Fienup (Teachers College, Columbia University)

Join us for the Reunion!



This event is a social gathering for current students and graduates of the programs in Teaching as Applied Behavior Analysis of Teachers College and Columbia University Graduate School of Arts and Sciences, as well as CABAS® professionals and friends from around the world.

Monday, May 25

Symposium #421

CE Offered: BACB/IBAO

Behavioral Cusps in Early Development: Responding to Name, Imitation, Vocalizations, and Gestures

Monday, May 25, 2026

3:00 PM–4:50 PM PDT (UTC-07:00)

Moscone Center West, Level 3, 3009

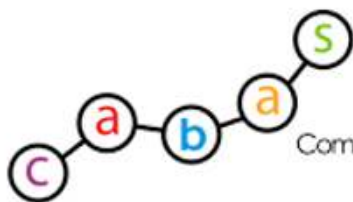
Area: AUT/VBC; Domain: Applied Research

Chair: Sodeeq Adesanya (University of Nebraska Medical Center)

Discussant: Caio F. Miguel (California State University, Sacramento)

CE Instructor: Meghan Deshais, Ph.D.

Enhancing Children's Vocalizations and Echoics Through Contingent Vocal Imitation and Reciprocal Echoic Training
TIANYUE SUN (Teacher College, Columbia), Maithri Sivaraman (Teachers College of Columbia University, USA; Tendrils Centre for Autism, India), Daniel Mark Fienup (Teachers College, Columbia University), Yifei Sun (Fred S. Keller School), Susan Buttigieg (Columbia University)



Comprehensive Application of Behavior Analysis To Schooling
Changing Lives One Learn Unit at a Time



Foundation for the Advancement of
a Strategic Science of Teaching

TRENDS: A CABAS® Community Newsletter is compiled by Janice Huber. Please direct any needed corrections to her. jhubermib@gmail.com Apologies for any inadvertent omissions in the ABAI highlighted list. Thank you to *TRENDS* contributors and to the following reviewers for their input and guidance: Dr. R. Douglas Greer, Dr. Dolleen-Day Keohane, Dr. Robin Nuzzolo, Dr. Jessica Singer-Dudek, Dr. Jen Weber, and Dr. Grant Gautreaux.

