



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

# CABAS<sup>®</sup> Continuing Education Policy and Procedures

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## POLICY

To maintain active rank status, rank recipients must participate in CABAS® CE events and submit CABAS® CE documentation to the CABAS® CE Subcommittee by the deadline of the identified continuing education cycle. The purpose of the CABAS® CE requirements is to ensure rank recipients expand competencies beyond those required for the last rank conferred to the recipient and to ensure rank recipients remain up to date with CABAS® research developments.

## SCOPE

## REVIEW

This policy will be reviewed as deemed appropriate, but no less frequently than every two years. This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

This policy was last reviewed in October 2022.

## PROCEDURES AND DEFINITIONS

**Continuing Education Cycle:** Effective June 1, 2023 all current rank recipients will be required to obtain 8 CABAS® CEUs by June 1, 2025 to maintain active rank status and every two years thereafter. Those holding Teaching Assistant (TA) Ranks will be required to obtain 4 CABAS® CEUs by June 1, 2025 to maintain active rank status and every two years thereafter. Effective June 1, 2023 all individuals receiving an initial rank will have 2 years from date of rank conferral to obtain 8 (4 for TA) CABAS® CEUs to maintain active rank status. CE cycle commencement will coincide with periodic CABAS® rank reviews.

Rank recipients are required to obtain 8 (4 for TA) CABAS® CEUs within their 2-year continuing education cycle. All CABAS® CEUs must occur within the continuing education cycle to which they are applied. Making up missed CEUs after the continuing education cycle date is not permitted, and CEUs obtained more than the requirement cannot be applied to a subsequent cycle.

**Continuing Education Events:** Continuing education events hosted by FASST will meet the CABAS® CEU criteria.

CABAS® CE-approved events may also meet the CE criteria for other credentialing bodies. Certificants are responsible for verifying this information through FASST. Events sponsored by other continuing education providers must meet the event criteria listed below to be recognized as a CABAS® CEU. See the criteria below for CABAS® approved events.

**The following qualify for CABAS® CEUs:** Any combination of the following CABAS® CEUs is acceptable:

<b>A. Conceptual and Experimental Contributions</b>	<b>B. Training and Dissemination</b>	<b>C. Competency Expansion</b>
<b>1. Publication in peer-reviewed journal-experimental or theoretical</b> <b>2. Text chapters in peer-reviewed publications</b>	<b>3. Provide a professional workshop</b> <b>4. Presentation at a professional conference</b> <b>5. Mentor through a rank or mentor publishable research or dissertations</b> <b>6. New Research Update</b> <b>7. Instructor of a Strategic Science of Teaching Course or University Course</b>	<b>8. Completion of Research Summaries</b> <b>9. Attend a Professional Workshop</b> <b>10. Attend a CABAS® Conference</b> <b>11. Completion of a Strategic Science of Teaching course</b> <b>12. Attending new research update</b>

## A. Conceptual and Experimental Contributions

1. **Publication in peer reviewed journal- experimental or theoretical**
  - Article should include one critical attribute of the CABAS® model
  - Published article is submitted to CABAS® CE committee
  - 8 CEUs
2. **Text chapters in peer reviewed publications**
  - Text chapter should include one critical attribute of the CABAS® model
  - Published chapter is submitted to CABAS® CE committee
  - 8 CEUs

## B. Training and Dissemination

3. **Provide a professional workshop/training**
  - Workshop or training content must include one critical attribute of the CABAS® model
  - 1 CEU per 50 minutes
4. **Presentation at a professional conference**
  - Content must include one critical attribute of the CABAS® model
  - 1 CEU per 50 minutes
5. **Mentor through a rank or mentor publishable research or dissertation**
  - For mentoring a rank- must sign off on completion of rank for one individual or co-author
  - For mentoring publishable research- must co-author
  - For mentoring dissertation- must serve on dissertation committee
  - Publishable research and dissertation content must include one critical attribute of the CABAS® model
  - 8 CEUs
6. **New Research Update**
  - Individual who recently completed dissertation provides 50-minute online webinar summarizing procedures and findings
  - Individual with new research findings or contributions provides a 50-minute online webinar summarizing procedures and findings
  - New research update must include one critical attribute of the CABAS® model
  - 1 CEU per 50 minutes
7. **Instructor of a Strategic Science of Teaching course or university course**
  - Must use *Designing Teaching Strategies: An applied behavior analysis systems approach* (Greer, 2002), *Verbal Behavior Analysis: Inducing and expanding new verbal capabilities in children with language delays* (Greer & Ross, 2007), or a CABAS® approved text. Texts must be reflected in the course syllabus
  - 4 CEUs per Strategic Science of Teaching course
  - 4 CEUs per University Course

## C. Competency Expansion

8. **Completion of Research Summaries**
  - Written articles or symposium/paper presentations and implementation of tactic or protocol
  - Submission of the summaries along with the tactic or protocol data. Submissions must be verified with the initials of an Assistant, Associate, or Senior Behavior Analyst.
  - 1 CEU per summary

#### **9. Attend a Professional Workshop**

- Workshop content must include one critical attribute of the CABAS® model
- 1 CEU per 50 minutes

#### **10. Attend a CABAS® Conference**

- Individual presentations will be approved by the CABAS® Conference Committee
- 1 CEU per 50 minutes

#### **11. Completion of a FASST Strategic Science of Teaching Course or University Course**

- University course must be a CABAS® based content course from an accredited university
- Rank recipients may submit other course syllabi to the CABAS® CE Committee for determining CEU eligibility
- 4 CEUs per course

#### **12. Attending new research update**

- New research update content must include one critical attribute of the CABAS® model
- 1 CEU per 50 minutes

#### **Documentation of CABAS® CEUs**

Rank recipients are required to submit documentation of CABAS® CEUs obtained during the recipients' continuing education cycle by the deadline notice provided by the CABAS® CE Committee. CEUs must be documented on the *CABAS® CEU Self-Reporting Form*.

#### **Compliance with Continuing Education Requirements**

CABAS® ranked recipients who comply with CE requirements will be designated on the CABAS® website as "active." Rank recipients who do not submit documentation of CABAS® CEUs by their deadline will not have the "active" designation.

#### **Inactive/Lapsed Policy**

Rank recipients will only be designated as active if they submit the required CABAS® CEU documentation by the informed deadline. Rank recipients may be designated as *Voluntary Inactive* by requesting a voluntary inactive status. Rank recipients who are inactive or lapsed may not represent themselves as holding an active CABAS® rank. Rank recipients may remain voluntary inactive for a period of two CE cycles.

#### **Applying for Reactivation after Lapsed, Inactive, or Voluntary Inactive Rank Status**

Rank recipients whose status has not been designated as active or who are *Voluntary Inactive* may submit a request to the CABAS® CE committee to reinstate an active status with appropriate documentation.

#### **Audits**

The CABAS® CE Committee will conduct periodic audits. Rank recipients may be asked to submit supporting documentation for entries on the *CABAS® CEU Self-Report Form*. Failure to submit appropriate supporting CEU documentation will prevent the active designation.

#### **Public Notice:**

The status of rank recipients will be publicly posted on the CABAS® website; cabasschools.org

## References

Greer, R. D. (2002). *Designing teaching strategies: An applied behavior analysis systems approach*. Academic Press.

Greer, R. D. and Ross, D.E. (2007) *Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children with Language Delays*. Allyn and Bacon, New York.