

13th International CABAS[®] Conference

Research in a Strategic Science of Teaching

Dedicated to recent advances in the sciences of learning,
pedagogy, and verbal behavior development

October 17-18, 2025

Senesta White Plains Hotel

66 Hale Avenue

White Plains, New York 10601

Special Thanks to the 2025 CABAS® Conference Planning Committee

Jessica Singer-Dudek
Robin Nuzzolo
Janice Huber
Jennifer Weber
Doug Greer
Grant Gautreaux

Special Thanks to the staff and students of the White Plains Campus of the Fred S. Keller School, especially:

Jennifer Longano
Hung Chang
Yifei Sun

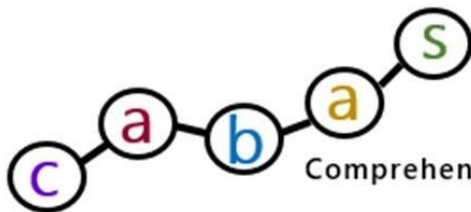
The CABAS® Conference is hosted by the Foundation for the Advancement of a Strategic Science of Teaching (FASST)



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

Friday, October 17, 2025

All events will be held in Ballroom C & D, Lobby Level

9:00am Fred S. Keller School Tour: If you *pre-registered* for the School Tour, please meet in the hotel lobby. Please check your “Welcome to CABAS®” email for your group assignment.

Group A: Meet in the hotel lobby at **8:50am**, bus departs at 9:00am sharp, returns to hotel at approximately 10:00am

Group B: Meet in the hotel lobby at **9:50am**, bus departs at 10:00 sharp, returns to hotel at approximately 11:00am

11:00am-1:00pm: LUNCH (on your own)

1:00 Check-In and On-Site Registration

Location: Ballroom C & D Foyer

EVENT 1

1:30-3:30pm: Tutorial

2 CEUs: CABAS® and BACB Learning

Chair and CE Instructor: JeanneMarie Speckman, PhD, BCBA-D, LBA, SBA, AssocRS

Early Learner Curriculum and Achievement Record: Where We Are and Where We Are Going

ARIELA HOLANDA (Federal Institute of Parana), JEANNEMARIE SPECKMAN, JENNIFER LONGANO, CLAIRE CAHILL, LIN DU (The Fred S. Keller School and FASST®)

This tutorial will begin with an overview of current and future developments regarding the ELCAR and associated protocols, followed by a question-and-answer session. Feel free to bring all your questions, and data, related to the ELCAR assessment, curricula, or protocols.

EVENT 2

3:45-5:00pm Paper Session

1.5 CEUs: CABAS® and BACB Learning

Chair and CEU Instructor: Jessica Singer-Dudek, PhD, BCBA-D, LBA, SBA, AssocRS

Advancements in Research in Protocols to Establish Verbal Behavior Developmental Cusps

The following papers will highlight new or extensions of existing protocols for establishing missing foundational and speaker verbal behavior developmental cusps as well as joining the listener and speaker (Inc-BiN). Papers presented will include: teaching parents to implement the Speaker Immersion protocol (SIP) (Paper 1) and applications

of SIP to AAC devices (Paper 2), conditioning voices using videos (Paper 3) and read-aloud stories (Paper 4), and establishing Inc-BiN using a stimulus pairing observational procedure (SPOP) (Paper 5).

Paper 1: *Generalization of a Language Intervention Conducted by Parents at Home: Extending the Effects of The Speaker Immersion Protocol*

HAN YAN and Jessica Singer-Dudek (Fred S. Keller School and Columbia University Graduate School of Arts and Sciences)

Paper 2: *Increasing Picture-based Mands in Preschoolers with Autism Spectrum Disorder: Effects of a Speaker Immersion Procedure with Augmentative and Alternative Communication*

FLAVIA BORGONOVO and Bruno Angeli (Nicholls State University and Cooperativa SOLE scs), and Veronica Baroni (Prisma Centro per l'Apprendimento)

Paper 3: *Conditioning Voices Through Stimulus-Stimulus Pairing with Video in Children with Autism Spectrum Disorder*

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

Paper 4: *Establishing Stimulus Control for Orienting During Adult Read-Aloud Sessions*

GIMO LEE, Jennifer Longano, and Claire Cahill (Fred S. Keller School)

Paper 5: *Evaluating the Effectiveness of a Stimulus Pairing Observation Procedure (SPOP) on the Emergence of Incidental Bidirectional Naming in Children*

VERONICA BARONI (Prisma Centro per l'Apprendimento), Flavia Borgonovo and Bruno Angeli (Nicholls State University and Cooperativa SOLE scs), Emma Hawkins (Jigsaw School), Grant Gautreaux (Nicholls State University)

EVENT 3

5:00pm-7:00pm: Poster Session and Conference Social

Location: Ballroom C & D Foyer

Cash Bar

POSTERS

1. Effects of Using ELCAR on the Development of Verbal Behavior Cusps in Children with Autism Spectrum Disorder

HYE-SUK LEE PARK (KAVBA ABA Children's Center) and Jiwon Seo (Byungun Jeon, Kongju National University)

2. Becoming Bookworms: Using a Routine-based Pairing Procedure to Increase Observation of Books

MARIA STROPOLI and Yifei Sun (Fred S. Keller School)

- 3. From Auditory Matching to Auditory Tact: A Package to Enhance Listener and Speaker Behavior in a Student with Williams Syndrome and Severe Language Delays**
FLAVIA BORGONOVO and Bruno Angeli (Nicholls State University and SOLE scs), and Veronica Baroni (Prisma Centro per l'Apprendimento)
- 4. Establishing Conditioned Reinforcement for Adult Read-Aloud Stories**
JOHN PEDUTO, Jennifer Longano, Gimo Lee, and Claire Cahill (Fred S. Keller School)
- 5. Will the Use of a Peer Yoked Contingency Gameboard Induce Observational Learning for Individuals Who Use AAC?**
CHLOE DANIELS and Heather Bailey (Jigsaw CABAS® School), and Grant Gautreaux (Nicholls State University)
- 6. The Effects of the Self-Talk Immersion Protocol on Self-Talk During Fantasy Play and Social Verbal Behavior**
VERONICA BARONI (PRISMA Centro per l'Apprendimento), Hayley Locke and Kate Hewett (Jigsaw CABAS® School), Flavia Borgonovo and Bruno Angeli (Nicholls State University and Cooperativa SOLE scs), and Grant Gautreaux (Nicholls State University)
- 7. Using a Phonometer to Assess and Treat High-Pitched Vocal Stereotypy in an Adolescent with Autism Spectrum Disorder**
BRUNO ANGELI and Flavia Borgonovo (Nicholls State University and Cooperativa SOLE scs) and Grant Gautreaux (Nicholls State University)
- 8. Observational Learning of Auditory Tacts in Typically Developing Children: A Pilot Study**
JOSÉ JULIO CARNERERO (Fundación Universitaria Konrad Lorenz), Mariana Fernández-Varone (Aula10Malaga), and María Rebollar (Private Practice, Spain)
- 9. The Use of a Functional Behaviour Assessment (FBA) to Identify Functions of Behaviours, and Design and Implement a Multi-Element Behaviour Support Plan to Reduce Targeted Behaviours.**
GEORGIOS VAMVAKAS, Inma Taboada, and Hayley Locke (JigsawPlus)
- 10. Speaking the Same Language: A Comparison of Two Observational Measures of Parent-Child Language and Social Interactions**
JESSICA SINGER-DUDEK, Lori Lerma, Laudan Jahromi, and Marla Brassard (Columbia University Graduate School of Arts and Sciences)

Saturday, October 18th
All events will be held in Ballroom C & D, Lobby Level

8:00-9:00am: Complimentary Breakfast

Check-in and On-Site Registration

Location: Ballroom C & D Foyer

EVENT 4

9:00am-9:50am: INVITED ADDRESS

1 CEU: CABAS® and BACB Learning

Chair and CE Instructor: R. Douglas Greer, PhD, SBA, SRS

***Verbal Behavior Development Theory, Neuroplasticity & Early Intervention:
Future Directions***

OLIVE HEALY (Trinity College Dublin)



Professor Olive Healy is a Behavioural Psychologist and Doctoral Board Certified Behaviour Analyst® with clinical expertise and research interests in neurodevelopmental conditions including Autism. She is Director of the Masters programme in Behaviour Analysis at the School of Psychology, Trinity College Dublin. After serving for seven years as Lecturer in Psychology (2006-2013) at the University of Galway, Olive joined the School of Psychology, Trinity College Dublin and is now a Professor in Psychology. Olive prepares students to become expert practitioners who can work effectively within systems to improve the quality of services in the fields of intellectual and developmental disabilities,

education, rehabilitation and mental health. Olive designs and conducts research in community and clinical settings that aims to increase our understanding of how children with complex needs learn and how they change across developmental spans. She has a particular interest in the application of findings to neurodevelopmental conditions conducting research that addresses behavioural intervention, health care and accelerating learning by engaging in a fully integrated approach linking basic and clinical research. To achieve this, Olive investigates human contingency learning, avoidance and generalisation in fear conditioning, assistive technology and instructional design in special education informed by behaviour analytic research. She is Associate Editor of four leading international journals contributing to peer review and research dissemination in the field of behavioural psychology. She has authored over 120 academic papers and book chapters published in both behaviour-analytic and mainstream psychology journals.

Abstract

Verbal Behavior Development Theory (VBDT), pioneered by Greer and colleagues, provides a powerful framework for understanding how children acquire language and learn incidentally through the emergence of developmental behavioral cusps. These cusps, particularly within pre-foundational and independent listener levels of verbal

behavior, represent pivotal points in early development that cascade into broader social, cognitive, and communicative growth. For children with autism spectrum disorder (ASD), who often show reduced motivation for social reinforcement, the identification and establishment of specific novel reinforcers is transformative. VBDT findings demonstrate that when children acquire novel reinforcers, entirely new operants emerge, fundamentally expanding their learning potential. Conversely, a limited repertoire of reinforcers constrains development and undermines intervention effectiveness.

This keynote highlights the essential need to accelerate targeted VBDT protocols to shape early intervention for children with autism and other neurodevelopmental conditions. A particular focus will be on integrating behavioral and neuroscience approaches to strengthen the validation of VBDT. The early developmental window (18 months–5 years) represents a period of heightened neuroplasticity, where changes in synaptic pruning, connectivity, and regulatory systems can be shaped by reinforcement-based learning. By broadening outcome measures to include triadic assessments (observable behavior, standardized tools and neural mechanisms such as MEG) we can capture both behavioral and biological markers of change.

I will introduce an innovative framework, Neuroplastic Reinforcement Frameworks (NRF), whereby future research will focus on combining reinforcement-based acquisition of specific developmental cusps with changes in auditory-linguistic networks, reward-related circuits and attentional modulation networks. Finally, I will discuss the need to simplify and disseminate intervention protocols, bridging behavior analysis, neuroscience, and policy to expand interdisciplinary research and impact. Establishing a rich community of socially significant reinforcers is not only scientifically sound but life-changing for children and families.

EVENT 5

10:00am-10:50am: SYMPOSIUM 1

1 CEU: CABAS® and BACB Learning

Chair and CE Instructor: Jennifer Longano, PhD., BCBA-D., LBA, SRS, AsstRS

Behavior Selection: Implications for Applications and Research Methodology

R. DOUGLAS GREER (FASST) and JENNIFER LONGANO and YIFEI SUN (The Fred S. Keller School)

In this symposium, we will examine the selection functions of reinforcement and its implications to applications and research design. We will distinguish between the strengthening function and the selection function of reinforcement. The strengthening function of reinforcement changes the frequency or magnitude of existing behavior whereas the selection function of reinforcement establishes new operants or classes of operants that were previously inaccessible. We will review the historical background of research focused on the strengthening function of reinforcement, outline the paradigm shift towards the selection function of reinforcement, compare research targeting similar behavior from both approaches, and propose methodological extensions necessary for the studying of the selection function. We argue that incorporating a behavior selection perspective in behavior analysis research expands the scope of behavior analytical research from a few target behaviors to a larger class of behaviors which then broadens the application of behavior analysis from therapy to education and child development.

10:50-11:15: BREAK

EVENT 6

11:15am-11:40am: PAPER SESSION

.5 CEU: CABAS® and BACB® Learning

Chair and CE Instructor: R. Douglas Greer, PhD, SBA, SRS

Biology and Behaviorism: Filling the Gaps to Bolster the Science of Behavior

LAUREN SHAPIRO LINK (Columbia University Teachers College and Thrive)

Behaviorism emphasizes the role of reinforcers in determining our continual stream of behavior. Principles from behaviorism have been supported and expanded upon with a wealth of research for nearly a century, yet our society remains enamored with the idea of cognition and the human mind. To further validate the philosophy of a science of behavior, radical behaviorists can incorporate findings from physiology to fill the temporal gaps in the behavioral account of the three-term contingency. Natural selection has equipped humans with the phylogenetic mechanisms that facilitate our complex ontogenetic development. Understanding the body structures as well as the brain systems that produce behavior is essential to piecing together a coherent theory of how we learn and behave. Ultimately, by reconceptualizing most lay ideas of cognition into more productive behavioral terms, we can better predict and control behavior. By understanding the controlling variables of behavior, educators and parents can dedicate time to teaching a wide range of conditioned reinforcers. In this way, children will grow to attend to a wealth of their environment, thereby contacting evermore learning opportunities. This approach will not only lead to more successful students, but importantly, to students who genuinely love to learn.

EVENT 7

11:45am- 12:35pm: PAPER SESSION

1 CEU: CABAS® and BACB Learning

Chair and CE Instructor: Emma Hawkins, BCBA, UKBA(cert), SBA

Reflecting on 25 years of the Comprehensive Application of Behaviour Analysis to Schooling (CABAS®) in the U.K.

EMMA HAWKINS AND KATE GRANT (Jigsaw CABAS® School)

Jigsaw School was the first CABAS®-accredited setting outside of the United States. The school has recently celebrated its 25th anniversary and there has been time to reflect on how we have succeeded in embedding CABAS® into the school alongside meeting UK educational standards and the standards of the recently launched UK Society for Behaviour Analysis. This presentation will focus on some of the key CABAS® system-wide components that have led to Jigsaw's success: learn units to criterion data, the focus on verbal development, and the CABAS® ranks for the staff team. An updated ethics code from the UK Society shifted the UK's practice towards a more compassionate and neuro-affirming style of applied behaviour analysis. This presentation discusses how some of these aspects were already embedded within CABAS®, and how we have further incorporated neuro-affirming practice into the school. Our practice has evolved to include more staff training and guidance around the use of prompting, early instructional programming, addressing self-regulatory behaviours, the

use of kind extinction and recognising assent withdrawal behaviours. We demonstrate how we have successfully met the standards of CABAS®, the UK education system and the UK Society for Behaviour Analysis.

12:35pm-1:30pm: LUNCH on CABAS®

Location: Ballroom C & D Foyer

EVENT 8

1:30pm-2:45pm: RAPID DATA SESSION

1.5 CEUs: CABAS® and BACB Learning

Chair and CE Instructor: Robin Nuzzolo, PhD, BCBA-D, LBA, SBA, AsstRS

A Year of Research at the Fred S. Keller School

- 1. *The Effects of Multiple Exemplar Instruction across Selecting and Producing Correct and Incorrect Teaching Responses on the Transformation of Stimulus Function of the Presentation of Learn Units***
SUSAN BUTTIGIEG, Lin Du, Robin Nuzzolo, Katharine Loomis, & R. Douglas Greer
- 2. *BST vs. TPRA: A Comparative Analysis of Efficiency and Effectiveness in Teacher Training***
LIN DU, Robin Nuzzolo, and Susan Buttigieg
- 3. *The Effects of a Voice Conditioning App Protocol on Preschoolers with Autism's Responses to Voices, Story Choice, and Rate of Learning***
JEANNEMARIE SPECKMAN, Lilian Morales, and Lin Du
- 4. *Establishing Listener Cusps: A Study of the Effect of Listener Emersion on the Listener Literacy and Incidental Uni-Directional Naming***
JENNIFER LONGANO, CAMILLE FONSECA, and R. Douglas Greer
- 5. *Effectiveness of the Reciprocal Gross Motor Imitation Training of the Establishment of Generalized Imitation***
Tianyue Sun, HUNG CHANG, and Maithri Sivaraman
- 6. *The Interaction Between Incidental Naming and Teaching Components of the Learn Unit***
GINGER HARMS, R. Douglas Greer, and Daniel Fienup
- 7. *Establishing Reinforcement for Correspondence: The Effects of Mirror Instruction on Generalized Imitation***
Claire Cahill, MICHAELA DUNHAM, and Jessica Dudek
- 8. *What Did You Say? The Effects of Articulation-Based Intensive Tact Instruction in Increasing Vocal Verbal Operants and Speech Intelligibility***
CLAIRE CAHILL, Han Yan, and Jennifer Longano
- 9. *Look, Listen, and Learn: The Effects of Synchronous Reinforcement on Observing Responses for Adult Faces and Peers***
Jennifer Longano, GIMO LEE, and Claire Cahill

10. *Imitate to Communicate: Using Rapid Motor Imitation Antecedent to Teach Mands to Toddlers*

YIFEI SUN and Lindsey Ackert

11. *My First Words: Establishing First Instance of Vocal Behavior Through a Rapid Motor Imitation Antecedent Intervention*

LILIAN MORALES, Katharine Loomis, Daniel Feinup, and R. Douglas Greer

2:45pm-3:00pm: BREAK

EVENT 9

3:00pm-3:50pm: PAPER SESSION

1 CEU: CABAS® and BACB Learning

Chair and CE Instructor: Grant Gautreaux, PhD., BCBA-D, LBA, SBA, AsstRS

Learning to Learn: Enhancing School Outcomes When Skill Acquisition is Not Enough

GRANT GAUTREAU and Derek Jacob Shanman (Nicholls State University), Dolleen-Day Keohane (Nicholls State University and Touchstone ABA), Jennifer Weber (Nicholls State University), Francis Hwang (Nicholls State University and Touchstone ABA), and Tricia Clement-James (Touchstone ABA)

Assessing school readiness is an important aspect of behavior analytic service provision. There are likely essential prerequisite and requisite skills critical for a learner's success in a school-based setting. These skills may indeed be necessary but not sufficient as we work towards preparing children so they can benefit from a variety of instructional delivery formats. The acquisition of verbal behavior development cusps appears to increase the likelihood children will be equipped to learn indirectly through observation and incidental exposure. When these cusps are not present, learning may be more difficult and require numerous tactics. We report some initial findings related to children who entered or re-entered a school setting with and without observational learning, Bi-directional Naming and generalized imitation as verbal behavior developmental cusps and their learning outcomes in this setting. We also report evidence-based protocols to reliably induce these cusps and useful tactics for learner success in inclusive educational settings.

EVENT 10

4:00pm-4:30pm: News, Announcements, and Closing Remarks

FASST Forward: Future Directions for A Strategic Science of Teaching

GRANT GAUTREAU and JESSICA DUDEK (FASST)

We will provide an overview of recent developments and plans for the future of the Foundation for the Advancement of a Strategic Science of Teaching (FASST) and CABAS®. We will present the revised organizational structure of FASST, updates on CABAS® certification and accreditation, and FASST initiatives.

THANK YOU for attending the 13th International CABAS® Conference!

Please turn in your CEU and Evaluation forms to the Registration Desk

The Fred S. Keller School is a Proud Gold Sponsor of the
13th International CABAS® Conference!



The Fred S. Keller School (FSK), named for the behavior analyst and pioneer in experimental psychology, Fred Simmons Keller, has campuses in Yonkers, White Plains (Westchester County) and Palisades (Rockland County), New York. FSK is an internationally recognized behavior analytic preschool and early intervention program for children from eighteen months through age five with and without disabilities. The school serves as a research and demonstration center for state of the science differentiated instruction and curriculum-based assessment.

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CONGRATULATIONS TO JIGSAW ON THEIR 25th ANNIVERSARY!

