12th International CABAS® Conference

Advances in Research in Verbal Development

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

March 22-23, 2024

The Woodlands, Texas

Special Thanks to the 2024 CABAS® Conference Planning Committee

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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, March 22, 2024

The Woodlands Waterway Marriott Hotel & Convention Center
1601 Lake Robbins Dr., The Woodlands, TX 77380

8:45am Thrive School Tour: If you *pre-registered* for the Thrive School Tour, please meet in the hotel lobby. This event is sold out. To check your pre-registration status, view your registration confirmation email title "POWr Form Submission Received." "Thrive School Tour" will be listed in the transportation field for all attendees.

9:00am: Bus departs the Marriott
9:30-10:30am: School Tour
11:00am: Bus returns to the Marriott

12:00-1:00 Check-In and On-Site Registration
Location: Montgomery Foyer

EVENT 1
1:00-1:50: Roundtables on FASST/CABAS® Initiatives
Location: Montgomery Ballroom

Informational Sessions on FASST Teacher Training, CABAS® School Accreditation, CABAS® Continuing Education, CABAS® Rank Updates, and CABAS® Programs of Research
Chair: GRANT GAUTREAUX, PhD., LBA, BCBA-D, SBA, AsstRS

FASST Teacher Training—Jennifer Weber, Francis Hwang

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CABAS® Credentialing—Jessica Dudek, Jo Ann Delgado
CABAS® Site Accreditation—Robin Nuzzolo, Kate Grant
CABAS® Continuing Education—JeanneMarie Speckman, Emma Hawkins
CABAS® Research—Doug Greer

EVENT 2
2:00pm-4:00pm: Panel Discussion
Location: Montgomery Ballroom
2 CEUs: CABAS® and BACB® Learning
Chair and CEU Instructor: Jennifer Longano, PhD, SBA, AsstRS
LIN DU, JESSICA DUDEK, JENNIFER LONGANO, JEANNEMARIE SPECKMAN

The ELCAR in Practice: Setting up the Right Curriculum

This panel discussion will cover frequently asked questions related to the 2nd edition of the ELCAR. Topics include the following: Differences between the first and second edition; changes to ELCAR screenings; differences between repertoire assessment and curriculum; the importance of multiple exemplar instruction; when and how to prompt; how to teach intraverbals; how to teach concepts; and how to assess and expand children's community of reinforcers. This will be an interactive forum where audience members will be asked to participate in active discussion with panelists.

EVENT 3
5:00pm-7:00pm: Poster Session and Conference Social
Location: Montgomery Foyer
Cash Bar with complimentary appetizers

POSTERS

1. **A Study on Effects of Multiple Exemplar Instruction on Derived Intraverbal Responses within Stimuli Equivalence in children with Autism Spectrum Disorder**
   Munjin Cho (KAVBA ABA Research Center) and HYESUK LEE PARK (Kongju National University)

2. **The Effect of Multiple Exemplar Instruction (MEI) within Relational Frame Theory on Perspective-Taking Responses Using Fairy Tales in Children with Developmental Disabilities**
   Insoon Lee (Insoon ABA Verbal Behavior Center) and HYESUK LEE PARK (Kongju National University)

3. **Effects of Listener Response Instruction via Matching and Exclusion Learning on Emergence of Naming in School Aged Children with Developmental Disabilities**
   YiSeul Lee (Nuri ABA) and HYESUK LEE PARK (Kongju National University)

4. **Using Virtual and Augmented Reality to Teach Children on the Autism Spectrum with Intellectual Disabilities: A Scoping Review**
   Emily M. Erb (Western University) and GABRIELLE LEE (Western University)

5. **Blood Test without Tears: Building Compliance During Medical Procedures for Five Children with ASD**
   ELISA GALANTI (Erre piu R+ Association) and Fabiola Casarini (Erre piu R+ Association)

6. **Utilizing an Interdependent Contingency to Decrease Transition Time**
   Kailynn Mantia (Max Charter School, Nicholls State University) and ELLIS SMITH (Touchstone ABA and Columbia University Teachers College)

7. **Learning and Emergence of Tacting Auditory Stimuli in Children with Autism Spectrum Disorder**
   JOSÉ JULIO CARNERERO (Universidad Internacional de La Rioja, Spain), Mariana Fernández-Varone (AULA10Malaga, Spain), and Luis Antonio Pérez-González (University of Oviedo, Spain)

8. **Effects of the Listener Emersion Protocol on Listener Literacy and Rate of Learning**
   FRANCIS HWANG (Touchstone ABA)

9. **Evaluating the Effect of the Stimulus-Stimulus Pairing Procedure on Appropriate Play Intervals with Books in 5 Subjects Diagnosed with Autism Spectrum Disorder and Comorbidities**
   FLAVIA BORGONOVO (Nicholls State University, Coop SOLE onlus), Bruno Angeli (Nicholls State University, Coop SOLE onlus). Veronica Baroni (PRISMA Centro per l'Apprendimento, Coop SOLE onlus)

10. **Evaluating the Effects of Intensive Tact Instruction with Stationary and Animated Images on the Emission of Vocal Verbal Operants in Non-Instructional Setting in Students with a Diagnosis of Autism Spectrum Disorder and Other Developmental Disabilities**
    BRUNO ANGELI (Nicholls State University - Cooperativa SOLE onlus), Veronica Baroni (PRISMA Centro per l'Apprendimento - Cooperativa SOLE onlus), and Flavia Borgonovo (Nicholls State University - Cooperativa SOLE onlus)

11. **The Effects of a Self-Talk Immersion Protocol on Self-Talk During Fantasy Play in Children Diagnosed with Autism Spectrum Disorder and Other Developmental Disabilities**
    VERONICA BARONI (PRISMA Centro per l'Apprendimento), Hayley Locke (Jigsaw CABAS® School), Kate Hewett (Jigsaw CABAS® School), and Grant Gautreaux (Nicholls State University)

12. **Utilizing Behavioral Skills Training and the Teacher Performance Rate and Accuracy Scale to Enhance Training Practices**
    DESTINY PINELL (Touchstone ABA), Alisha Autin (Touchstone ABA), and Grant Gautreaux (Nicholls State University)

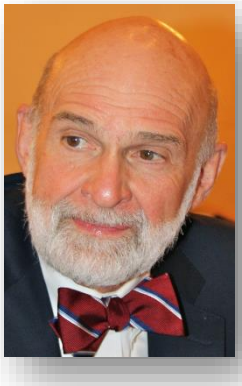
13. **Progress Monitoring at Center for Academic and Behavioral Support (CABS)**
    JESSICA CLARK (Livingston Parish Schools) and Lauren Becnel (Touchstone ABA)

14. **An Analysis of the Effects of Academic Tacts and Multiple Exemplar Instruction on Observational Learning and Bidirectional Incidental Naming and Collateral Effects**
    MADDI BENOIT (MAX Charter School) and Jennifer Weber (Nicholls State University)

Saturday, March 23rd

8:00am: Check-in and On-Site Registration
Location: Montgomery Foyer

EVENT 4
9:00am-9:50am: **INVITED ADDRESS**
Location: Montgomery Ballroom
1 CEU: CABAS® and BACB® Learning
Chair and CE Instructor: Jessica Dudek, PhD, LBA, BCBA-D, SBA, AssocRS



R. DOUGLAS GREER, PhD, SBA, SRS

Doug Greer is Professor Emeritus of Psychology and Education, Graduate School of Arts and Sciences and Teachers College of Columbia University and currently Senior Research Scientist for the Foundation for the Advancement of a Strategic Science of Teaching (FASST). He has served on the editorial boards of 12 journals, published over 200 research and theoretical articles in more than 23 journals and is the author, coauthor, or coeditor of 14 books and the ELCAR curriculum and inventory of repertoires for preschoolers. Two of his most recent books are translated into Korean, Spanish, Chinese, Italian and Portuguese. Greer has sponsored 264 doctoral dissertations, taught numerous teachers and psychologists, founded the Fred S. Keller School and the CABAS® model of schooling used in the USA, Korea, Spain, Ireland, Italy, China, and England (www.cabasschools.org). He has been involved in basic and applied experimental research for 55 years in schools with students, teachers, parents, and supervisors as well as pediatric patients in medical settings. He and his students and colleagues have identified: (a) verbal and social developmental cusps and protocols to establish them when they are missing in children, (b) conditioned reinforcement by observation and denial conditions, (c) an organizational systems science of schooling, and (d) the stimulus control for incidental bidirectional naming. Doug is the recipient of the *Fred S. Keller Award for Distinguished Contributions to Education* from the American Psychology Association, a *Fellow of the Association for Behavior Analysis International*, the ABAI award for *International Contributions to Behavior Analysis,* May 5 as the *R. Douglas Greer Day by the Westchester County Legislature* and the *Jack Michael Award for Contributions to Verbal Behavior*. The ABAI award for Institutional Contributions to Behavior Analysis to Teachers College Columbia

University and CABAS® is scheduled for the May 2024 ABAI convention. He has served as guest professor at universities in Brazil, China, Spain, Wales, England, Japan, Korea, India, Ireland, Germany, Italy, USA, and Nigeria.

What Should We Do with What We Have Found?

Within the field of education (this is mirrored in psychology also), there are those who advocate a science of education and an anti-science of education. Within the group of individuals who believe in a science of education there are different aspects. These are the beliefs that (a) a science of education is a science of subject matter (e.g., science of reading), (b) a science of pedagogy (e.g., ABA in education), or (c) a science of development as the guiding source of teaching (e.g., developmentally appropriate education). Using the teaching of reading as an example, I show how a contemporary behavior science of teaching (Strategic Science of Teaching) has effectively merged these. The science of the subject matter of reading consists of the communicative *function of language* (and how it is acquired from observation) as it is joined to print at the level of learning to read and at the level of reading to learn, including the derived relations of implicit comprehension. The structural science of reading identifies aspects of what to teach when teaching reading. These aspects of *what to teach* in reading are more complete when joined, and I believe our work has done it. However, the function and structure of *what to teach* about reading doesn't tell us how to do it. Pedagogy as a behavior science of teaching tells us *how to teach* by using measurement and the principles of the science of behavior and the principles of the strategic science of teaching to implement teaching the function and structure of reading using an organizational behavior science (e.g., CABAS®). Finally, there is a developmental sequence that does identify what to teach about reading as it relates to communicative development and how to teach it. The real problem is: How do we disseminate it?

EVENT 5
10:00am-11:20am: **SYMPOSIUM 1**
Location: Montgomery Ballroom
1.5 CEUs: CABAS® and BACB® Learning
Chair and CE Instructor: Grant Gautreaux, PhD., LBA, BCBA-D, SBA, AsstRS

Finding the Missing Pieces: Isolating Variables that may Contribute to Novel and Derived Responding
Most children learn incidentally through experience, exposure, and a variety of learning opportunities. Barriers to contacting those opportunities exist when certain learning cusps are missing. Inducing cusps require intensive procedures involving several variables. Outcomes for children with missing cusps are generally better when we understand the critical variables that may contribute incidental learning. In this symposium we report the findings of 4 studies that investigated echoic responding, specific stimulus pairings and different types of speaker behavior and the relationship with novel and derived responding. We also provide information on making educational and clinical decisions based on these findings.

Paper 1: The Effects of an Echoic Immersion Protocol on the Emergence of Novel Mands and Tacts

JENNY CRONIER (Tulane Center for Autism and Related Disorders), Clarissa Guidry (Tulane Center for Autism and Related Disorders), and JuMani Grimes (Tulane Center for Autism and Related Disorders)

Children with autism and other language delays may emit a low number of verbal operants in instructional and noninstructional settings. Previous research has indicated a period of rapid verbal behavior development in young children as a function of environmental contingencies (Cruvinel & Hübner, 2013). If an exponential increase in verbal behavior is not observed during this critical time, it may indicate a source of language delay. Researchers noted that multiple verbal operants should emerge during this critical period of language development, including mands, tacts, and echoics. According to Cruvinel and Hübner (2013), echoics play a significant role as a prerequisite behavioral repertoire that enables the establishment of other verbal behavior operants (Cruvinel & Hübner, 2013). When verbal operants are identified as missing, echoics may be used to facilitate the emergence of novel verbal behavior including mands and tacts. Previous research has utilized echoic instruction to increase independent tacts and mands with young children with autism (Kodak & Clements, 2009; Luke et al., 2020). Similarly, behavior analytic research has indicated that immersion protocols have resulted in increases in generalized verbal behavior (Naresh et al., 2020). Because of the promising nature of this research, more investigation is needed into methods of effective instruction that result in increases in novel verbal behavior, including the effectiveness or role of an echoic immersion protocol on the emergence of novel mands and tacts. A single subject multiple probe design was used with a 2-year-old child diagnosed with autism to determine the effects of the protocol on the emission of novel verbal operants.

Paper 2: Investigating the Effects of the Echoic on the Emergence of Subtypes of Naming in Autistic Children

EMMA HAWKINS (Jigsaw CABAS® School), Kate Hewett (Jigsaw CABAS® School), Veronica Baroni (PRISMA Centro per l' Apprendimento), and Grant Gautreaux (Nicholls State University)

This paper focused on the role of the echoic in testing for and potentially inducing naming. Four subtypes of naming were analyzed: unidirectional naming (UniN), bidirectional naming (BiN), incidental unidirectional naming (Inc-UniN) and incidental bidirectional naming (Inc-BiN). Five autistic participants, aged 4-7 years, were tested for these 4 subtypes of naming. If a subtype was not present then they were retested with an adapted test that included an echoic component. This echoic component involved inducing an echoic response from the participant when required to match and point to stimuli. All five participants met the criterion for a subtype naming following this adapted test that included the echoic component. They continued to meet this criterion when the original test was subsequently used with novel stimuli and without the echoic component. This paper supports previous research that highlights the importance of the echoic to induce naming. This is also a more efficient procedure for inducing naming compared to other procedures such as multiple exemplar instruction and intensive tact instruction. It is discussed whether this should be an initial tactic to induce a subtype of naming before implementing more time-intensive procedures.

Paper 3: Evaluating the Effectiveness of the Stimulus Pairing Observation Procedure (SPOP) on the Emergence of Incidental Bidirectional Naming (Inc-BiN) in Children with Developmental Disabilities

VERONICA BARONI (PRISMA Centro per l' Apprendimento), Bruno Angeli (Nicholls State University - Cooperativa SOLE onlus), Flavia Borgonovo (Nicholls State University - Cooperativa SOLE onlus), Grant Gautreaux (Nicholls State University), and Emma Hawkins (Jigsaw CABAS® School)

This study evaluates the effects of the Stimulus Pairing Observation Procedure (SPOP) on the emergence of Incidental Bidirectional Naming (Inc-BiN). Effects of the SPOP on Bidirectional Naming (BiN), Unidirectional Naming (UiN) and Ecological Inc-BiN Probes were also evaluated. A multiple probe design across participants was used to evaluate the effects of the SPOP on these dependent variables. The participants were three 4- to 5-years old children with diagnoses of Autism Spectrum Disorder, Global Developmental Delay and Specific Language Impairment. They lacked any of the subtypes of Naming and demonstrated the prerequisites to access the training. The Independent variable (SPOP) consisted of the observation of the pairings of auditory and visual stimuli during four different topographies of presentation: video, storybook, slideshow, and playset. During each condition the same 5 stimuli (3 contrived and 2 non familiar) were presented 3 times each, totaling 15 pairings exposures per condition, 60 per training set. After each condition of 15 pairings, 5 tact trials with flashcards were presented. Training sessions were repeated until the child acquired a criterion of 100% accuracy in the 5 tact trials. After each criterion Naming probes were conducted with a new set of 5 contrived stimuli. Following this intervention, one participant demonstrated Inc-BiN with novel sets of stimuli as well as with stimuli used in the pre probes. The other two participants demonstrated an increase in correct responses during probes after each training set, training is still ongoing for them.

Paper 4: Connecting the Dots for a Big Picture Success: How One's Listener and Speaker Behaviors Join

TRICIA CLEMENT-JAMES (Touchstone ABA) and Francis Hwang (Touchstone ABA)

The development of verbal behavior allows a human to communicate and learn in more meaningful ways that one was not able to before (Pohl et al., 2020). Extending on Skinner's verbal behavior (1957), the verbal behavior development theorists, across the last 4 decades, identified critical developmental cusps that allow one to learn in new ways and contact new reinforcers (Greer, 2020). Incidental bidirectional naming (Inc-BiN) is a verbal development cusp that allows one to learn through exposure alone, which accelerates one's rate of acquisition (Greer & Longano, 2009; Hranchuck et al., 2019). We studied 30 students with developmental disabilities to identify the presence of their speaker and the joining of listener and speaker verbal development cusps. Through our investigation, we sought to answer the following research questions: 1) Is there a significant association between the presence of Inc-BiN and other speaker orjoining of listener and speaker repertoires? 2) Are there any significant differences between population groups in the presence of joined listener and speaker cusps? The results are discussed in terms of remediating deficits of missing verbal development cusps and utilizing the presence of verbal development cusps to change how the students can be taught.

Event 6
11:30am-12:20pm: SYMPOSIUM 2
Location: Montgomery Ballroom
1 CEU: CABAS® and BACB® Learning
Chair and CE Instructor: Jennifer Weber, PhD, LBA, BCBA-D, SBA

Advancements in Bidirectional Naming, Equivalence-Based Instruction, and Academic Achievement

Paper 1: The Intersection of Incidental Bidirectional Naming and Behavior Analytic Instructional Design Tactics
ELLIS SMITH (Columbia University Graduate School of Arts and Sciences)

Behavior Analytic theories have stressed the importance of emergent response repertoires and have consistently studied them across fields (e.g., Incidental Bidirectional Naming, Arbitrarily Applicable Relational Responding, Equivalence). Recently, researchers have studied their similarities across perspectives, one area of interest being Incidental Bidirectional Naming (Inc-BiN). However, little applied work has addressed the influence of Inc-BiN on emergent intraverbal responses across multiple instructional design tools. Study 1 investigated the relation between participants' degree of Inc-BiN and academic performance (mathematics and reading). The researcher correlated participants' listener and speaker responses for 2 Brief Inc-BiN Probes with academic performance (iReady Diagnostic Mathematic and Reading scores) across 41 participants. Results showed significant positive correlations between degree of Inc-BiN and academic performance. Experiment 2 investigated the effectiveness and appropriateness of matrix instruction on participants' emergent intraverbal responses. The researcher used a matrix with 5 prefixes on the y-axis and 5 root words on the x-axis, which combined to make 25 word combinations. The researcher taught 5 words and tested the other 20 word combinations. The researcher implemented a multiple probe design and measured emergent intraverbals and degree of Inc-BiN prior to and following intervention. During intervention, the researcher taught participants only 5 words to mastery. Results showed a similar trend to Experiment 1; emergent intraverbal responses varied in accordance with participant degree of Inc-BiN. Experiment 3 investigated the effects of an instructional design tactic, Equivalence-Based Instruction, across participants with ranging degrees of Inc-BiN. During intervention the researcher taught 2 out of 6 relations to mastery using learn unit instruction across 13 participants. Results showed that participants with UniN and Inc-BiN emitted a high percentage of emergent relations following learn unit instruction across the three studies. The data highlight the importance of Inc-BiN's relation to academic performance in general (Study 1) and in predicting participants' success with behavior analytic instructional design tactics (Studies 2 and 3).

Paper 2: The Effect of Equivalence Based Instruction on Mathematical Problem-Solving
LAUREN SHAPIRO (Columbia University Graduate School of Arts and Sciences)

In 2 experiments, I studied the effects of an Equivalence Based Instruction (EBI) math intervention on the emergence of untaught selection responses and abstraction to production responses. In Experiment I, using a multiple baseline design, I implemented

the EBI intervention among a group of 17 first grade participants with varying levels of math prerequisites and verbal behavior development. The intervention sought to develop a comprehensive relational network for the part-whole relations involved in addition and subtraction operations. This intervention, informed by Verbal Behavior Development Theory, Relational Frame Theory, and research on math proficiency, utilized visual and verbal stimulus presentations of fact families to establish the concepts underlying addition and subtraction. The key concept was that of a fact-family, in which two parts are equivalent to the whole and the whole is equivalent to the sum of its parts. The goal of the EBI intervention was to establish a relational network involving pictures, number bonds, sentences, and equations such that the part-whole relations involved in fact-families could be related to both addition and subtraction. The EBI intervention consisted of 3 phases to build this relational network. In Phase I, participants learned to match sentences describing complete fact-families with pictures and number bonds. In Phase II, participants learned to match sentences describing incomplete fact-families with number bonds. In Phase III, participants learned to match incomplete number bonds with addition and subtraction equations presented in various topographies. Before and after each phase of the intervention, I assessed the degree to which participants acquired untaught responses as well as their performance on production, or problem-solving, probes. Results revealed that the combinatorially entailed response (i.e., matching pictures with number bonds) emerged for all participants, while the mutually entailed response (i.e., selecting sentences) emerged for only some participants. Participants generally improved their problem-solving following the intervention; however, further examination was needed to supplement initial visual analyses of the graphs. Accordingly, in Phase IV, I conducted a series of statistical analyses to evaluate individual and group-level differences in responding during the EBI intervention. These analyses also sought to reveal whether math prerequisites or level of verbal behavior development were associated with performance during Phases I, II, and III. Results showed that the EBI intervention was associated with standardized math performance and problem-solving accuracy, and results suggested that verbal behavior development has a meaningful relation with rate of learning. In Experiment II, I aimed to evaluate the educational significance of the repertoires involved in the EBI intervention by conducting a correlational study with 32 additional first grade participants. This experiment revealed that the response-types targeted in Phase III of the intervention were significantly associated with standardized math performance.

12:20- 1:30pm: LUNCH on CABAS®
Location: Montgomery Foyer

EVENT 7
1:30pm-2:20pm: Paper Session
1 CEU: CABAS® and BACB® Learning
Chair and CE Instructor: Jo Ann Delgado, PhD, LBA, BCBA-D, SBA

The Establishment of Observational Stimulus Control that Makes Language Learning Possible
JESSICA SINGER-DUDEK (Columbia University Teachers College)

Until now, traditional accounts of *Observational Learning* (OL) have been disparate and incomplete. In the broader field, much of the OL research has focused on the requisite topographical responses required for learning as a function of indirect contact with contingencies (e.g., attention, discrimination, echoic responding, imitation). In fact, much of that research did not focus on *learning* at all. Recent research in verbal development, much of it from our CABAS® lab schools, has led to the identification and establishment of crucial verbal and preverbal developmental cusps necessary to learn language by observation. This presentation will trace the trajectory of language development leading to incidental language learning (Incidental Bidirectional Naming or Inc-BiN) as a function of *observational stimulus control*. This reconceptualization of verbal behavior development includes cusps that encompass the following: a) imitating (see-do responding); b) emulating (duplication of outcomes); c) changing existing behavior; d) acquiring new respondents, operants, and higher-order operants; e) acquiring new reinforcers under denial conditions; f) learning listener and speaker responses from exposure alone; and g) learning multiple responses or arbitrarily applicable relations, all as a function of observation.

EVENT 8
2:30pm-3:50pm: SYMPOSIUM 3
1.5 CEUS: CABAS® and BACB® Learning
Chair and CE Instructor: JeanneMarie Speckman, PhD, LBA, BCBA-D, SBA, AssocRS

The Kids are Alright: An Overview of Research and Strategic Analyses at the Fred S. Keller Schools
ROBIN NUZZOLO (Fred S. Keller School), JEANNEMARIE SPECKMAN (Fred S. Keller School), JENNIFER LONGANO (Fred S. Keller School), LIN DU (Fred S. Keller School), SUSAN BUTTIGIEG (Fred S. Keller School), and KATHERINE GARCIA (Fred S. Keller School)

The Fred S. Keller School currently serves 315 preschool and Early Intervention students across 3 campuses. For this school year 2023-2024, we have 13 supervisor Behavior Analysts and 5 doctoral students conducting original research and frequent strategic analyses in our schools. The research that the Institutional Review Board (IRB) approves must be designed to contribute to what we know about teaching as a strategic science, or about self-correcting, cybernetic systems of schooling. In short, the research should lead to better outcomes and opportunities for students. We will provide an overview of the research that is currently taking place in our schools in terms of the potential benefits to those who drive our system, the children. In addition, we will present several successful strategic analyses that led to the correction of identified learning problems.

4:00-4:30pm
Closing Remarks

THANK YOU for attending the 12th International CABAS® Conference!

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

Comprehensive Application of Behavior Analysis to Schooling

Changing Lives One Learn Unit at a Time

FASST MISSION

FASST's mission is to contribute to the well-being of society by promoting teaching, professional education, collaboration, research, and competency driven applications of the science of behavior analysis to solve problems in the home, school, community, and workplace through application in settings that include public, charter and private schools; clinics; learning centers; and in the context of tutoring. FASST strives to create, promote, and otherwise enhance domestic and global dissemination of scientifically sound and otherwise reliable information on behavioral services and science, and to promote collaboration that advances this goal. Core objectives of FASST are to promote collaboration among those engaged in behavior analysis, to support development and expansion of a learner- driven science of teaching for all children, to improve ongoing and future applications of behavior analysis directly and through the education of those providing and receiving behavior analytic services, and to raise awareness of and otherwise link the public and behavior analyst with evidence-based and otherwise scientifically sound behavior analytic resources.

Thank You to Our Generous 2024 Sponsors!

The Fred S. Keller School is a Proud Sponsor of the
12th 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 (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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Comprehensive Application of Behavior Analysis to Schooling
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Gotham Children®

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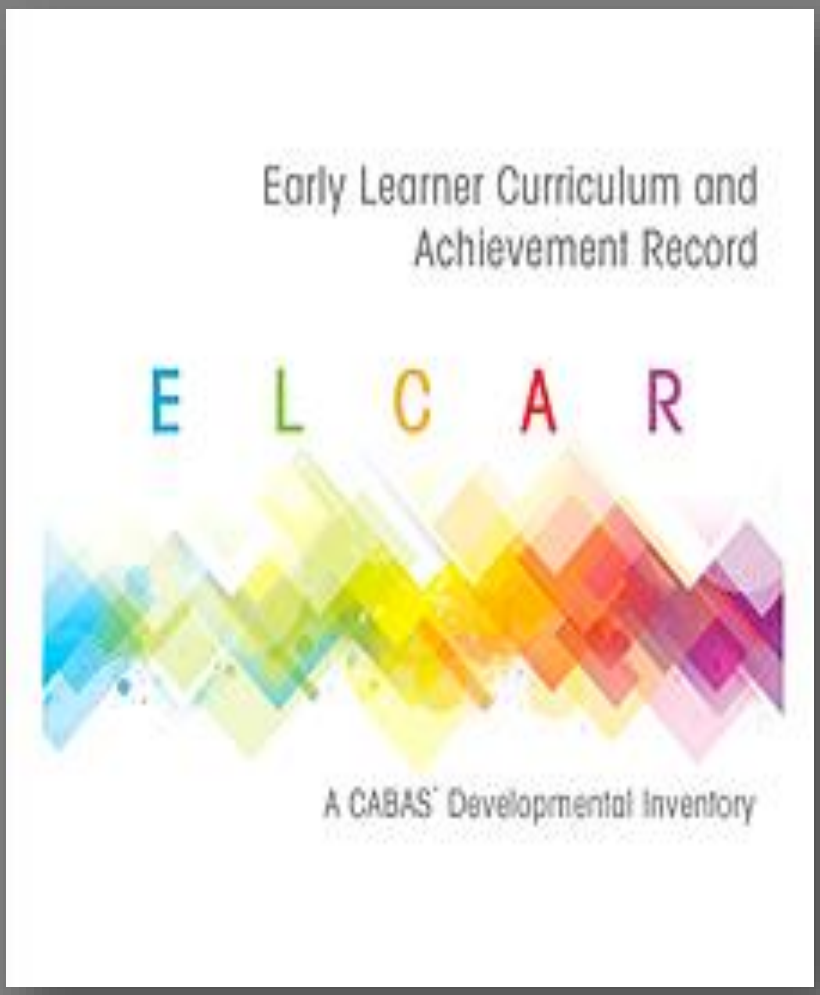
The Early Learner Curriculum and Achievement Record, 2nd Edition (ELCAR)

The ELCAR was developed through a collaboration between the Fred S. Keller School and members of the CABAS® Professional Standards Committee and is the culmination of decades of research dedicated to advancing and accelerating children's educational progress and verbal development.



The ELCAR is organized around the theory of verbal behavior 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 help maximize learner and teacher efficiency. The ELCAR package also includes training videos.

The ELCAR, 2nd Ed. is published by the Foundation for a Strategic Science of Teaching (FASST). To learn more about FASST or to purchase the ELCAR visit https://www.scienceofteaching.org/shop