

TRENDS

A CABAS® Community Newsletter

R. Douglas Greer on the History of CABAS®, Milestones, and Conferences

The upcoming conference to be held in New Orleans in March is the 10th International CABAS® Conference. In celebration of ten conferences, Dr. Greer graciously answers questions and shares notable historic CABAS® events, insights, and reminds us that the answers we seek are in the data.

JH: How did you develop the CABAS® model and how has it evolved over the years?

DG: From 1969 to 1980, my students in psychology and music (Greer, 1980; Madsen, Greer, & Madsen, 1976) and I developed a comprehensive behavioral model for bands and choruses based on a decade of research. Clearly, the kind of outcomes we were getting in music were not happening in academic literacy or special education. I was offered the opportunity to revamp a residential school for seriously developmentally delayed children and young adults in 1981. My graduate students and I applied behavior analysis to all components of the school and residence from everything in the classroom to maintenance of the facilities. We developed a curriculum for the school and a comprehensive measurement system for learning and behavior organization. Some of the early students involved in developing the model were Nan McCorkle, Laura Dorow, Gladys Williams, Mary Jean Marsico, Amy Albers, Lori Czerwinski (Greer), Robbie Babbitt, Dena Saxe, Peter Blechman, and many others. We originated the TPRA, the decision protocol, module components and ranks for expertise, a functional curriculum, and the beginnings of verbal behavior development research.

Fred Skinner insisted on the importance of his book *Verbal Behavior* and I began researching components of the book, would Skinner's theories work in practice?

In the early 1990s Dolleen Keohane and Jessica Dudek, as directors, established the residential school as an exemplar CABAS® program. We had already begun what was to become CABAS® in a residential school because we were given complete freedom (1981) as described above. We published a paper in *JABA* on the experimental analysis of a replication of the model with a school for the blind and developmentally disabled with the title "Comprehensive Application of the Behavior Analysis to Schooling." This then became the term for CABAS® and I obtained an intellectual trademark for the model. (The trademark became important because professionals began to claim that they were CABAS® trained but were, in fact, not trained by us.)

By the time my children were preschoolers I knew how poor the instruction was in most schools because of my own teaching and research experience in schools. So, we set up a preschool in our living room for our children and other children in the neighborhood. We sent our children off to kindergarten reading and doing math at second grade level and loving it. As a result of success with the residential school, Westchester County asked me to develop a preschool for "behaviorally disordered" children in a South Westchester

FEATURED RECENT PUBLICATIONS

- Pohl, P., Greer, R. D., Du, L., & Lee-Moschella, J.L. (2018). Verbal development, behavioral metamorphosis, and the evolution of language. *Perspectives on Behavior Science*. <https://doi.org/10.1007/s40614-018-00180-0>
- Longano, J., Hranichuk, K., & Greer, R. D. (2019). Teaching preschool aged children the structure and function of writing. *Behavior Development*. 23(2), 106-117. <http://dx.doi.org/10.1037/bdb0000081> for FUN check this one out.
- Greer, R. D. (January-February 2016). History: Remembering Fred Keller. *Operants*. Cambridge, MA: B. F. Skinner Foundation. <https://www.bfskinner.org/>

UPCOMING EVENTS

March 6-7, 2020 REGISTRATION OPEN! the 10th International CABAS® Conference, New Orleans, La. Check the website often for updates! cabasschools.org



school (Margaret Chapman School). Nan McCorkle and Laura Dorow helped me with the establishment of what I named the Fred S. Keller School that we opened in 1986. Janet Twyman and then Denise O'Sullivan followed Nan McCorkle and Laura Dorow as directors of the school for the first 20 year of the school's operation. The school is now directed and co-directed by Robin Nuzzolo and Jeanne Speckman (for the last 16 years). (Under their direction the school now consists of three campuses and over 320 children from 16 months to age 5.)

Of course by then, we had extensive research on each components of our model and the verbal behavior research became verbal behavior DEVELOPMENTAL research, identifying verbal development interactions with a science of teaching.

Early in the 21st century we began a CABAS® preschool class for children with ASD in the Morristown Schools District followed by a CABAS® 3rd through 5th grade classroom, also for ASD. (Robin Nuzzolo played a big role in making that possible.) In 2007, we were given a general education First Grade with Inclusion students that resulted in the CABAS® Accelerated Independent Learner (AIL) Model. Twelve years later we have 10 classrooms in the Morristown School District, and we have begun training other teachers in the district to develop repertoires of teachers who are strategic scientists of teaching (Jo Ann Delgado and Jen Weber play key roles in AIL.)

Our international efforts began in 1988 in Sicily, but this did not continue beyond 1990 because of economic conditions in the country. However, in 1997, with help from Dolleen Keohane, we developed what I believe was the first behaviorally based school for children with autism in Europe and the United Kingdom (Treehouse). The most important outcome of that effort, however, was not Treehouse but it was the development of the first accredited CABAS® School outside of the USA, The Jigsaw School with Kate Grant as the founder. Emma Hawkins joined the effort and together with Kate developed a model CABAS® School and adult facility.

CABAS® centers or CABAS® trained professionals are active disseminating a strategic science of teaching in Spain, Italy and Bosnia. In the last year Hye-Suk Lee Park's school in Korea (KABA) achieved CABAS® accreditation marking the first school and program to do so in Asia. Of course, Fabiola Casarani has been instrumental in important work in Italy as has Jose Julio Carnerero and Luis Perez Gonzales in Spain. In 1998 we began a 10-year effort in Ireland where

Dolleen and I developed schools (i.e., centers) for children with ASD in Cork, South Drogheda, Dublin, and South Dublin. We trained approximately 200 professionals. Most notably trained were Olive Healy and Jennifer O'Conner who are now university professors in Ireland (Trinity and University of Galway). This period established close relations with the work in RFT and VBDT.

JH: Ten conferences is quite a milestone - what are you most proud of?

DG: My students of course!

JH: You certainly have cultivated and motivated several generations of researchers and practitioners to commit their professional lives to the strategic science of teaching. Who first motivated you to dedicate your work to improve educational outcomes?

DG: Oliver P. Hobbs. I was his assistant band director at Leon High School in Tallahassee Florida January 1964 to June of 1966. His passion for kids and for believing in and insisting on mastery set the mark for me. The first year that I taught with him we had 225 kids in the band with a range of skills. By the end of the year all of the students performed with expertise. He also taught me that, "No one teaches kids like other kids." Another major influence was my own children. Being a father at 21 set the stage, while having two other children later, after I knew about the way schools were for them, acted as big motivating conditions. The support and mentorship of Fred Skinner and Fred Keller, the influence of Izzy Goldiamond, Ogden Lindsley, and Ziggy Engelman kept the wood in the fire.

JH: Who and/or what continues to motivate you?

DG: My current and former students at TCCU, children in CABAS® and CABAS® AIL programs, and the professionals in CABAS® schools!

JH: Tell us about the early conferences. What was the format like?

DG: The format was much as it is today. The first invited speaker was Dermot Barnes Holmes along with Yvonne Barnes-Holmes and we had symposia for recent research, rapid data presentations and posters along with a follies. Visits to CABAS® schools came a few years later. In subsequent conferences the speakers included Ernest Vargas, Jack Michael, Roy Moxley, Joe Layng, Cao Miguel, Ruth Ann Rehfeldt, Erik Arntzen, Martha Pelaez, Jesus Rosales-Ruiz, and Daniel Fienup.



JH: What are some of your favorite conference stories or memories?

DG: At the first conference we had a major snowstorm and we were staying in cabins in a state park in northern Rockland County, wood stoves!!!! I think it was Dermot and Yvonne Barnes-Holmes first real snowstorm. Terrific presentations by all of the guest speakers and their real surprise at seeing the sophistication of CABAS® schools.

JH: Since the first conference, what are the most notable changes in the field?

DG: By the time we had begun the CABAS® conferences, ABAI had already shifted from interest in education to interest in developmental disabilities and ASD. Early on the field was interested in education, therapy, OBM, behavioral medicine and a range of applications. Because education became less fundable, research on seatbelts and later autism “treatment” education sat further from the salt in ABA. (In the Middle Ages salt was a luxury and was usually placed at the head of the table next to royalty. Hence, the closer one sat to the salt the more influential one might be.)

JH: How has the conference evolved? How has the research evolved?

DG: Having a university hub at Nicholls State (kudos to Grant Gautreaux) and the development of the CABAS® conference in NOLA widens the audience and exposes a different audience to our work. The conferences have always focused on bringing important new voices in the science to speak to us as well as exposing the speakers to CABAS® research. The addition of opportunities to visit CABAS® schools at the conference site is unique to CABAS® methinks and has been a great addition.

The research simply progresses logarithmically. The work in verbal behavior development and derived relations is merging. It just may be that the sources of relational responding are found in verbal development with correspondence/coherence is the mother of learned reinforcers for relational responding. But I am often wrong!

JH: Any advice for the next generation of behavior analysts?

DG: Follow the data coming from the kids learning or not learning, not fads, grants, or disciplinary silos.

JH: What is your vision for the next 10?

DG: The data will tell, not I.

Janice Huber

CABAS® 2020

March 6-7, 2020

New Orleans, Louisiana

Early Registration Ending Soon

REGISTER NOW!

EARLY Registration Extended to **January 5, 2020**. Register today to take advantage of discounts
[Register HERE](#)

Call for Papers OPEN

The Conference Committee is now accepting submissions for posters and symposia, Deadline to submit is **January 15, 2020**
[Submit HERE](#)

Hotel Room Block



Join us at the beautiful Westin near the heart of the French Quarter.
[Reserve your room HERE](#)



ELCAR Ready for Publication

We are pleased to announce that we are in the process of securing a publisher for our newest curriculum and assessment, the Early Learning Curriculum and Achievement Record (ELCAR). The ELCAR replaces the C-PIRK and the VBDA (including the pyramids), with nearly every item updated, including:

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

Individuals will be able to purchase a variety of packages that include a specified number of record books. Stay tuned for alerts about when this exciting new package will be available.

CABAS Launches Webinar Series

In October of last year, Dr. Jen Weber launched *CABAS Webinars*. Live events were held on October 16, November 11, and December 12. The 2019 webinars are now available on-demand. Topics include *Decision Analysis for Supervisors*, Part 1 and Part 2, and *Verbal Behavior Development*. Participants receive 1 Type 2 CEU and 1 CABAS CEU for each hour of the webinars. Be on the lookout for 2020 webinars. Visit the FASST website at <https://www.scienceofteaching.org/shop> to view webinar events.

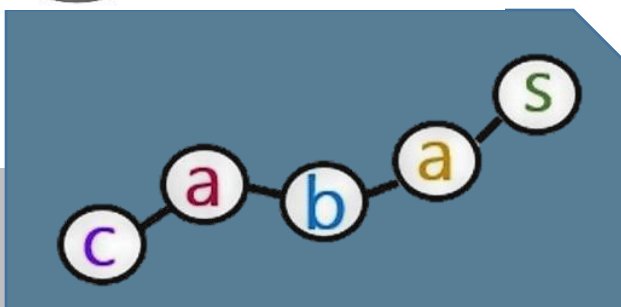
Workshops to be held at CABAS 2020 Conference

Two workshops will be held on Friday, March 6, 2020. *Introduction to a Strategic Science of Teaching* and *Curricular and Pedagogical Advances for Accelerating Children's Verbal Development: An Overview of the Early Learner Curriculum and Achievement Record (ELCAR)* will be presented.

Attendees may attend both workshops for one fee.

[Register HERE](#)

Thank you to our generous 2020 Conference Sponsors!



Send us your news!
cabasschools@gmail.com
cabasschools.org