

# 10<sup>th</sup> International CABAS<sup>®</sup> Conference

*Advances in Research in Behavioral Development*

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

March 6-7, 2020

*New Orleans, Louisiana*

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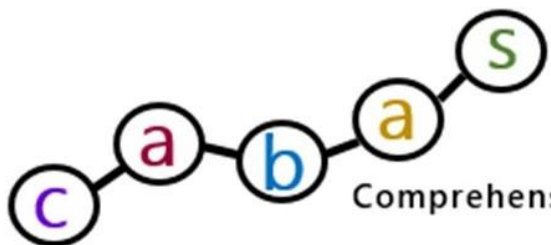
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*The CABAS Conference is hosted by the Foundation for the Advancement  
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**Comprehensive Application of Behavior Analysis to Schooling**  
*Changing Lives One Learn Unit at a Time*

**Friday, March 6, 2020**

**Event 1**

**8:00: Workshop and Conference Registration**

**9:00-12:00: WORKSHOP**

**Location: Magnolia III**

**3 CEUs**

**CE Instructor: Jennifer Weber, PhD, LBA, BCBA-D, SBA**

***Introduction to a Strategic Science of Teaching***

**JENNIFER WEBER, GRANT GAUTREAUX, AND KELLY MERCORELLA**

***Foundation for the Advancement of a Strategic Science of Teaching***

This workshop is designed to provide an overview of a *strategic science of teaching*, as incorporated into The Comprehensive Application of Behavior Analysis to Schooling, or CABAS®, model. There are currently seven accredited CABAS® model schools and centers around the world, two graduate programs invested in the CABAS® model, as well as five cohorts of public and private school teachers training to teach using a strategic science. This system is built on over three decades of research and utilizes an effective scientific model of instruction for all learners. This includes: (a) a foundation in the basic and applied science of behavior (principles of behavior, learning, and teaching), (b) research tactics derived from the science, (c) continuous measurement of the student and teacher, and (d) a strategic analysis to connect teaching tactics with learning and verbal behavior cusps. The identification and establishment of verbal behavior cusps allows for children to be taught based on how they contact the instructional environment. Attendees of the workshop will receive training on the basic unit of measurement in the CABAS® system--learn unit, research-based tactics, and the strategic analysis that takes into consideration verbal behavior development that can be utilized in both public and private schools and centers.

**12 - 1:30: LUNCH - on your own**

**Event 2**

**1:30-4:30: WORKSHOP**

**Location: Magnolia III**

**3 CEUs**

**CE Instructor: Lin Du, PhD, LBA, BCBA-D, SBA, AsstRS**

***Curricular and Pedagogical Advances for Accelerating Children's Verbal Development: An Overview of the Early Learner Curriculum and Achievement Record (ELCAR)***

**JESSICA SINGER-DUDEK, LIN DU, JEANNEMARIE SPECKMAN, CLAIRE CAHILL, AND JENNIFER LONGANO**

***The Fred S. Keller School and CABAS®***

We will present an overview of the Early Learner Curriculum and Achievement Record (ELCAR), formerly known as the C-PIRK curriculum and assessment. We will describe and demonstrate each component (Screenings, Achievement Record, Verbal Behavior Development Assessment) and domain of the ELCAR, which has been organized around the theory of verbal behavior development, highlighting the curricular repertoires in each along with the verbal cusps that will be necessary for a child to progress in those curricular areas. Workshop attendees will receive video training on implementing and recording a number of items in the assessment.

### **Event 3**

**5:00-7:30: POSTER SESSION**

**Location: Magnolia I-II**

### **POSTERS**

- 1. Effects of an Accelerated Auditory Match-to-Sample Procedure on Echoic Responses**  
Lenah Alshowaiman and WENHUI ZHANG  
*Columbia University Teachers College*
- 2. The Use of Self-Monitoring to Improve Teacher's Productivity in a CABAS® School**  
CHLOE MASON and Jessica Wilding  
*Jigsaw CABAS® School*
- 3. The Effects of a Listener Emersion Protocol on Responding to Vocal Directions**  
EMILY REPP  
*Seattle Behavior Consulting & Therapy*
- 4. The Effects of a Face Conditioning Protocol on the Acquisition for Conditioned Reinforcement of Observing Adult's Faces**  
MARK FLORES  
*Seattle Behavior Consulting and Therapy*
- 5. The Emergence of Echoic Responses and Pure Tacts Through Daily Tact Instruction**  
VERONICA MOLINA  
*Seattle Behavior Consulting and Therapy*
- 6. The Effects of Printed Stimuli and MEI on Acquisition Across Programmes**  
KAVINDA SENEVIRATNA  
*Seattle Behavior Consulting and Therapy*
- 7. The Effects of a Visual Tracking Protocol on Observing 3D Stimuli and Learn Units to Criterion**  
ANGELA MORAN, Jaclyn White, and Ashley Hughes  
*Touchstone ABA*
- 8. The Effects of a Token Economy on Increased In-Seat Behavior**  
RENEE CLEMENT  
*Touchstone ABA*
- 9. The Effects of the Use of Social Reinforcement on Communication Deficits**  
CHRISTINE CORTEZ and Mandi Bonvillain  
*Touchstone ABA; Nicholls State University*
- 10. Implementing the Learn Unit to Teach a Pre-Reader and Pre-Writer to Type Common Sight Words and Basic Phrases**  
ISAAC RODRIGUEZ, Mandi Bonvillain, and Sierra Savoie  
*Touchstone ABA*

**11. The Effects of an Auditory Matching Protocol on the Acquisition of Advanced Listener Literacy and Increases in Correct Echoic Responses**

BOBBIE FREMIN and Jayven Encarnacion  
*Touchstone ABA*

**12. The Effects of Conditioning Faces and Voices on Student Learning, Joint Attention and the Emergence of Novel Observing Responses and Verbal Operants**

CARMEN VARA NAPIER, Deanna Purslow, and Victoria Sartin  
*Beyond Expectations*

**DIGITAL POSTERS**

**13. The Effects of Reader Immersion Protocol on the Acquisition of Read-Do Correspondence for Three Second-Grade Students**

JI YOUNG KIM, Mary-Kate Short, and Josie Dress  
*Columbia University Teachers College*

**14. An Analysis of Faded Prompting Procedures on the Rate of Tact Acquisition**

Ginger Harms, Susan Buttigieg, NANA ISHIKAWA  
*Columbia University Teachers College and the Fred S. Keller School*

**15. The Use of Self-Monitoring and Target-Setting to Increase Responses to Learn Units**

MEREDITH WIGHTMAN and Vicky Lumsden  
*Jigsaw CABAS® School*

**16. Mirror Protocol to Increase Observing and Imitation Skills in Adolescents with Autism**

CLAUDIA PUCHETTI, Fabiola Casarini, Gianluca Amato, Chiara Leuci  
*VitaLab Errepiù*

**17. The Effects of a Shaping Procedure to Replace Gross-Motor Gestural Stereotypy with Correct Walking and Running for a Child with Autism**

CHIARA LEUCI, Fabiola Casarini, P. Camporeale, C. Palmiotto, I. Minervini, Claudia Puchetti, and Gianluca Amato  
*Palestra Educativa Multidisciplinare AllenaMenti - ErrePiù*

**18. Instructional Readiness to Increase Self-Management and Self-Help Skills in an Adolescent with Autism**

GIANLUCA AMATO, Fabiola Casarini, Claudia Puchetti, Elena Vaccari  
*VitaLab Errepiù*

**19. The Effects of a 2D Conditioning Protocol on Increasing Observing Responses to 2D Stimuli of a Preschooler with Autism**

Lin Du, MARY-GENEVIEVE WHITE, and Rachael E. White  
*Columbia University Teachers College*



**20. The Effects of Social-Listener Reinforcement Protocol on Increasing Vocal Verbal Operants**

Jessica Horton and RUBY GIBSON  
*Columbia University Teachers College*

**21. The Effectiveness of a DRO Procedure on Reducing Rates of Self-Injurious Behavior and Increasing Access to Learn Units**

HALEY SCHEER  
*Seattle Behavior Consulting and Therapy*

**22. The Effects of Contingency Contracts on Problem Behavior**

MADDI BENOIT and Sierra Savoie  
*Touchstone ABA*

**23. The Effects of the Visual Tracking Protocol on Observing Responses for 3-D Stimuli in a School Setting**

DENISE B BOUDREAUX, Kelly King, and Dolleen-Day Keohane  
*Nicholls State University; Touchstone ABA*

**24. The Role of Bidirectional Naming in the Emergence of Tacts with Olfactory Stimuli after Listener Training**

JOSÉ JULIO CARNERERO, Mariana Fernández, Kenya R. Velázquez  
*Educación Eficaz and Aula 10, Spain*

**About the Foundation for the Advancement of a Strategic Science of Teaching (FASST)**

FASST is a non-profit 501(c)(3) organization whose mission it 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.

In 2018, the CABAS® Advisory Board unanimously voted to partner with FASST to continue to expand and develop CABAS® initiatives and to ensure CABAS® endured in perpetuity.

## **Saturday, March 7th**

### **Event 4**

**8:00: Conference Registration**

**9:00-9:50: INVITED ADDRESS**

**Location: Magnolia III**

**1 CEU**

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

### **Dr. ANNA PETURSDOTTIR**

*Texas Christian University*



Anna Ingeborg Petursdottir received her PhD from Western Michigan University. She is currently an associate professor of psychology and chair of the psychology department at Texas Christian University (TCU). She also holds an appointment as a part-time lecturer at Reykjavik University. Anna is a previous editor of *The Analysis of Verbal Behavior*, a previous associate editor of *JABA* and a current associate editor of *JEAB*. She is the current president Division 25 of the American Psychological Association, a board member of the Society for the Experimental Analysis of Behavior, a member of the ABAI science board, and a past president of the Texas Association for Behavior Analysis. Anna's research encompasses both basic and applied interests and focuses primarily on verbal behavior acquisition, stimulus equivalence and other derived stimulus relations, and the relationship between the two.

### ***The Asymmetry of Bidirectional Naming***

The term bidirectional naming has been used in the literature both as a descriptive term to characterize certain types of emergent stimulus control over speaker and listener behavior, and as an explanatory construct derived from Horne and Lowe's (1996) naming hypothesis. Empirically, there seems to be an asymmetry in bidirectional naming that is not necessarily predicted by the naming hypothesis: Listener behavior emerges more readily from the establishment of speaker behavior than does speaker behavior from the establishment of listener behavior. Additionally, reinforcement of speaker relations is more efficient than reinforcement of listener relations when the goal is to establish interconnected trained and derived relations. After reviewing some relevant data, I will consider two possible reasons for this asymmetry: One that has to do with echoic responding, and another that has to do with the format in which we usually test speaker and listener behavior.

## **Event 5**

### **10:00-12:00: SYMPOSIUM 1: *Bidirectional Naming: Correspondence, Coherence, and Learned Selectors***

2 CEUs

Chair and CE Instructor: Daniel Fienup, PhD, LBA, BCBA-D

Discussant: R. Douglas Greer, PhD, SBA, SRS

### **10:00-10:50: Symposium 1, Part 1**

#### **Testing the Effects of Multiple Exemplar Instruction on the Induction Naming in Older Children and Young Adults Diagnosed with Autism**

EMMA HAWKINS, Grant Gautreaux, Mecca Cheisa

*Jigsaw CABAS® School*

We evaluated the effectiveness of Multiple Exemplar Instruction (MEI) on the induction of naming with a group of ten older children and young adults, aged 6-18 years, diagnosed with autism and a learning disability. A multiple probe design was used to test for the acquisition of naming. One participant acquired naming following the MEI procedure. Four participants met the criteria for naming prior to the MEI procedure being implemented. Five participants did not meet the criteria for naming post-MEI intervention. The potential of tests producing false negative scores and the effects of multiple testing were discussed. In addition, it was suggested that additional prerequisites may be required for naming. Recommendations were made for future research in this area focusing on this potential need for additional prerequisites.

#### **Effects of Multiple Interventions on Elementary Students' Level of Bidirectional Naming**

FRANCIS HWANG-NESBIT, Jennifer Weber, and R. Douglas Greer

*Columbia University Teachers College*

The researchers conducted 2 experiments to test the effects of multiple interventions on inducing bidirectional naming (BiN) across 16 elementary school students. BiN is a cusp that allows one to acquire language incidentally as the stimulus control shifts due to the learned reinforcement of the correspondence between visual and auditory stimuli. In Experiment 1, the participants had no-incidental naming (NiN) at the onset of the experiment. The independent variables were daily 80 learn units of multiple exemplar instruction (MEI) using pictures or MEI using academic curricula. One participant acquired BiN and 1 participant acquired unidirectional naming (UniN) using academic MEI intervention while 1 participant acquired BiN using picture MEI intervention. In Experiment 2, the participants demonstrated UniN at the onset of the experiment. The independent variables were 40 daily learn units of academic curricula designed with speaker responses, 40 daily learn units of picture tact instruction, or repeated novel naming experience (RNNE) with 40 experiences. Four participants acquired BiN under academic curricula intervention. One participant acquired BiN after picture tact instruction. All participants in RNNE maintained UniN level. The study is currently ongoing and the researchers seek to continue the research to find the most efficient method to induce BiN.

#### **Bidirectional Naming, Echoics, and Derived Relations among 20- to 40-Month-Old Toddlers**

LEAH FRIEDMAN and R. Douglas Greer

*Columbia University Teachers College*



There is growing interest in children's acquisition of complex language repertoires, across domains of behavior analysis. In three experiments, we studied the sources of reinforcement for bidirectional naming (BiN) and the implications of the naming continuum on the emergence of arbitrarily applicable relations (AAR). In Experiment I, we tested the correlations between repeated pairings of auditory and visual stimuli (defined by the presentation of naming experiences using a storybook) and emergence of BiN. Listener and speaker responses significantly increased across three repeated experiences; however, speaker data remained low. In Experiment II, we tested the role of echoic clarity on the emergence of BiN. Data remain consistent in suggesting that echoic correspondence was not a sensitive measure of BiN. In a pilot study, we tested the effects of proximity of visual and auditory stimuli on the emergence of BiN using successive naming experience with novel stimuli followed by single probes sessions for speaker responses (S.N.E.N.S.). While the degree of BiN was not reliably affected by proximity conditions, serendipitous findings of the study suggested the emergence of untrained language relations. In Experiment III, we tested if a functional relation exists between the naming continuum and the emergence of AAR. Results suggest a functional relation exists between the onset of BiN and the emergence of AAR. We discuss these findings with regards to the essential stimulus control for untaught language relations.

### **10:50-11:10: BREAK**

### **11:10-12:00: Symposium 1, Part 2**

#### **An Experimental Analysis of Bidirectional Naming and Derived Listener and Speaker Relations**

FAHEEMA ABDOOL-GHANY and Daniel M. Fienup  
*Columbia University Teachers College*

As a child develops new cusps and capabilities, their behavior comes in contact with new contingencies and they can learn in new ways. We examined how degrees of bidirectional (BiN) naming correlated with children's derived relations. BiN is the joining of listener and speaker repertoires such that hearing object-name relations produces corresponding speaker and listener behavior. Unidirectional naming (UniN) occurs when this experience produces listener, but not speaker behavior. Students who did not demonstrate listener and speaker components of were classified as having No Incidental Naming (NiN). In an ABAB design, we rotated between two conditions: 1) directly reinforcing speaker (tact) responses and testing for the emergence of listener (point to) responses, and 2) directly reinforcing listener responses and testing for the emergence of speaker responses. Results suggested that participants with BiN readily derived speaker and listener responses, participants with UniN readily derived listener, but not speaker responses, and participants with NiN had difficulty acquiring directly reinforced responses and deriving responses. Our results suggest ways to differentiate instruction for children with different capabilities and have implications for the overlap between verbal behavior and derived relations research areas.

#### **Establishing BiN with Two-Year Olds Results in Their Acquiring Names Faster from Exposure than Tact Instruction**

R. Douglas Greer, CESIRA FARRELL, and Stephanie Nelson  
*Columbia University Teachers College and The Fred S. Keller School*

We investigated the cumulative acquisition of tacts under two conditions, for Early Intervention students with and without Bi-directional Naming. Participants included five Early Intervention students, ages 30-36 months, from a CABAS® model program. Participants A-D demonstrated Bi-Directional Naming (BiN) in previous probes and Participant E demonstrated Uni-Directional Naming. We implemented an alternating treatments design to compare acquisition of tacts and

duration of intervention under Naming Experiences or exposures versus Tact Instruction. We found that students with BiN acquired tacts 2-3X faster under the Naming Experience condition, than in the tact condition. Furthermore, participants retained the 100+ tacts they acquire in follow-up probes. We looked closely at the acquisition rate for our participants in order to evaluate the conditioned reinforcement values and found that both social reinforcers and the reinforcement for correspondence affected our participants' behavior. The study is ongoing.

### **Event 6**

#### **12:00-12:50: SYMPOSIUM 2: CABAS® Implementation in Special Education Public School Settings**

1 CEU

Chair and CE Instructor: Jo Ann Delgado, PhD, LBA, BCBA-D, SBA, AsstRS

#### **The CABAS® Model at Rockland BOCES**

JESSICA HORTON, AND ALEXANDRIA LANTER, REGINA SPILOTRAS, and Yasmin Helou-Care

*Rockland Board of Cooperative Education Services*

Rockland BOCES is a CABAS® accredited school that is presently composed of seven elementary (Kindergarten-fifth grade) classrooms situated in district-based schools in Rockland County, NY. Rockland BOCES first began implementing the CABAS® model in 2001 and became an accredited CABAS® school in 2016. Over the years we have grown from two classrooms in one setting to seven classrooms across three sites, increased from approximately 24 students to 55 students, and mentored public school teachers and teaching assistants through the CABAS® ranks. Through the evolution of the program we have worked to develop systems to maintain the fidelity of CABAS® while adhering to the standards of a public-school setting.

#### **Teaching as Applied Behavior Analysis (TABA): Using the Science of Behavior to Raise the Bar for Student Achievement**

GRANT GAUTREAUX, Derek Shanman, Tiffany Madere, Kasi Graver, Rachelle Morris, and Kelly King

*Nicholls State University; St. James Parish Schools; Touchstone ABA*

St. James Parish Public School system has taken a scientific approach to providing special education services for students in self-contained, resource and inclusive settings. The TABA program has grown from one teacher in 2011-12 to 11 classrooms across 6 different schools in 2019-20. We discuss the critical components of the TABA sites' implementation of ABA principles and tactics and specific CABAS® components to teach a group of students with various levels of verbal behavior. Some of the measurement components include comparison of district wide data to the TABA program outcomes, district wide assessments, curricula used, and tactics implemented, paraprofessional responsibilities and training, classroom environment, and future program development. We also analyze the cost effectiveness of the model for the district and state.

**12:50-2:00: LUNCH on CABAS®  
Magnolia I & II**

## **Event 7**

### **2:00-3:00: SYMPOSIUM 3: *Learning to Observe and Learning by Observation: The Role of Verbal Behavior Developmental Cusps***

1 CEU

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

#### **The Role of Joint Attention in the Verbal Behavior Development Trajectory**

GINGER HARMS and R. Douglas Greer

*Columbia University Teachers College*

Three experiments are presented in which I sought to determine the relation between joint attention and the related verbal behavior developmental cusps. Participants in Experiment I were 37 preschool students with and without disabilities with verbal behavior levels ranging from prefoundational to bidirectional cusps. Participants were selected from a convenience sample within a preschool for children with and without disabilities. Measures included the participants' responses to opportunities for mand joint attention (MJA), responding to joint attention (RJA), initiation of joint attention (IJA), conditioned reinforcement for adult faces (CRF), conditioned reinforcement for adult voices (CRV), generalized matching, generalized imitation (GI), listener literacy (LL), mands, tacts, praise and a conditioned reinforcer, say-do correspondence, self-talk during fantasy play, conversational units (CUs) unidirectional Naming (UniN), bidirectional Naming (BiN), and observational learning (OL) as a listener and speaker. Pearson's correlations and independent samples t-tests were conducted to determine which cusps were related to joint attention. Furthermore, stepwise multiple regression analyses were utilized to determine the largest significant predictors of joint attention. The results showed strong associations between many of the verbal behavior cusps and joint attention, specifically with conditioned reinforcement for adult faces explaining 27% of the variance in participants' RJA, and conditioned reinforcement for adult faces combined with a tact repertoire explaining 64% of the variance in participants' IJA. Experiment II thus investigated the effects of conditioned reinforcement for adult faces on joint attention. Six participants lacking conditioned reinforcement for adult faces and correct RJA began the face conditioning protocol using a delayed multiple probe design. Though no participants successfully completed the face conditioning protocol, subsequent mastery of short-term objectives did not result in an increase in RJA or IJA for any participants. Experiment III was conducted with an additional six participants who had conditioned reinforcement for adult faces but lacked an independent tact repertoire and IJA. Participants completed 5 phases of an intensive tact intervention (ITI), totaling 125 mastered tacts, using a delayed multiple probe design. Following the intervention, 5 out of 6 participants showed increases in IJA, as well as three-point RJA, demonstrating that conditioning social consequences through ITI may be an effective intervention for increasing joint attention in individuals with the necessary prerequisites. The findings suggest that joint attention is not a cusp, but rather a behavior that emerges as the result of the acquisition of numerous conditioned reinforcers. I propose a separation of joint attention into 4 distinct categories (MJA, two-point RJA, three-point RJA, and IJA) based on a behavioral analysis of social consequences.

#### **The Effects of Observational Learning in the Emergence of Stimulus Equivalence**

KENYA R. VELÁZQUEZ, Vicente Pérez, and José Julio Carnerero,

*UNED and Educación Eficaz, Spain*

The aim of this study was to evaluate an observational learning procedure to acquire tacts of abstract figures and reading written words in German, all in relation to the same stimuli in eight typically developing children who were 7 years old who spoke Spanish as their first language.

The participants were divided into dyads and exposed to direct teaching with contingencies of reinforcement and correction of tacts and reading, and to observational learning probe trials of tacts and reading. The study consisted of two experimental phases: on Phase 1, the first participant of the dyad was exposed to direct teaching of the tact and the second participant to observational learning probe trials of the tact. Subsequently, the second participant of the couple was exposed to direct teaching of reading and the partner to observational learning probe trials of reading. Once the mastery criterion was reached on each verbal operant with direct teaching and observational learning probe trials, Phase 2 continued. Phase 2 was identical to Phase 1, except that each participant of the dyad received direct teaching of the opposite verbal operant they first learned in Phase 1. After each phase was completed, derived stimulus relations probes were performed: symmetry, transitivity and symmetric–transitivity, which consisted of figure selection, text selection, figure-text selection and text-figure selection. The results demonstrated that all participants reached the mastery criterion when they were exposed to direct teaching and observational learning probe trials of tacts and reading. The rate of acquisition to the mastery criterion was faster with observational learning probe trials than with direct teaching. Also, the reading operants were acquired faster than the tact operants. Lastly, all participants demonstrated derived stimulus relations of symmetry, transitivity and symmetric-transitivity on Phase 1 and 2. However, symmetry relations were derived slightly faster than the transitivity relations and symmetric-transitivity. This study may be the first one demonstrating the application of observational learning to acquire two related verbal operants and probe derived stimulus relations of the operants learned.

### **A Behavior Analytic Approach to Analyzing the Phenomenon of Emulation**

TRICIA CLEMENT, Julie A. Ackerlund Brandt, Amanda Philp, and Grant Gautreaux  
*LABAA; Touchstone ABA*

Emulation has been presented in several ways within animal cognition and developmental psychology literature to explain a range of social learning processes or within a larger taxonomy of imitation. However, a clear, concise behavioral definition of emulation is still lacking. Building upon the unpublished dissertations of Rothstein (2009) and Philp (2016), this study analyzed the role of emulation with possible corequisite verbal developmental cusps and determined if an emulative repertoire can be established in children diagnosed with developmental disabilities. Results of the initial tests were analyzed using a correlational analysis of imitation and emulation tasks and demonstrated a statistical significance to the listener literacy cusp. Results of this further analysis demonstrated that trial-and-error teaching was successful in establishing an emulative repertoire. Additional theoretical and socially significant findings related to the induction of emulation in children with ASD or developmental delays are highlighted.

**3:00-3:15: BREAK**

### **Event 8**

**3:15-5:00: SYMPOSIUM 4: CABAS® Implementation in Non-School Settings**

2 CEUs

Chair and CE Instructor: Dolleen-Day Keohane, PhD, LBA, BCBA-D, SBA, AssocRS

Discussant: Derek Shanman, PhD, LBA, BCBA-D, AssocBA

**The Effects of the Utilization of the CABAS® Model of Instruction and Organizational Behavior Management Strategies on Client Outcomes, Staff Performance and Organization Effectiveness**

MARA OBLAK

*Seattle Behavior Consulting & Therapy*

To provide high quality ABA services that produce positive outcomes for learners is complex and requires a carefully articulated system that is crafted unique to the organization. At SBCT we have sought to build a system that utilizes the CABAS® model of instruction and organizational behavior management (OBM) strategies to run efficiently and produce positive change in our clients and staff. We utilize the Learn Unit, TPRA, Decision Protocol, ELCAR/VBDAR Protocols, Teacher 1 Rank, and various OBM strategies. We have developed performance-based ranks for non-clinical staff to improve the organization and efficiency of the administration. We measure the effectiveness of our organization within all positions of the company on a weekly basis and make data driven changes to our operating procedures as needed. We have created a positive, motivating and collaborative environment where clinicians become scientists and this is having a positive impact on our students' learning, as demonstrated in our company-wide learn units to criterion. This presentation will demonstrate the effects of the implementation of these strategies on our clients and staff including clinical data on: learn units, learn units to criterion, objectives met, ELCAR/VBDAR, decisions, Teacher 1 modules complete and non-clinical data on administrative effectiveness and RBT compliance to various company policies. The adaptation of the CABAS® model will also be demonstrated through an analysis of the implementation of the system in a way that was effective and sustainable for our staff.

### **The Measurement of Treatment Efficiency in CABAS®-Based Learning Centers in Italy**

FABIOLA CASARINI, Elisa Galanti; Irene Liuzzo Scorpo; Adele Vero; Elena Cerlini  
*Scuola delle Stelle*

In countries with free School and Health Systems, such as Italy, measuring the efficiency of ABA interventions is critical for the survival of the public welfare. Where children with ASD can't attend special schools or have insurance-covered intensive treatments, the CABAS® model of schooling can be a response to the urgent need for efficient services and system-wide outcomes' measurement. We implemented a CABAS®-based treatment package with high educational intensity and modified frequency, in which each participant received intervention for 12 hours a week. We measured the outcomes for three years, in three different centers located in the same area, and compared them with the outcomes of different intensity implementations, based on regional laws and guidelines. Participants were 42 children with Autism, aged 2 to 10 years old. The dependent variables were the changes in each child's ADOS-2 and CARS-2 scores prior to and after one, two and three years of intervention for the first group and monthly rates of learn units to criterion for all groups. The results showed a significant difference between pre and post treatment scores. Also, the graphs' analysis for the 12, 8 and 4-hours a week groups suggested that CABAS® can represent a very efficient model for Early Intervention implementation and allow evidence-based distinctions between treatment effectiveness and efficiency. This preliminary study aims to pave the way for further research, with a larger number of participants, more regional areas and public institutions involved.

### **Education for Children with ASD in South Korea: A Case Study**

Hye-Suk Lee Park and LIN DU  
*KAVBA*

In South Korea, the number of the prevalence of children with ASD is comparable to that of the USA, now climbed up to 1 in 38. Therefore, there is a massive demand for quality education and call for trained professionals for this population. The literature on the implementation and effectiveness of ABA intervention mainly come from the western countries, while the voice of the rest of the world is scarcely heard. The present paper reports data collected from KAVBA center in Seoul, South Korea, as a direct replication of the CABAS® model. Data from the one-year intensive behavior intervention in the first year (51 weeks) provided for discussion on effective and cost-efficient service for children with ASD in South Korea.

**A Rapid Data Presentation of Tactics from the Behavioral Intervention Group**  
*The Behavioral Intervention Group*

Using the CABAS® model in a clinic- based setting allows for continuity and efficiency throughout the clinic. At Behavioral Intervention Group (BIG), regardless of a child's age or level of verbal behavior, programs and protocols can be implemented with integrity in order to increase the opportunities a child has to learn in both the classroom environment and the home. These studies provide a sample of the work that is done in the Early Intervention classrooms at BIG. Whether we are increasing appropriate toy play, teaching communication skills, introducing a PSI system, or decreasing inappropriate behavior – the data drive the decisions!

**The Effects of a Pair/Test Program on Conditioning Close-Ended Toys**  
ERIN WILTSE and Julie Mendes

**Implementing Manding to Decrease Self-Injurious Behavior**  
Grant Gautreaux, Katie Jenkins, Marion Davis, and COURTNEY WILLIAMSON

**The Effects of Manding Protocol on the Emissions of Aberrant Behavior**  
Grant Gautreaux, Kimberley West, and KOURTNEY GAUTREAUX

**Panel Discussion: Presenters will Respond to Questions from the Audience**  
Derek Shanman, Discussion Moderator

**Event 9:**  
**5:00-5:30: FASST Initiatives and Updates**

THANK YOU for attending the 10<sup>th</sup>  
International CABAS Conference!

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



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신관주소: 서울시 서초구 명달로 52-9 2층 (우) 06708  
Tel: 02-523-2766 Fax: 070-4758-0886  
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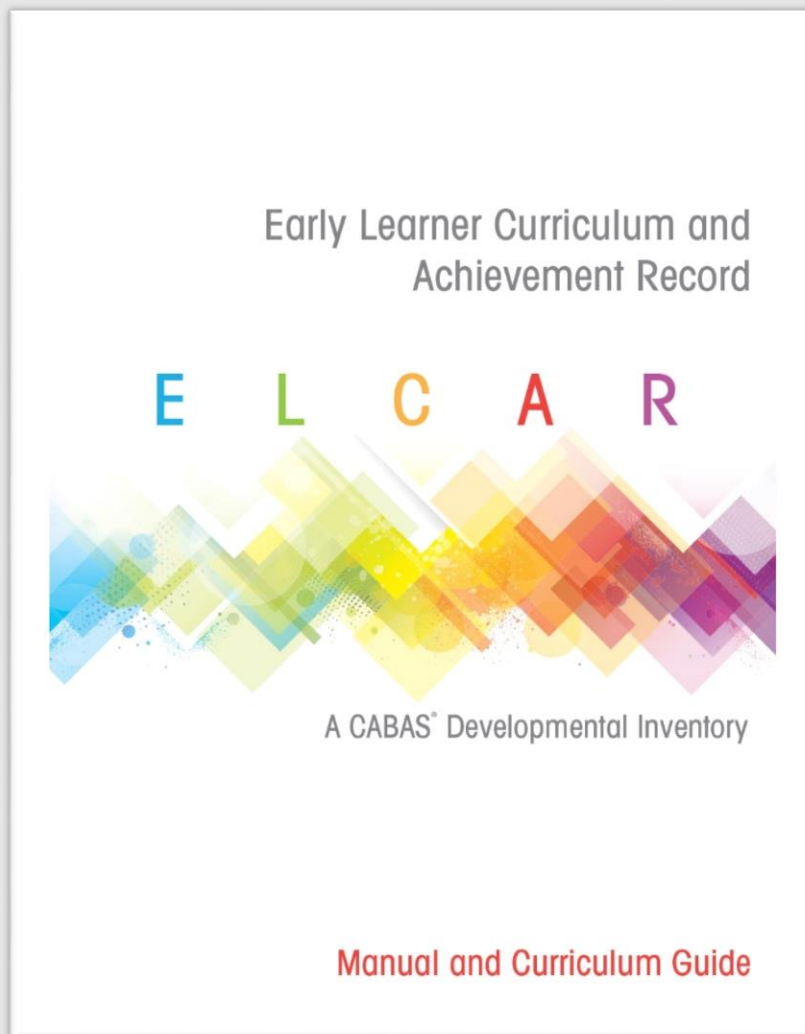
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# The Fred S. Keller School and the CABAS® Advisory Board are pleased to announce the Early Learner Curriculum and Achievement Record (ELCAR)



The ELCAR, formerly known as the C-PIRK, has been 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 is available at an introductory rate during the 10<sup>th</sup> International CABAS Conference. Please visit the registration desk for more information.