

CURRICULUM VITAE

Lin Du

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EDUCATION

Ph.D.	Applied Behavior Analysis Columbia University in the City of New York, NY	2011
M.A.	Applied Behavior Analysis Teachers College, Columbia University in the City of New York, NY	2008
M.A.	Sociology Nanjing University, Jiangsu, China	2006
B.A.	Special Education East China Normal University, Shanghai, China	2003

WORKING EXPERIENCES

Research Scientist/Supervisor: Fred S. Keller School, NY 2011-present

Fred S. Keller School is a behavior analytic preschool for children with and without developmental disabilities. It's an accredited Comprehensive Application of Behavior Analysis to Schooling (CABAS[®]) program. It serves as a research and demonstration center for Applied Behavior Analysis program at Teachers College, Columbia University.

- Design and conduct research in pedagogy, curriculum, and development
- Supervise instruction, train and monitor teachers and supervisors, and monitor students' performance for classrooms
- Mentor MA and Ph.D. students in master and doctoral internships and supervise research (including doctoral dissertations)
- Organize weekly professional development training lectures for teachers
- Develop teacher training videos and instructor manuals for the verbal behavior developmental protocols/assessments
- Train graduate students on conducting ADOS-2 assessment

Program Area Coordinator for Teaching Behavior Analysis (TBA) in ABAI 2018-2022

- Invite guest speakers
- Review submissions and make decisions to accept, or reject them
- Schedule all accepted submissions
- Chair TBA symposium and poster sessions during Association for Behavior Analysis International's annual conventions

Special Education Teacher: Fred S. Keller School, NY 2008-2011

- Designed short and long-term learning objectives and IEP goals for students.
- Evaluated student progress across listener, speaker, social, and academic

- domains on a regular basis
 - Provided instruction for students with special needs in self-contained special education classrooms
 - Mentored master students in ABA program
- Graduate Research Assistant: Teachers College, Columbia University** 2010-2011
- Assisted professors with research and graduate student teaching
 - Organized the successful accreditation process of Applied Behavior Analysis Program through ABAI
- Teaching Assistant: Hilltop Elementary School, Rockland County BOCES, NY** 2007-2008
- Delivered behavior analytic instruction to children with developmental delays
- Teaching Assistant: Fred S. Keller School, NY** 2006-2007
- Delivered behavior analytic instruction to children with developmental delays

TEACHING EXPERIENCES

Assistant Adjunct Professor: Teachers College, Columbia University

Serve as a member of the CABAS® Research Team of the faculty for Programs in Applied Behavior Analysis at Teachers College, Columbia University since 2012.

Applied Behavior Analysis (Spring and Fall Semesters) 2012- present

It's an introductory course to applied behavior analysis that includes 1) basic terminology and concepts about the applied science of the behavior, 2) basic behavioral principles and tactics, and 3) applications of the research-based tactics and principles in educational settings.

Working with Families of Children with Autism (online) 2018- present

The course provides the effective design of measurable strategies and research-based tactics for parents of children with ASD to use within the family setting. The lectures were delivered through the use of animated videos.

Teaching Students with Disabilities in Regular Classrooms 2014

The course provides an overview of teaching students with and without disabilities, who have a variety of needs and abilities, in an inclusive setting by using evidenced-based teaching strategies and techniques.

Working with Families of Children with Special Needs 2013

The course is designed to foster successful partnerships within families of children with special needs by increasing effective parenting skills, and engendering a positive home environment.

BCBA Course Instructor: Beijing Normal University, China 2018

Pedagogy, Curriculum, and Management (online)

The course focuses on the principles of learning and teaching and the relevant tested tactics of science of teaching.

CERTIFICATIONS

Board Certified Behavior Analyst - Doctorate (BCBA-D)
New York State Licensed Behavior Analyst
CABAS® Board Certified Associate Research Scientist
CABAS® Board Certified Senior Behavior Analyst
New York State Teacher Certification
 Students with Disabilities (Birth-Grade 2)
 Early Childhood Education (Birth-Grade 2)
 Students with Disabilities (Grades 1-6)
 Childhood Education (Grades 1-6)

PEER-REVIEWED PAPERS & BOOK CHAPTERS

- Pohl, P., Greer, R. D., **Du, L.**, & Moschella, J. L. (2018). Verbal development, behavioral metamorphosis, and the evolution of language. *Perspectives on Behavior Science, 1-18*. doi: 10.1007/s40614-018-00180-0
- Zhou, Z., Xin, T., & **Du, L.** (2019). Floating childhoods: Psychological and educational adaptations of migrant children in China. *International Journal of School & Educational Psychology, 7(2)*, 72–82. doi:10.1080/216833603.2019.1570884
- Clark, E., Zhou, Z., & **Du, L.** (2019). Autism in China: Progress and challenges in addressing the needs of children and families. *International Journal of School & Educational Psychology, 7(2)*, 135–146. doi:10.1080/216833603.2019.1570885
- Greer, R. D., Pohl, P., **Du, L.**, & Moschella, J. L. (accepted). Identification and establishment of bidirectional verbal operants. In R. A. Rehfeldt, J. Tarbox, M. Fryling, & L. Hayes (Eds.) *Applied Behavior Analysis of Language and Cognition*.
- Schmelzkopf, J., Greer, R. D., Singer-Dudek, J., & **Du, L.** (2017). Two social learning conditions to establish social verbal behavior in preschoolers. *Behavior Development Bulletin, 22*, 44-66. <http://dx.doi.org/10.1037/bdb0000026>
- Greer, R. D., Pohl, P., **Du, L.**, & Moschella, J. L. (2017). The separate development of children's listener and speaker behavior and the intercept as behavioral metamorphosis. *Journal of Behavioral and Brain Science, 7*, 674-704. DOI: 10.4236/jbbs.2017.713045
- Du, L.**, Speckman, J., Medina, M., & Cole-Hatchard, M. (2017). The effects of an auditory matching iPad app on three preschoolers' advanced listener literacy and echoic responses. *Behavior Analysis in Practice, 10(2)*, 118-130. doi:10.1007/s40617-017-0174-z
- Du, L.**, Nuzzolo, R., & Alonso-Álvarez, B. (2016). Potential benefits of video training on fidelity of staff protocol implementation. *Behavioral Development Bulletin, 1*, 110-121. <http://dx.doi.org/10.1037/bdb0000019>
- Du, L.**, Broto, J. & Greer, R. D. (2015). The effects of establishment of conditioned reinforcement for observing responses for 3D stimuli on generalized visual match-to-sample in children with autism spectrum disorders. *European Journal of Behavior Analysis, 16*, 82-98. DOI:10.1080/15021149.2015.1065655
- Greer, R. D., & **Du, L.** (2015). Identification and establishment of reinforcers that make the development of complex social language possible. *International Journal of Behavior Analysis and Autism Disorder, 1(1)*, 13-34.

- Greer, R. D., & **Du, L.** (2015). Experience and the onset of the capability to learn names incidentally by exclusion. *The Psychological Record, 65*, 355-373. DOI: 10.1007/s40732-014-0111-2
- Du, L.**, & Greer, R. D. (2014). Validation of adult generalized Imitation topographies and the emergence of generalized imitation in young children with autism as a function of mirror training. *The Psychological Record, 64*, 161-177. <https://doi.org/10.1007/s40732-014-0050-y>
- Greer, R.D., Pistoljevic, N., Cahill, C, & **Du, L.** (2011). Conditioning voices as reinforcers for listener responses in preschoolers with Autism. *The Analysis of Verbal Behavior, 27 (1)*, 103-124. <https://doi.org/10.1007/BF03393095>
- Greer, R. D. & **Du, L.** (2010). Generic instruction versus intensive tact instruction and the emission of spontaneous speech. *The Journal of Speech-Language Pathology and Applied Behavior Analysis, 5(1)*, 1-19. <http://dx.doi.org/10.1037/h0100261>
- Du, L.** & Feng, X. (2006). Hunlian guan he lianai xianzhuang: dusheng zinv yu fei dusheng zinv daxuesheng de bijiao yanjiu (dui Nanjing shi liusuo gaoxiao daxuesheng de diaocha yanjiu [Marriage and relationship status: comparative research on only-child versus non-only-child in contemporary China]. *Qingnian tansuo [Youth Exploration], 2*, 35-37.

CURRICULUM

- Greer, R. D., Speckman, J., Singer-Dudek, J., Weber, J., Cahill, C, **Du, L.** & Longano, J. (2018). *Early Learner Curriculum and Achievement Record (ELCAR): A CABAS® Developmental Inventory (ELCAR)*. Yonkers, NY: CABAS® and the Fred S. Keller School.

BOOKS

- Huang, W., Dan., L, & **Du, L.** (Eds.) (2018). Zhili canji ji qira fazhan xing zhangai ertong yuyan yu goutong de pinggu he xunlian [Assessment and intervention of language and communication for children with intellectual disabilities and other developmental disabilities]. Beijing, China: Beijing Publishing House.
- Du, L.** & Yu, C. (2017). *Xingxing de haizi bu gudan: gei zibizheng ertong fumu de shu* [Parent as teachers: A book for parents of children with autism spectrum disorders]. Shanghai, China: East China Normal University Publisher.

PROTOCOL TRAINING PACKAGES

Developed the following teacher training packages on educational protocols together with Greer, R. D. and Nuzzolo, R.

Each of the following training packages includes an instructor manual and a training video (US Copyright Registration Number: PAu 3-659-638.)

Bidirectional Naming Protocol

2016

The training package provides an overview of Bidirectional Naming (a critical communicative milestone that allows the student to learn names of untaught novel stimuli without direct instruction) and how to use multiple exemplar instruction procedure to induce it.

Conditioned Reinforcement for Visual Observing Protocol

2015

The training package provides an overview of the establishment of

conditioned reinforcement for visual observing stimuli in print and how to use stimulus-stimulus pairing procedure to induce it.

Observational Learning Protocol 2013

The training package provides an overview of observational learning (a capability that enables the student to learn from observing others receiving instruction) and how to use peer-yoked contingency game board procedure to induce it.

Intensive Tacts Protocol 2013

The training package provides an overview of the importance of spontaneous speech and contact in the environment and how to use intensive tact procedure to induce it.

Conditioned Reinforcement for Adults' Faces Protocol 2013

The training package provides an overview of the importance of eye contact and general observing responses and how to use face conditioning procedure to induce it.

Mirror Protocol to Induce Generalized Imitation 2012

The training package provides an overview of generalized imitation (a developmental milestone that enables the student to imitate untaught movements) and how to use mirror protocol to induce it.

Auditory Match to Sample Protocol 2012

The training package provides an overview of listener literacy and generalized matching repertoire with auditory stimuli and how to use auditory matching protocol to induce them.

EDUCATIONAL APPS

Designed the following educational apps.

C-PIRK® Assessment/Curriculum App (in-house use) 2014

Based on CABAS assessment and curriculum C-PIRK and provides a digital platform for teachers to record students' assessment results.

Sounds the Same: The app to target listening and speaking clearly 2013
(available in Apple app store)

Teaches students to discriminate between positive and negative exemplars of different sounds/words/phrases by matching them to the exemplars.

Acorn Magic Reading App (in-house use) 2013

Provides a pre-reading curriculum that teaches students to discriminate between words and pictures.

JOURNAL REVIEW

- Behavior Analysis in Practice
- Behavioral Development
- Social Studies
- The Analysis of Verbal Behavior

PRESENTATIONS AT SCIENTIFIC CONFERENCES

- Branca Bancroft, A., Brassard, M., Boehm, Greer, R. D., & Du, L. (2018). *Basic Relational Concepts and Verbal Behavior Development*. Presented as part of the symposium #105 Bidirectional Naming and Derived Relations with Arbitrary/Non-Arbitrary and Familiar/Unfamiliar Stimuli at the 44rd annual Association for Behavior Analysis International (ABAI) conference, San Diego, CA.
- Du, L., & Greer, R. D. (2017). *A comparison of TPRA and a fidelity checklist on six graduate students' accuracy of ADOS-2 administration and scoring*. Presented as part of the symposium #310 Two Procedures for Accelerating the Rates of Learning for Preschoolers and Adults at the 43rd annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Bancroft, A. B., Boehm, A. E., Brassard, M. R., Greer, D. G., & Du, L. (2017). *Naming and basic concept acquisition: Children with and without ASD*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX
- Du, L., Speckman, J., Medina, M., & Cole-Hatchard, M. (2016). *The effects of an auditory matching app on accurate echoics and advanced listener literacy with three preschoolers with autism*. Presented as part of the symposium #105 High Tech, Low Tech, No Tech, What the Heck? at the 42nd annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Du, L., Speckman, J. M., Shanman, D. (2015). *Professional development series: verbal behavior developmental theory and teaching as applied behavior analysis: from pre-listeners to accelerated independent learners*. Invited panel discussion at the 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Greer, R. D., Speckman, J. M., & Du, L. (2015). ... *And satisfaction brought him back: what do we know about curiosity and what we choose to learn?* Presented as part of the symposium on Designing Successful Elementary Students: Establishing Early Literacy, Observational Learning, and Curiosity at the 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Speckman, J. M., & Du, L. (2015). *An analysis of early observing responses: typical development, assessment, intervention and outcomes*. Presented as part of the symposium on Assessment and Protocols for Establishing Social Reinforcers at the 7th CABAS international conference, Morristown, NJ.
- Nuzzolo, R. A., Du, L., & Greer, R. D. (2014). *The effects of video instruction on new teacher performing protocol procedures*. Presented as part of the symposium #88 Scientific Secret: Advanced Training Procedure for Teacher Behaviors and Its Student Outcomes at the 40th annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Du, L., & Broto, J. (2014). *The effects of a visual tracking protocol on the acquisition of 3d stimuli as conditioned reinforcement for observing and generalized matching repertoire*. Presented as part of the symposium #164 Pre-Verbal Foundations: Conditioned Reinforcement for Observing 3D Objects at the 40th annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Greer, R. D., & Du, L. (2014). *The effects of pre-teaching the echoic on learning tacts*. Presented

- as part of the symposium #262 Controlling Social Learning Contingencies in the Development of Verbal Behavior at the 40th annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Greer, R. D., Du, L., & Nuzzolo, R. (2013). *The training video packages on teacher performing research-based procedures*. E-Poster Presented at the Second Education Conference, Chicago, IL.
- Du, L., & Greer, R. D. (2013). *The auditory matching app for iPad*. E-Poster Presented at the Second Education Conference, Chicago, IL.
- Nuzzolo, R., Du, L., & Greer, R. D. (2013). *The effects of video instruction on teachers' performing generalized imitation training procedures accurately*. Poster presented at the 39th annual Association for Behavior Analysis International (ABAI) conference, Minneapolis, MN.
- Du, L., Broto, J., & Greer, R. D. (2012). *Observing 3D stimuli on tabletop as conditioned reinforcement*. Presented at CABAS[®] 5th International CABAS[®] Conference in New York.
- Nuzzolo, R., Du, L., & Greer, R. D. (2012). *Videos that demonstrate how to implement protocols for the establishment of verbal behavior developmental cusps*. Poster presented at CABAS[®] 5th International CABAS[®] Conference in New York.
- Greer, R. D. & Du, L. (2012). *Naming and Naming by exclusion by children with and without disabilities*. Presented as part of the symposium on Inducing Higher Operants at CABAS[®] 5th International CABAS[®] Conference in New York.
- Du, L., Singer-Dudek, J., Greer, R. D., Pereira-Delgado, J., Moreno, J. (2012). *Learning through observation: Generalized imitation and observational learning*. Presented as part of the symposium on Enhancing and accelerating the verbal behavior development of children in special and regular education at European Association for Behaviour Analysis (EABA) 2012 in Lisbon, Portugal.
- Greer, R.D., & Du, L. (2012, May). *Naming by exclusion training on the emergence of untaught relations*. Symposium presented at the 38th annual Association for Behavior Analysis International (ABAI) conference, Seattle, WA.
- Du, L. (2011, March). *The Effects of Mirror Instruction on the Emergence of Generalized Imitation of Physical Movements in 3-4 Years Olds with Autism*. Symposium presented at the 4th CABAS international conference, New York.
- Pistoljevic, N., Greer, R. D., Singer-Dudek, J., Cahill, C., Du, L., Pereira Delgado, J., Maffei Lewis, J., Choi, J., Howarth, M., Casarini, F., & Keohane, D. D. (2010, Sept.). *Verbal foundational cusps: I hear what you say, I listen to what you say, I do what you do, I say what you say, and I tell you what to do*. Presented as part of a symposium entitled, More on the Emergence of Language Learning Capabilities and Conditioned Reinforcers. Symposium presented at the 5th Conference of the European Association for Behaviour Analysis, Rethymno Crete, Greece.
- Greer, R.D., Pistoljevic, N., Cahill, C., & Du, L. (2010, May). *Examining the Effects of Conditioned Reinforcement on Observing Responses: Conditioning adult voices as reinforcers for observing response for three preschool students diagnosed with autism*. Symposium presented at the 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.

- Greer, R. D., & Du, L. (2009, May). *The effects of daily intensive tact instruction on increase in spontaneous speech in non-instructional settings*. Symposium presented at the 36th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.
- Du, L. Greer, R. D., & Grasso, E. (2009, May). *The effects of a speaker immersion protocol on the number of accurate mands emitted by two children diagnosed with autistic spectrum disorders*. Poster presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.
- Greer, R. D., Brodlieb, S., & Du, L. (2009, May). *The effects of conditioning toys as reinforcers on intervals of toy play, stereotypy and passivity for two children with autism*. Poster presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.
- Delgado, J., Oblak, M., & Du, L. (2008). *The effects of daily intensive tact instruction on the pure mands and tacts in non- instructional settings by two preschoolers with disabilities*. Poster presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.

WORKSHOP PRESENTED AT SCIENTIFIC CONFERENCES

- Buttigieg, S., Du, L., & Farrell, C. A. (2018). *Effective supervision in center and home-based settings: maximizing outcomes for students and staff* (Workshop #70). Workshop presented at the 44rd annual Association for Behavior Analysis International (ABAI) conference, San Diego, CA.
- Greer, R. D., & Du, L. (2018). *Verbal developmental cusps and social reinforcers of communication: What they are and how to establish them*. Presented at Intervention of Developmental Delay Using ABA and Verbal Behavior Analysis Conference, Seoul, Korea.
- Buttigieg, S., & Du, L. (2017). *Verbal behavior development protocols: The foundations of language development from imitation to Naming* (Workshop #61). Workshop presented at the 43rd annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Du, L., & Buttigieg, S. (2016). *Verbal Behavior Development Protocols: The Foundations of Language Development From Imitation to Naming* (Workshop #48). Workshop presented at the 42nd annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Buttigieg, S., Du, L., Philp, A., & Byers, E. (2015). *Verbal Behavior Development Protocols: The Foundations of Language Development from Imitation to Naming* (Workshop #23). Workshop presented at the 41st annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Singer-Dudek, J., Speckman, J. Du, L., Cahill, C., & Shanman, D. (2013). *Inducing verbal developmental capabilities for pre-listeners to reader-writers: Laying the foundations for language acquisition and accelerated learning*. Workshop Presented at the 2013 Gulf Coast Applied Behavior Analysis Conference, Baton Rouge, Louisiana.
- Singer-Dudek, J., Broto, J., Du, L., & Speckman, J. (2013). *Identification and establishment of early verbal behavior developmental cusps: Laying the foundations for language development*. Workshop Presented at the 39th annual Association for Behavior Analysis International (ABAI) conference, Minneapolis, MN.

TEACHER TRAINING WORKSHOPS

- R. D. Greer, & Du, L (2018). *How to save our children: A learner-driven systemic approach to the education of children with developmental delays*. Ai You Charity: Yinchuan; Nanjing; Shenzhen, China.
- R. D. Greer, & Du, L (2017). *How to save our children: A learner-driven systemic approach to the education of children with developmental delays*. Ai You Charity: Beijing; Wuhan, China.

CHAIR/DISCUSSANT

- Chair: Invited Paper Session (#318) *A Synthesis Model of Graduate Training in Behavior Analysis*. Presented the 44th annual Association for Behavior Analysis International (ABAI) conference, San Diego, CA.
- Chair: Symposium *High Tech, Low Tech, No Tech, What the Heck?* Presented the 42nd annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Discussant: Symposium *Verbal Behavior Developmental Theory and Implications for Social Language* presented at the 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Chair: Invited Address. *Two Essential Features of Stimulus Control and their Implications for Improving Instruction* by Joe Layng. 7th CABAS international conference, Morristown, NJ.
- Chair: Symposium *Designing Successful Elementary Students: Establishing Early Literacy, Observational Learning, and Curiosity*. The 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Chair: Invited Talk. *Analyzing Instructional Content* by Joanne Robins. The 7th CABAS® International Conference, Morristown, NJ.
- Chair & Discussant: *Conditioned Reinforcement for Voices, Books and Hi-Tech Devices*. The 2013 Gulf Coast Applied Behavior Analysis Conference, Baton Rouge, Louisiana.

ADVISOR

2017 Eu Ensino Social Enterprise to improve teacher training in Brazil

MASTER THESIS SPONSOR

Blake Slater, Clinical Psychology at Teachers College, Columbia University (in progress)

SCHOLARSHIP

2011 Francis P. Connor Scholarship at Teachers College, Columbia University

TRAININGS & QUALIFICATIONS

Reached research reliability on The Autism Diagnostic Observation Schedule-2 (ADOS-2)	2016
ADOS-2 Clinical & Research Training	2015
Morningside Summer School Training	2012

PROFESSIONAL MEMBERSHIP

- Association for Behavior Analysis

REFERENCES

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