

R. Douglas Greer, PhD, SRS, SBA
Curriculum Vita (2017 Revision)

Professor of Psychology and Education and Coordinator of the Programs in Applied Behavior Analysis, Applied Sciences of Learning and Special Education Health and Behavior Studies at Teachers College and the Graduate School of Arts & Sciences of Columbia University

Education: B.M.E. 1963 and M.M.E. 1966 Florida State University; Ph.D. 1969 University of Michigan (Cognates in Experimental Psychology, Music, and Educational Research), CABAS® Board Certification as Senior Research Scientist and Senior Behavior Analyst (1997-), Fellow of the Association for Behavior Analysis (2006)

Positions at Teachers College and the Graduate School of Arts and Sciences, Columbia University (1969 to present)

1979 to present, Professor of Psychology and Education and Director of the Programs in Applied Behavior Analysis (MA New York State Dual Certification Program in Teaching as Applied Behavior Analysis, Ph.D. Program in Behavior Analysis and Behavioral Disorders) at Teachers College and the Graduate School of Arts and Sciences Columbia University in the Department of Health and Behavior Studies

1975-1979, Associate Professor of Psychology and Education in the Departments of Psychology, Music Education, and Special Education;

1969-1975, Assistant Professor of Psychology and Education in the Departments of Music Education, Psychology, and Special Education; 1970-to present, Ph.D. Advisement Columbia University Graduate School of Arts and Sciences.

Prior Positions:

1966-1969-Teaching Fellow and Instructor School of Music (Tuba), the University of Michigan;

1964-1966-(Summers) Adjunct Instructor at Florida State University, Tallahassee, Florida

1963-1966-Teacher in the Leon County Public Schools, Tallahassee Florida;

1956-1969- Professional Musician (American Federation of Musicians 1957-1969)

Honors

Jack Michael Award for Contributions to Verbal Behavior Research, May 2018

Named *Fellow of the Association for Behavior Analysis International* June 2006

Westchester County New York Sate Legislators Proclaim May 5, 2006 as *R. Douglas Greer Day in Westchester County New York*

Award for the *International Dissemination of Behavior Analysis* by the Association for Behavior Analysis International, May 2005

Awarded the *Fred S. Keller Distinguished Contributions to Education* by the American Psychological Association (Awarded August 2000 at the Annual APA Convention in Washington DC)

Award for *Contributions to the Fred S. Keller School* April 2005

Visiting Professor

Distinguished Visiting Professor Schools of Psychology: The University of Oviedo in Spain, 2009, 2007, 2010; The Universities of Almeria and Grenada (Spain) Spring 2005; Selected to be the *Keynote Speaker for the Annual Meeting of the European Association for Behavior Analysis* (September 2005); Selected to be the *Keynote Speaker for the Annual Meeting of the Korean Association for Behavior Analysis* (November 2005); Elected Honorary USA Representative to the *European Association for Behavior Analysis Executive Council*, *Keynote Speaker Israel Association for Behavior Analysis* (January 2005) *Keynote Speaker at Annual Meeting of Behavior Analysis in Ireland* 2002 and 2015; Adoption of the CABAS[®] Schooling System by seven schools in this country, Ireland (1999- 2007), England (1997 and 1999 Jigsaw CABAS School) and Italy (OASI, 1989-91); *Leaders in Education*; *Dictionary of International Biography*; *Who's Who in America*; *Who's Who in Science and Engineering*; *Who's Who in Education*; *Manchester Who's Who*; *Marquis Who's Who*; *Distinguished Visiting Professor: Ohio State University* (1996), *Guest Lecture* the University of Bangor in Wales (1998), Oslo Norway Askerhus College (December 2005, 2007, 2012), *Visiting Professor* at the Universities of Oviedo, Salamanca, and Cadiz in Spain (1998, 2000, 2005, 2009) and the Universities of Almeria and Grenada in Spring of 2005; *Keynote Speaker the Spanish National Conference on Autism* (1998); *Keynote Speaker Ohio State University Conference on Behavior Analysis and Education* (1995); *One of Four Keynote Speakers* in the Week-Long Conference on the Science of Behavior and Education in honor of B. F. Skinner's 80th Birthday (Banff, Canada; 1984); *Distinguished Dissertation*: Horace Rackham School of Graduate Studies of the University of Michigan (1969), The University of Michigan; Phi Chapter of Pi Kappa Lambda; Beta Chapter of Pi Kappa Lambda; Kappa Delta Pi

Certifications

Florida Certification in Elementary Education K-8, and Music Education K-12 (1963), CABAS[®] Board Competency Credential as Senior Behavior Analyst and Senior Research Scientist (1997-)

Current Instructional Responsibilities

(Doctoral Courses, 5000 and 6000 level numbers, are rotated across a three-year period to serve each cohort of doctoral students; Masters courses are 4000 level numbers and are taught each year) *Coordinator of the Program in Teaching as Applied Behavior Analysis* master's in teaching as Applied Behavior Analysis (typically 42 MA Students, 21 first year and 21 second year students, trained for dual New York State certification in general and special education birth to middle school), and PhD Program in Applied Behavior Analysis and Behavioral Disorders (total of 224 over four plus decades, mean number graduating per year 5)

Ph.D. Dissertation Advisement

HBSE 4016 Applied Behavior Analysis II: Pedagogy, Curriculum, and Management (Section 1 for majors) Until 2018

HBSE 4017 Applied Behavior Analysis III: Pedagogy, Curriculum, and Management

HBSE 6015 The Verbal Behavior Model of Communication

HBSE 6031 Single Case Experimental Design in Education, Medicine, and Therapy (for Majors)

HBSE 6008 Behaviorism and Human Behavior (The Epistemology)

HBSE 6001 Single Case Experimental Design in Education, Medicine, and Therapy

Director of the Ph.D., and M. A. Programs in

HBSE 6504 Doctoral Seminar in Behavior

Teaching as Applied Behavior Analysis (MA), and Applied Behavior Analysis and Behavioral Disorders (Ph.D.); Research Practica; Independent Studies, Dissertation Advisement	Analysis/Behavioral Disorders (annual seminar involving doctoral students at all levels) HBSE 7500 Dissertation Seminar HBSE 8900 Dissertation Advisement
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Courses Formerly Taught:

Graduate courses: HBSE 4015 Applied Behavior Analysis I: Pedagogy, Curriculum, and Management (Sect. 1 for Majors), Psychology of Music (two Semester sequence), Experimental Design and Statistics (2 semesters), Pro Seminar in Learning (required of all doctoral students in psychology at Teachers College 1978-1988), Applied Behavior Analysis in Pediatrics, Coordinator of the Parent/Child Learning Center 1970-1980, Experimental Psychology and Aesthetics, Dissertation Seminar,
Tuba and Euphonium Studio Instruction (School of Music, University of Michigan 1966-1969, Jazz Band Florida State University Summers 1964-1966)
Teacher secondary school and elementary education 5th and 6th grades

Committee Responsibilities:

Reviewer Dean's Grants for Tenured and Untenured Faculty 2006-2015	Chair Search Committee for Position in Applied Behavior Analysis 2008-2009 and 2015-2016
Personnel Subcommittee of the Faculty Executive Committee 2006-2008	Chair, Search Committees (1993), Isabel Maitland Chair Search (1998/99)
Faculty Executive Committee 1998-1999, 1999-2001, 2001-2002, Fall 2004	Faculty Research Grant Reviewer 2000-Dean's Grant for Students 2000-2015 Dean' Grant for Untenured Faculty 2004-2013
Chair Academic Programs Subcommittee of FEC 1999-2001, member 2001-2002, Personnel subcommittee of FEC 2005-2007 FEC Finance and Facilities 2011-2013	
Promotion and Tenure Ad Hoc Committees (1976-1999)	Doctoral Admissions Committee for Ph.D. (1985-)
Faculty Advisory Committee, (1986-1989)	College Representative to Morningside Community Security Alliance (1982-1997) Computer Center Committee (1973-1980) (Chairperson, 1978-1980) Student Affairs Committee (1976-1979)
Academic Services and Business Affairs (1978-1980)	
President's Task Force for Competency-Based Education (1975-1976)	Goldstein Dissertation Award Committee (1993-1998)
Departmental Doctoral Certification Examination Committee (1975-)	Department Ed.D. And Ph.D. Admission Committee (1983-)
Department Ph.D. Committee (1992-)	

At Large Professional and Community Service:

Human Development Program Area Chair and Co-Chair ABAI 2016-2019
Member of the Accreditation Committee ABAI 2013-2015
Member of the Practice Board of the Association for Behavior Analysis International 2009-2011 (Chair of the continuing education committee)
Co-chair of the ABAI Development Program Area
Chair of Affiliated Chapters of Association for Applied Behavior Analysis, 2006-2008 (10,000 members)
Council for Graduate Studies of the Association for Behavior Analysis 2000-2007
Introductions to CABAS in Lagos Nigeria with Professor Ross 2003

Publications Articles and Chapters (From most recent)

(Submitted, In Revision, or In Press 2018/19)

Bly, Brittany B., & R. Douglas Greer (Submitted May 13, 2019). Enhancing the Value of Reading and Reading Achievement in Fourth Graders, Manuscript submitted for publication.

Gentilini, L. M., & Greer, R. D. (2019). The effect of the establishment of conditioned reinforcement for reading content on second-graders reading achievement. Manuscript submitted for publication.

Gentilini, L. M., & Greer, R. D. (2019). Establishment of conditioned reinforcement for reading content and effects on reading achievement for early-elementary effects on

Greer, R. D. (Submitted 2019). The selector in behavior selection. Manuscript submitted for publication.

Greer, R. D., Pohl, P., Du, L., & Lee-Moschella (in press for 2019). Bidirectional operants as behavioral metamorphosis, in Hayes, L. & Fryling, M. (Eds.), *Applied Behavior Analysis in Language and Cognition*.

Moreno, J. D., Greer, R. D., & Singer-Dudek, J. (in revision). The effects of the establishment of generalized imitation across multiple topographies on preschoolers' rates of learning from demonstration,

Corwin, A. & Greer, R. D. (in revision). Effect of the Establishment of Naming on Learning from Teacher-Demonstrations. Paper submitted for publication.

Published 2018/19

Neu, J. A. & Greer, R. D. (2019). Fifth graders learn math by observation faster when they observe peers receive corrections. *European Journal of Behavior Analysis*.
<https://doi.org/10.1080/15021149.2019.1620044>

Cao, Y. & Greer, R. D. (2019). Mastery of echoics in Chinese establishes bidirectional naming in English. *The Analysis of Verbal Behavior*. <https://doi.org/10.1007/s40616-018-0106-1>

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>

Critchfield, T. S., Greer, R. D., Johnson, K., Morrow, J. E., Nevin, J. A., & Perone, M. (2018). Role model pursuing expansive science of behavior: James G. Holland *Perspectives in Behavioral Science*, <https://doi.org/10.1007/s40614-018-155-8>

Hranchuk, K., Greer, R. D., & Longano, J. (2018). Instructional demonstrations are more efficient than consequences alone for children with naming, *The Analysis of Verbal Behavior*. DOI: 10.1037/bdb0000081

Longano, J., Hranchuk, 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>

(Published 2017)

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. <http://doi.org/104236/jbbs.2017>.

Eby, C. M. & Greer, R. D. (2017). Effects of social reinforcement on the emission of tacts by preschoolers. *Behavioral Development Bulletin*. <http://dx.doi.org/10.1037/bdb0000043>.

Schmelzkopf, J., Greer, R. Douglas, Singer-Dudek, J., & Du, L. (2017). Experiences that establish interest in speaking and listening to others. *Behavioral Development Bulletin*. Advance online publication. <http://dx.doi.org/10.1037/bdb0000026>.

Greer, R. D. (January-February 2016). History: Remembering Fred Keller. *Operants*. Cambridge, MA: B. F. Skinner Foundation. [www.B. F. Skinner Foundation](http://www.B.F.SkinnerFoundation.com).

Published 2015

Greer, R. D., & Du, L. (2015). Experience and the onset of the capability to learn the names of things by exclusion. *The Psychological Record*. DOI 10.1007/s40732-014-0111-2.

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.

Du, L., Broto, J. & Greer, R. D. (2015). The effects of the establishment of conditioned reinforcement for observing responses for 3D stimuli on generalized match-to-sample in children with autism spectrum disorders. *European Journal of Behavior Analysis*, 16 (1), 82-98. DOI.1080/15021149.2015.1065655

Oblak, M., Greer, R. D., & Singer-Dudek, J. (2015). Valuation alteration: Stimuli increase in value when preschoolers deliver them to peers. *The Psychological Record*. DOI 10.1007/s40732-015-0140-5

Greer, R. D. & Han, H. A. H. (2015). Establishment of conditioned reinforcement for visual observing and the emergence of generalized visual identity matching and preference for books with three Kindergarteners with ASD. *Behavior Development Bulletin*.
<http://dx.doi.org/10.1037/h0101316>

Choi, J., Greer, R. D., & Keohane, D. (2015). Effects of auditory matching on the intercept of speaker and listener repertoires. *Behavioral Development Bulletin*. 20 (2), 000-000.
[doi.org/10.1037/h010131](http://dx.doi.org/10.1037/h010131)

- Howarth, M, Dudek, J., & Greer, R. D. (2015). Establishing derived relations for stimulus equivalence in children with severe cognitive delays. *European Journal of Behavior Analysis*. DOI:10.1080/15021149.2015.1065635
- Longano, J. M. & Greer, R. D. (2015) Is the source of naming multiple conditioned reinforcers for observing responses? *The Analysis of Verbal Behavior*. (DOI) 10.1007/s40616-014-0022-y i.

Published 2014

- Cahill, C. S. & Greer, R. D. (2014). Actions vs. words: How we can learn both. *Acta Investigacion Psychologia*, 4, 1716-1745.
- Broto, J. & Greer, R. D. (2014). The Effects of Functional Writing Contingencies on Second Graders' Writing and Responding Accurately to Mathematical Algorithms. *The Behavioral Development Bulletin*, 19 (1), 7- 23.
- 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*. DOI 10. 107/s40732-0050-y

Published in 2013

- Zrinzo, M. & Greer, R. D. (2013). Establishment and maintenance of socially learned conditioned reinforcement in young children: Elimination of the role of the adult. *The Psychological Record*, 63 43-62.

Experimental Research published 2012

- Speckman-Collins, J. & Greer, R. D. (2012). Multiple exemplar instruction and the emergence of generative production of suffixes as autoclitic frames. *The Analysis of Verbal Behavior*, 28, 83-99.
- Pereira Delgado, J., Speckman, J. & Greer, R.D. (2012). The Emergence of Generalized Imitation in Students with developmental delays as a function of teaching imitation in a mirror. Manuscript submitted for publication.

Experimental Research published in 2011

- Gilic, L., & Greer, R. D. (2011). Establishing naming in typically developing children as a function of multiple exemplar speaker and listener experiences. *The Analysis of Verbal Behavior*. 27, 157-178.
- Luke, N., Greer, R. D., Singer-Dudek, J., & Keohane, D. (2011) The Emergence of Autoclitic Frames in Atypically and Typically Developing Children as a Function of Multiple Exemplar Instruction. *The Analysis of Verbal Behavior*. 27, 141-156.
- Greer, R. D., Corwin, A., & Buttigieg (2011). The effects of the verbal developmental capability of Naming on how children can be taught. *Acta de Investigacion Psicologia*, 1(1), 23-54.

Greer, R. D., Pistoljevic, N., Cahill, C., & Du, L. (2011). Effects of conditioning voices as reinforcers for listener responses on rate of learning, and preferences for listening to stories in preschoolers with autism. *The Analysis of Verbal Behavior*, 27, 103-124.

Singer-Dudek, J. Oblak, M., Greer, R. D. (2011) Establishing books as conditioned reinforcers for acquisition and maintenance as a function of an observational intervention with preschool children: An extension of conditioned reinforcement by observation. *Journal of Applied Behavior Analysis*, 44, 421-435.

Experimental Research Published 2010

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. ISN 1932-4731. <http://baojournal.com/SLP-ABA%20WEBSITE/SLP-ABA%20VOL-5/SLP-ABA-5-1.pdf>

Eby, C. M., Greer, R. D., Tullo, L. D., Baker, K. A., & Pauly, R. (2010). Effects of multiple exemplar instruction on the transformation of stimulus function across written and vocal spelling instruction responses by students with autism. *The Journal of Speech-Language Pathology and Applied Behavior Analysis*, 5(1), 20-31. ISN 1932-4731. <http://baojournal.com/SLP-ABA%20WEBSITE/SLP-ABA%20VOL-5/SLP-ABA-5-1.pdf>

Experimental Research Published 2009

Pereira-Delgado, J. A., & Greer, R. D. (2009). The effects of peer monitoring training on the emergence of the capability to learn by observing instruction received by peers. *The Psychological Record*, 59, 407-434.

Conceptual Papers 2010

Greer, R. D., & Longano, J. (2010). Naming a rose: How we may learn to do it. *The Analysis of Verbal Behavior*, 26, pp. 73-106.

Published Conceptual Papers in Journals and Chapters in Books 2009

Greer, R. D. & Speckman, J. (2009). The integration of speaker and listener responses: A theory of verbal development, *The Psychological Record*, 59, 449-488.

Greer, R. D. & Keohane, D. (2009). CABAS® contributions to identifying, inducing, and sequencing verbal development, pp 000-000. In P. Reed, *Behavioral Theories and Interventions for Autism*. New York: Nova.

Keohane, D., Pereira-Delgado, J. & Greer, R. D. (2009). Observing responses: Foundations of higher order verbal operants, pp. 41-62. In R. A. Rehfeldt and Y. Barnes-Holmes (Eds.). *Derived Relational Responding: Applications of Relational Frame Theory*. New Harbinger Press: Oakland, CA.

Published Papers 2008

Experimental Research

Pereira-Delgado, J. A., Greer, R. D., Speckman, J. (2008). Effects of conditioning reinforcement

- for print stimuli on match-to-sample responding in preschoolers. *The Journal of Speech-Language Pathology and Applied Behavior Analysis*, 3.2/3.3, 60-77. Retrieved August 12, 2009 from <http://www.slp-aba.net/DOCS/VOL3/JSLP-ABA%20-%20consolidated%20issue%203-2%20&%203-3.pdf>
- Greer, R. D. & Yuan, L. (2008). How kids learn to say the darnedest things: The effects of multiple exemplar instruction on novel verb usage. *The Analysis of Verbal Behavior*, 24, 103-121.
- Greer, R. D., Singer-Dudek, J (2008). The emergence of conditioned reinforcement from observation. *Journal of the Experimental Analysis of Behavior*, 89, 15-39.
- Greer, R. D., Singer-Dudek, J., Longano, J., & Zrinzo, M. (2008). The emergence of praise as conditioned reinforcement as a function of observation in preschool and school age children. *Revista Psicología Mexico*. 25, 5-26.
- Lee-Park, H., Pereira, Delgado, J., Choi, J. & Greer, R.D. (2008). The Effects of playful physical contact as an establishing operation on correct academic responding of three preschool students. *Journal of Early Intensive Behavioral Interventions*, 5, 90-105.
- Keohane, D., Luke, N., & Greer, R. D. (2008). The things we care to see: The effects of the rotated protocol immersion on the emergence of early observing responses. *Journal of Early and Intensive Behavioral Interventions*, 5.1, 23-39. Downloaded June 20, 2008 from
- Singer-Dudek, J. Greer, R. D., & Schmelzkopf, J. (2008). The effects of an observational intervention on the acquisition of reinforcing properties of a previously neutral stimulus, *Journal of Early and Intensive Behavioral Interventions*, 5.1, 57-74 Downloaded June 20, 2008 from www.jeibi.net/5.1.

www.jeibi.net/5.1.

Conceptual Papers/Chapters (2009)

- Greer, R. D. (2009) A science of education. In Mukhopadyay, M., Khanna, K., Abraham, S. *Quality School Education for All, Educational Technology and Management Academy*, Government of India: New Delhi, India.

Published 2007)

Experimental Research

- Tsiouri, I., & Greer, R. D. (2007). Different social reinforcement contingencies in inducing echoic to tacts through motor imitation responding in children with severe language delays. *Journal of Early and Intensive Behavioral interventions*, 3 (4), see issue for page numbers). <http://www.behavior-analyst-online.org>
- Greer, R. D., Stolfi, L., & Pistoljevic, N. (2007). Emergence of Naming in preschoolers: A comparison of multiple and single exemplar instruction. *European Journal of Behavior Analysis*. 8, 119-131.
- Fiorile, C. A. & Greer, R. D. (2007). The induction of naming in children with no echoic-to-tact responses as a function of multiple exemplar instruction. *The Analysis of Verbal Behavior*, 23, 71-88.
- Speckman-Collins, J., Park, H. S., & Greer, R. D. (2007). Generalized selection-based auditory matching and the emergence of the listener component of naming. *Journal of Early and Intensive Behavior Intervention*, 4 (2), 412-429. Retrieved May 1, 2007 from at <http://www.behavior-analyst-online.org>

Conceptual Papers and Chapters

- Greer, R. D. and Keohane, D. (2007). CABAS®: The Comprehensive Application of Behavior Analysis to Schooling. Pp 249-354 In J. Handleman (Ed.). *Preschool education programs for children with autism, third edition*. Austin, TX: Pro-Ed.
- García, M. J., Gómez-Becerra, I., Chávez-Brown, M., & Greer, R. D. (2007). Toma de perspectiva y teoría de la mente: Aspectos conceptuales y empíricos. *Salud Mental*, 29 (6), 5-14.
- Greer, R. D. (September 2007). Teaching as a Specialization in Applied Behavior: What we have learned in 26 Years of CABAS®. *Newsletter of the Cambridge Center for Behavioral Studies*.

Published 2006

Experimental Research Published 2006

- Tsai, H. & Greer, R. D. (2006). Conditioned preference for books and faster acquisition of textual responses by preschool children. *Journal of Early and Intensive Behavioral Interventions*.3.1, 35-60. Retrieved May 1, 2006 from online at <http://www.behavior-analyst-online.org>
- Longano, J. & Greer, R. D. (2006). The effects of a stimulus-stimulus pairing procedure on the acquisition of conditioned reinforcement for observing and manipulating stimuli by young children with autism. *Journal of Early and Intensive Behavior Interventions*, 3.1,135-150. Retrieved February 22 from <http://www.behavior-analyst-online.org>
- Pistoljevic, N. and Greer, R. D. (2006). The Effects of Daily Intensive Tact Instruction on Preschool Students' Emission of Pure Tacts and Mands in Non-Instructional Setting. *Journal of Early and Intensive Behavioral Interventions*, 103-120. Retrieved May 1, 2006 from online at <http://www.behavior-analyst-online.org>
- Schauffler, G. and Greer, R. D. (2006). The Effects of Intensive Tact Instruction on Audience-Accurate Tacts and Conversational Units and Conversational Units. *Journal of Early and Intensive Behavioral Interventions*, 120-132. Retrieved May 1, 2006 from online at <http://www.behavior-analyst-online.org>
- Reilly-Lawson, T. and Greer, R. D. (2006). Teaching the function of writing to middle school students with academic delays. *Journal of Early and Intensive Behavioral Interventions*, 151-169. Retrieved May 1, 2006 from online at <http://www.behavior-analyst-online.org>
- Bahadourian, A. J., Tam, K. Y, Greer, R. D. & Rousseau, M. K. (2006). The effects of learn units on the student performance in two college courses. *International Journal of Behavioral and Consultation Therapy*, 246-265. Retrieved June 12, 2006 from <http://www.ijbct.com/>

Experimental Research Published in 2005

- Greer, R. D., Chavez-Brown, M. Nirgudkar, A. S., Stolfi, L., & Rivera-Valdes, C. (2005). Acquisition of fluent listener responses and the educational advancement of young children with autism and severe language delays. *European Journal of Behavior Analysis*, 6 (2), 88-126.
- Greer, R. D., Yuan, L. & Gautreaux, G. (2005). Novel dictation and intraverbal responses as a function of a multiple exemplar history. *The Analysis of Verbal Behavior*, 21, 99-116.
- Bahadourian, A. J. & Greer, R. D. (2005). CABAS parent education: Increasing child compliance via parental emission of unflawed commands and contingent consequences during child play. *Journal of Early and Intensive Behavioral Interventions*, 2, 213-221.
- Karmali, I., Greer, R. D., Nuzzolo-Gomez, R., Ross, D. E., & Rivera-Valdes, C. Reducing Palilalia by Presenting Tact Corrections to Young Children with Autism. *The Analysis of Verbal Behavior*, 21, 145-154.

- Ross, D. E., Singer-Dudek, J., & Greer, R. D. (2005). Teacher performance rate and accuracy (TPRA): Training as evaluation. *Education and Training in Developmental Disabilities, 40* (4), 411-423.
- Keohane, D., & Greer, R. D. (2005). Teachers use of verbally governed algorithm and student learning. *Journal of Behavioral and Consultation Therapy, 1* (3), 249-259. Available online at <www.behavior_analyst_today.com
- Singer-Dudek, J. & Greer, R.D. (2005). A long-term analysis of the relationship between fluency and the training and maintenance of complex math skills. *The Psychological Record, 55*, 361-376.

Conceptual Articles: (Published, 2005, 2006, 2007)

- Greer, R. D. (2006). Summary and Commentary on D. and S. Premack's *Original Intelligence. The Analysis of Verbal Behavior, 22*, 111-118.
- Greer, R. D., Singer-Dudek, J., & Gautreaux, G. (2006). Observational learning. *International Journal of Psychology, 41* (6), 486-489.
- Greer, R. D. & Chávez-Brown (2005). El Modelo CABAS. *Magisterio Avemariano. 66-74.*
- Greer, R. D. & Keohane, D. D. (2005). The evolution of verbal behavior in young children. *Behavioral Development Bulletin, 1*, 31-48.
Reprinted in 2006 in the *Speech-Language Pathology and Applied Behavior Analysis, 1* (2), 111-141. Available at www.behavior-analyst-today.com
- Greer, R. D., & Ross, D. E. (2004). Research in the Induction and Expansion of Complex Verbal Behavior. *Journal of Early Intensive Behavioral Intervention, 1* (2). 141-165.
<http://www.behavior-analyst-online.org>
- Ross, D. E., Singer-Dudek, J. & Greer, R. D. (2005). The teacher performance rate accuracy scale (TPRA): Training as evaluation. *Education and Training in Developmental Disabilities, 40* (4), 411-423.
- Ross, D. E., Wilson, C. L., Goodman, J., & Greer, R. D. (2007). Using the learn unit as a measure of cost-effectiveness for professional development. *Journal of Education Finance.*

Publications 1970-2005: (Peer-Reviewed Articles in Journals and Chapters in Books)

Conceptual Papers/Chapters Peer Reviewed)

- Axelrod, S., & Greer, R. D. (1994). A commentary on cooperative learning. *Journal of Behavioral Education, 4*, 41-48.
- Barrett, B., Beck, R. Binder, C., Cook, D. A., Engelmann, S, Greer, R. D., Kryklund, S. J., Johnson, K. R., Maloney, M., McCorkle, N., Vargas, J. S., & Watkins, C. L. (1991). The right to effective education. *The Behavior Analyst, 14*, 79-82.
- Greer, R. D., & Hogin-McDonough, S. (1999). Is the learn unit the fundamental unit of pedagogy? *The Behavior Analyst, 20*, 5-16.
- Greer, R. D., & Keohane, D. (2004). A real science and technology of teaching. In D. J. Moran & R. W. Malott, (Eds.), *Evidence-Based Educational Methods* (pp. 23-46). New York: Elsevier/Academic Press.
- Greer, R. D., Keohane, D., Healy, O. (2002). Quality and comprehensive applications of behavior analysis to schooling. *The Behavior Analyst Today, 3* (2), 120-132.
<http://www.behavior-analyst-online.org>
- Greer, R. D. Keohane, D, Meincke, K., Gautreaux, G., Pereira, J. A., Chavez-Brown, M. & Yuan, L. (2004). Key instructional components of effective peer tutoring for tutors, tutees, and peer observers. In D. J. Moran & R. W. Malott, (Eds.), *Evidence-Based Educational Methods* (295-334). New York: Elsevier/Academic Press.

- Greer, R. D. (1998). Comprehensive Application of Behavior Analysis to Schooling (CABAS®). In Howard Sloane (Ed.), *What works in education?* Cambridge, MA: Cambridge Center for Behavioral Studies. (Reprinted in *Behavior and Social Issues*, 1998).
- _____. (1997). The crisis in education: Contributing factors and solutions (pp. 113-146). In B. Thyer & R. Mattaini, (Eds.). *Problems in society and solutions from the science of behavior*. Washington, D. C.: American Psychological Association.
- _____. (1997). Acting to save our schools (1984-1994). In J. Cautela, & W. Ishaq (Eds.). *The science of behavior and the human condition*. New York: Praeger.
- Greer, R. D. (1994). A systems analysis of the behaviors of schooling. *Journal of Behavioral Education*, 4, 255-264. (This article is also translated into Spanish for a chapter in a forthcoming book on scientific psychology to be published in Spain.)
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Publications: Books (13 Books)

In Progress

- Greer, R. D., Delgado, J., Dudek, J., Keohane, D. D., Weber, J., & Du, L., (in progress). A Strategic Science of Teaching, Learning, and Development (*Tentative Title formerly TABA*)).
- Greer, R. D., & Ross, D. (Eds.). When Text Speaks. Chapter book in progress.

Published 2018

Greer, R. D. & Fabiola, C. (2018). *Strategie educative CABAS®: Un approccio evolutivo e sistemico all' educazione con ABA*. Roma, Italia: Giovanni Fioriti Editore.

Translations Published 2014-18

Greer, R. D. (2001). *Designing teaching strategies: An applied behavior analysis systems approach*. New York: Academic Press.

Spanish translation March 2014

Italian Translation 2018

Greer, R. D. (trans. Silvia Munoz Davila and Luis Antonio Perez Gonzalez) (2014). *Diseno de estragias de ensenanza: Un enfoque de los sistemas del analisis aplicado de la conducta*. Madrid: Editorial Grupo 5.

Released May 2007

Greer, R. D., & Ross, D. E., (2008). *Verbal behavior analysis: Developing and expanding verbal capabilities in children with language delays*. Boston: Pearson/Allyn & Bacon/Merrill. [ISBN-13: 0-205-45837-0 and ISBN-10: 0-205-45837-8]

Korean translation October 2011

Italian translation 2015

Spanish translation March 2014

Greer, R. D. (trans. Silvia Munoz Davila and Luis Antonio Perez Gonzalez) (2014). *Analisis de la conducta verbal: Como inducer y expander nuevos capacidades verbales en ninos con retraso en el lenguaje*. Madrid: Editorial Grupo 5.

Italian translation May 2016

Curricula and Language Development Protocols

Greer, R. D. (2013). *CABAS® International Curriculum and Inventory of Repertoires for Children from Pre-School through Kindergarten, 5th Edition*. Yonkers, NY: The Fred S. Keller School and CABAS®.

Greer, R. D. (2019). *Early Learner Curriculum and Achievement Record*. Yonkers: CABSA® and Fred S. Keller School.

Published 1975-2002 Author, Co-Author, or Co-Editor

Greer, R. D. (2002). *Designing teaching strategies: An applied behavior analysis systems approach*. New York: Academic Press. Gary Phye (Series Editor), Educational Psychology Series: *Critical Reviews of Research Knowledge, Theories, Principles, and Practices*. (Selected to be available online as well as in print by Elsevier Press). (*Spanish translation 2015; Italian, 2018, Chinese in press*)

Catania, C., Greer, R. D., Holth, P. (Eds.). (1999). *Verplanck's Glossary of Behavioral and Psychological Terms*. Cambridge Center for Behavioral Studies: Cambridge, MA. (Available on the Web, Yahoo source for psychological terms)

Sulzer-Azaroff, B. Drabman, R., Greer, R. D., Hall, R. V., Iwata, B., & O'Leary, S. (Eds.). (1988). *Behavior analysis in education from the Journal of Applied Behavior Analysis, 1968-1987*. Lawrence, KS: Society for the Experimental Analysis of Behavior.

Greer, R. D., & Dorow, L. G. (1976). *Specializing education behaviorally*. Dubuque, IA: Kendall/Hunt.

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- Greer, R. D. (1986, 1992, 1998, 2001). *Teaching Operations for Verbal Behavior*. Yonkers, NY: CABAS® and The Fred S. Keller School. (Publication for use in CABAS® Schools Only).
- Greer, R. D. (1980). *Design for music learning*. New York, NY: Teachers College Press.
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Sample Representative Doctoral Dissertations (Sponsor, 216 Dissertations as of Spring 2016)

As of May 2019, I have sponsored 242 dissertations.

About 90% of those dissertations have been published in refereed journals and/or presented as refereed papers at scientific conferences in behavior analysis, education and psychology. A list of those dissertations is available on request.

Dissertations 2009/10 All PhD

- Darcy Walsh, The Induction of observational learning and Naming as a Function of the Observational System of Instruction
- Kimberly Vogt, Increasing Spontaneous Vocal Verbal Behavior in Children with ASD as a Function of Peer Tutoring of Tacts
- Nicole Luke, The Induction of Autoclitic Frames in Language Delayed Children and Typically Developing Bi-lingual Three-Year Olds
- Jeanine Schmelzkopf, Conditioned reinforcement for the tact
- Michelle Zrinzo, The effect of the absence of an adult on the acquisition of conditioned reinforcement by observation
- Mindy Rothstein, Emulation in Typically Developing 2 and 3-year olds

Dissertations 2008, All PhD

- Jennifer Longano, Sources of Reinforcement for Naming
- Nirvana Pistoljevic, The Effects of MEI and Intensive Tact Interventions on Naming and Social Verbal Behavior
- Yasmin Helou-Care, Joining of Naming to Phonemic Textual Responding: Naming sources of reading comprehension
- Tracy Reilly-Lawson, The Effects of Phonemic Abstraction on Reading Comprehension in Children with Naming
- Amy Praeger, Effects of Expanded Multiple Exemplars on Emergent Textual Responding in Beginning Readers

Dissertations Fall 2007

- Jeremy Greenburg, Effects of Training Tactics to Teachers: Instructional Effectiveness and Costs (PhD)

Dissertation Orals Completed Fall 2004: Student and Subject Area

All PhD

(2006, 2007 dissertations need to be added)

- Mapy Chavez-Brown, Auditory Matching and The Emergence of Echoics (Accepted for publication)

Amy Davies-Lackey, Yoked Contingencies and The Induction of Observational Learning
 Carol Fiorile, Induction of Naming in Children with Developmental Disabilities (submitted for publication)
 Jeanne Speckman, Induction of Generative Suffixes, (In Press)
 Anjalee Nirgudkar, Naming and Transformation of Establishing Operations via Multiple Exemplar Instruction

Dissertations completed Spring 2005

All PhD

Katherine Meincke (Induction of Metaphor Usage in Middle School Students), Director of Faison School and Adjunct professor
 Lynn Yuan (Tutoring and the Emergence of Untaught Higher Order Operants by Preschoolers and Primary Grade Tutors and Tutees), Assistant Professor in Taiwan
 Grant Gautreaux (Induction of Observational Learning in Middle School Students from Impoverished Neighborhoods as a Function of Teaching them to Monitor the Behavior of Others), Assistant Professor State University, LA, Awarded PhD dissertation with distinction
 Lauren Stolfi (Induction of Observational Learning in Four Year Olds as a Function of Yoked Contingencies of Reinforcement), Director of Special Education Rye Public Schools
 Dana Vassalli-Gold (Observational Learning of Writing Repertoires in Middle School Students), Assistant Professor George Washington University
 Hye-Suk Park (Naming and Emergence of Untaught Textual Responses in Preschoolers with Developmental Disabilities), Associate Professor Sam Huston State University, TX
 Lina Gilic (Absence of Naming by Two Year Olds and the Induction of Naming as a Function of Multiple Exemplar Instruction) (Submitted), Consultant
 Susan Mariano-Lapidus (Multiple Exemplar Instruction and Abstract Control of Suffixes), (Assistant Professor Manhattan College)
 Joann Pereira-Delgado (Induction of Observational Learning in Five-Year Old Children as a Function of Teaching them to Monitor the Responses of their Peers) (published) (CABAS Consultant and Adjunct Associate Professor at TC)

Orals completed Fall of 2005

All PhD

Sudha Ramswamy Brief Pre-Instructional Periods of Play and Preschoolers Accuracy in Instructional Responses and Performance (published) (Assistant Professor Manhattan College)
 Tina Covington, The Effects of Fluency on Maintenance and Comprehension, Director of ABA School

Orals Completed Spring 2006

All PhD

Christine O'Rourke (Conditioned Reinforcement and Preference for Math Activities as a Function of Observational Learning) (Assistant Professor Manhattan College)
 Gina Feliciano, Acquisition of the Listener Half of Naming by Non-Vocal Children, Director of ABA program
 Amoy Hugh-Penie, Effect of Contingent Recorded Speech and Sound on Palilalia, Director of ABA School

Examples of Representative Dissertations Sponsored 1998-2003 and Current Positions of Former Students

“Independence and Improved Academic Responding as a function of teaching textually-mediated repertoires,” MARY JEAN MARSICO, Ed.D. Superintendent BOCES Rockland

"Functional relations between verbal behavior vs. social skills training on the conversational units and aberrant behaviors of young autistic children", HUI-CHUAN CHU Ph.D. (Awarded the Outstanding Dissertation in Taiwan in 1999), Professor University of Taiwan

“Peer Effects on the conditioning of a generalized reinforcer in young children,” CATHERINE D. SALES, Ed.D. Westchester School District Supervisor

"An analysis of the effects of pairing vocal sounds with reinforcing events as an antecedent on the frequency of free operant vocalizations and the subsequent acquisition of mand functions in young children with autism,” SO-YOUNG YOON, Ph.D., School Supervisor (Published)

"Behavioral momentum across response classes to induce echoics and mands in children with autism who had no prior vocal-verbal repertoires,” DENISE E. ROSS, Ph.D., Professor at Florida Atlantic University, next at TC; Currently at the Chicago School for Professional Psychology (Published)

“Stimulus equivalence and rate” CHRISTOPHER MCDONOUGH, PH. D., School Administrator

Replacing echolalia and Palilalia with tacts in young children with autism (Consultant)

IRFA KAMALI, Behavior Analyst Consultant for Memphis School District (published)

JESSICA SINGER, Ph.D., Professor at St. Johns University, Now at Teachers College (published)

Rate and Complex Behavior (Published)

SHEILA JABLOWSKI, Ph.D., Supervisor Westchester County

Inducing first instances of echoics and mands, and tacts as a function of imitation momentum

IOANNA TSIOURI, Ph.D., Professor, University in Greece (Published)

ROBIN NUZZULA-GOMEZ, Ph.D., SBA, Asst. RS, Executive Director the Fred S. Keller School

The Effects of Learn Units and Observed learn Units on Teachers Decisions and Their Students’ Progress (published)

HSIN-HUI TSAI,

Conditioning textual stimuli with toddlers and effects on subsequent acquisition of textual responding (published) Adjunct Professor

Board Patron for The CABAS Irish Schools Board (1999-2007)

Board Patron for the Cork CABAS Board of Management School (1999- 2007)

Scientific Advisory Board for the Spanish Millennium International Science Conference (1999-2001)

Board of Editors for *The Verplanck Glossary and Thesaurus of Behavioral and Psychological Terms* (1997-) (Yahoo Web Glossary and Thesaurus of Psychological and Behavioral Terms)

American Representative on the Council of the European Association for Behavior Analysis. 2003-2006

President's Committee of the Association for Behavior Analysis on Lobbying for Effective Educational Practices 1994-98

President and Senior Scientist of the CABAS® Professional Advisory Board (1996-2015)

Babies Prep School for Health, Education, and Research (Vice President of the Board 1990-2000)

Fred S. Keller School (Founder and President of the Board, 1986-2000, continue as Member of the Board 2000-2002, President 20002-)

Founding Committee Establishing CABAS® Board Certification and Accreditation Board

Task Force for "Rights to Effective Education" (Association for Behavior Analysis), 1986-1989

New York Academy of Science Educational Advisory Board (1985-1989)

Cambridge Center for Behavioral Studies (Scientific Advisory Board) (1984-1990, 2000-)

Board for Advanced Study of the Association for Behavior Analysis (1990-96)

Chairperson and Author of the Report for the ABA Task Force for the "Follow-up on Follow Through" (1983-1984)

Human Rights and Research Review Committee for the Letchworth Developmental Center (1982-1985)
 Chairperson of the Education SIG of the Association for Behavior Analysis (1980-1985)
 Co-chairperson of the Joint ABA and AABT Committee on Ethics and Legal Issues (1982-1984)
 Advisor to the Human Rights Committee of The Margaret Chapman School, (1981-2000)
 Editorial Boards (See Editorial Services)

Consultations, Site Visits, Guest Lectures (Representative Sample)

Lectures in 6 cities in China August 2017, April/May 2018 Sponsored by the AI foundation that is devoted to medical and psychological interventions for children in China
 Bavarian Institute for Digital Education
 Consulting on the MA Curriculum for Teaching as ABA to replicate our MA program in Saudi Arabia
 Penn State International Conference on Autism
 China Work shops in CABAS and Science of Teaching at Beijing Normal University, Hubei Province and Chinese National Charity for Autism
 Courses in Spain annually 1998 to present
 Course Sao Paolo Brazil April 2012
 Oviedo University Course, Spain March 2012
 Guest Professor Brazil January 2012
 Keynote Speaker, The Association for Behavior Analysis Fifth International Conference in Oslo, Norway, August 2009
 Keynote Speaker, The Norwegian Association for Behavior Analysis (Norway April 2008)
 One of 6 Keynote Speaker, Indian Education Department of Educations Symposium on: *Quality Secondary Education for India* (New Delhi, India November 2007) (contribution description of a science of teaching, other speakers from Australia on education and economics, president of UN education program, 2-senior professors and Deans from universities in India, Head of the Department of Education)
 Keynote Speaker, Experimental Analysis of Behavior Group (2007 University College London)
 Keynote Speaker Brazil Association for Behavior Analysis, Campinas Brazil, August 2005
 Invited Speaker Mexican Association for Behavior Analysis, Puerto Vallarta, Mexico, October 2003, also Korea, Israel, and Norway in 2005/06
 Lagos Nigeria April 2003, Four-Day Course with Professor Denise Ross.
 Invited Guest Speaker Society for Behavior Analysis in Ireland (University of Ireland at Maynooth, May 2002)
 Kerry, Cork, Dublin, Galway and Drogheda Ireland, Presentation on CABAS for Parents and Professionals in Southern Ireland
 Invited Speaker in Taipei, Taiwan, December 2000 Congress on Behaviorism
 Invited Speaker in Xalapa, Mexico, Congress on Behaviorism and Behavior Analysis, November 2000
 Keynote Speaker, The American Psychology Conference August 2000 (acceptance of Award)
 Site Visit and Consultation, The Victory School in Miami (2000), Child Development School in Portland, Oregon (June 1999), The JigSaw School in England 1999-, The Cork CABAS School in Ireland 1999-
 Consulting Head for the Development of the TreeHouse School, A CABAS® Centre for Applied Behavior Analysis in London England (Sabbatical Leave Spring, 1998), also the “seeding” of ABA Courses for two universities in the UK, Cork CABAS® School Project Ireland (Throughout 1999) funded for Five years
 Key Note Speaker for The National Congress of the Spanish Psychology Association (October 1998)

Guest Lectures and Courses at the Universities of Oviedo (March), Salamanca (March), and Cadiz (November) in Spain (1998)

Keynote Speaker, Ten Years of a Science of Schooling: The Tenth Anniversary of the Fred S. Keller School (1996)

Keynote Speaker YAI Conference "CABAS®: Applying the Science of Behavior to Best Serve People with Developmental Disabilities",

Speaker at the Fred S. Keller Memorial, at the International Convention of the Association for Behavior Analysis, San Francisco, CA June 1, 1996

Speaker at Parent Meetings at the Following Schools: New Rochelle Special Parents; The Fred S. Keller School Parents Associations; PS # 176 Teacher/Parents Group; The Margaret Chapman School Parents Day. The TreeHouse School, Parents of Autistic Children in Bangor Wales, Portland (Oregon), Montgomery Alabama, Cork Ireland, Oviedo and Gigon Spain

Consultation Malcolm X College and the Morningside Literacy Programs on the Application of The Learn Unit as a Measure of Effective Schooling (June 1995)

Interview Westchester Cable News on The Fred S. Keller School and the CABAS® Model (June 1994)

Pearl River Public Schools Adopt the CABAS® Model 1994

Keynote Speaker, Parenting and Schooling Conference, Montgomery Alabama (1993)

Interview on Cable Television Show "Early Starts" (1993)

Keynote Speaker, Education and Behavior Analysis: Measurably Superior Strategies at Ohio State University Conference on Behavior®r Analysis and Education (1992)

New Rochelle Public Schools Adopt the CABAS Model in Selected Special Education Inclusion Classrooms (1993, as of 1997 there are 12 CABAS® Classrooms)

Distance Learning Lecture, Ohio State University Program in Applied Behavior Analysis and Special Education

Keynote Speaker, Italian/American Symposium on Behavior Analysis Interventions for Children with Handicapping Conditions (Troina, Italy, June 1989)

OASI Institution in Troina, Italy Adopts Features of the CABAS Model 1987-1988 (year long training and research effort; See Lamm & Greer publication)

Pathfinder Village Adopts Features of the CABAS model (1987-)

Invited Speaker Division 25 of the American Psychology Association Introducing B. F. Skinner's Address (Los Angeles, CA; with S. Engelmann and O. Lindsley, 1987)

One of Four Invited Speakers at the Inaugural Annual Meeting of the Cambridge Center for Behavioral Studies (1984)

One of Four Invited Speakers at the Week Long XVIth Banff International Conference on Behavior Modification (1984 Banff, Canada)

Invited Speaker at the National Convention of School Psychologists (1983 Philadelphia)

Consultation at the Margaret Chapman School Resulting in the development of the CABAS System (1981-2001)

Consultation with the Lifestyles Training Corporation (Senior Consultant 1979-1985): Opengate, Shield Institute, New York Institute for the Education of the Blind, Letchworth Developmental Center, Letchworth Medical-Surgical Unit, Paramount Movie Studios, Columbia Presbyterian Babies Hospital Feeding Disorders Clinic, New Jersey School for the Blind

The Fred S. Keller School (Founder of this Not-for-Profit CABAS® Preschool, Nominated as Outstanding School Model by the New York State Department of Education, monthly consultation on the CABAS Model since 1986)

National Convention of the Association for Behavior Analysis (Invited Lecturer, Ten Years of Programmatic Behavior Analysis, Milwaukee, 1980)

Two Year Serial International Symposium on *Psychology and Music Education* Sponsored by the Music Educators National Conference at the University of Michigan 1979 and 1980

Fifty-Eighth National Convention of the Council for Exceptional Children (Invited Lecture "Defining Social Components of an IEP: Tools from Behavior Analysis", 1980)
 New York Private Schools for Children with Handicaps: Parenting Skills for the Special Child, 1980)

Baruch College Distinguished Lecture Series on The Quality of Life (Special Education and Critical Behaviors, 1978)

1970-1978 Invited lectures and short courses: Connecticut Music Educators Convention, Towards Humanizing Education, International Conference of Military School Personnel, CEC Conference (Los Angeles, CA), National Symposium on Music Curriculum Design (Syracuse University), Transition Classrooms New York City Public Schools, Leon County, Florida Association for Retarded Children, Educational Advisor Young Peoples Audiences, New York State Department of Education, Scarsdale Public Schools, Florida State Department of Education Test Prototypes, Miami Florida Public Schools

Comprehensive Application of Behavior Analysis to Schooling (CABAS®) (See www.cabasschools.org)

The CABAS® systems approach to schooling (established 1981) is a learner-driven and system-wide application of the sciences of behavior, pedagogy, and schooling to all of the roles of schooling (students, parents, teachers, supervisors, administrators, and boards of education) for teaching *all aspects of the curriculum*. It is based on, and continuously modified by, research and continuous close reliable measurements of the results of schooling for the individual learner and currently generates 3.8 million data points monthly. The model has been applied to ten schools in this country, England, and Italy. Schools and university training programs are in development stages in Korea and China. The evidence to date shows that students learn from 4 to 7 times more when the model is fully in place than they did in pre-CABAS baselines or control groups (Greer, McCorkle & Williams, 1989; Lamm & Greer, 1991, Selinski, Greer, & Lodhi, 1990; Sloane, 1997; Waddington & Reed, 2009; Reed, Osborne, & Corness, 2006). CABAS® was cited by the Cambridge Center for Behavioral Studies as one of the eight existing educational models shown to be measurably effective. Five of the schools serve as research, demonstration, and training sites for all 40 MA students and all 21 of our current Ph.D. students. I was the designer of the model and serve as a continuing consultant/supervisor to the schools: The publicly funded schools serve typically developing children and children with native disabilities from 18 months to Middle School and they are research and demonstration centers for teaching based entirely on scientific practices. The schools also serve as training and research sites for all of our students in the Programs in Applied Behavior Analysis. The currently accredited programs include: The Morristown NJ CABAS® Accelerated Learner Classrooms Pre-K-6 general education model, The Fred S. Keller School with Westchester and Rockland campuses (Pre-School 16 Months to 5-years over 220 children), the JigSaw School in Guildford England (at www.cabasschools.org), and schools working for accreditation: schools or learning centers in Spain, Peru, Korea, Italy, Germany, and China. All of the CABAS schools are *publicly funded not-for-profit schools*. The CABAS® schools in the USA serve as training sites to the more than 40 MA and 25 Ph.D. students in any given year in the Programs in Behavior Analysis of Columbia University Teachers College and Graduate School of Arts and Sciences. All students are funded in paid positions in CABAS Schools.

The CABAS Board accredits schools that meet the measurable criteria identified in the research that led to the development of the model and CABAS® is an intellectual trademark obtained to protect the quality of service. While we encourage all schools to use practices we have found effective and have published, we reserve the CABAS® accreditation for schools that we monitor for consistency with our data-based standards. The Board also certifies levels of teaching and supervision expertise in applied behavior analysis in education. The certification is based on

measurable performance of professional practices of teaching that is based entirely on research demonstrating functional relations between the practices and the outcomes for students, teachers, parents, and supervisors.

Our mission is to *provide scientifically replicable practices and systems* for children from impoverished areas and children with native disabilities in order that they receive superior and measurably effective educational practices. The functions of CABAS schools are to provide: a) a small number of criterion-referenced accredited research and demonstration centers of educational excellence that are based entirely on the *comprehensive and exclusive use of scientific practices*, b) demonstrations centers for learner driven accelerated education that is *entirely individualized*, c) schools as centers of community, d) sites for training graduate students and university faculty, e) sources for training professionals to achieve CABAS® Board Certification which is a criterion-referenced multi-tiered certification of Teaching and Supervision as A Science, f) schools that students, faculty, and administration find intellectually, professionally, and personally pleasing places to work, and g) centers of research in the basic and applied sciences driven by the needs of individual learners rather than current fads, trends or politically-driven research agendas. Tested practices from the centers identify empirically based procedures that should drive the content of university-training practices. Moreover, our research agenda is driven entirely by needs of children and families and advancement of the basic and applied sciences of behavior analysis. We have not, to date, been dependent on foundational, corporate, or governmental funding beyond service provisions.

Pediatric Behavioral Medicine Research and Consultation (for Pediatricians and Hospitals):

Shifting from gastrostomy to oral feeding of children (Several cases with R. Asnes, MD.)

Incontinence (numerous cases with R. Mones, MD and faculty of the Columbia University Medical School.)

Decubitus management with developmentally disabled children

Infant sleep disorders (with D. Allendorph, MD.)

Compliance with medical regime to heal decubitus (24 hours a day for over 10 months, with staff physicians and nurses at LDVC Medical-Surgical Unit)

Oral and intravenous medical regimes for children (Three Published Treatments for Dysphasia)

Operant procedures for use with, and assessment of, the comatose with M. Boyle (see publication, cited in 2005 *Journal of Neuropsychological and Brain Sciences* as seminal study in coma and operant responding)

Training nurses to maintain and implement 24-hour behavioral programming (Letchworth Developmental Center Hospital)

Feeding disorders (Dysphasia, Obesity, Anorexia, Bulimia, failure to thrive, Praeder-Willi Syndrome) (Helped Develop the Babies Hospital Feeding Disorder Clinic)

Professional Memberships:

American Association for the Advancement of Science

American Educational Research Association

Association for Behavior Analysis

Comprehensive Application of Behavior Analysis to Schooling

Cambridge Center for Behavioral Studies (Advisory Board)

Council for Exceptional Children

European Association for Behavior Analysis (Executive Council from inception in 2006 to 2008)

Experimental Analysis of Behavior Group (England)

Irish Association for Behavior Analysis

New York Academy of Sciences (Board 1984-89)

Editorial Services:

Current service: Editorial Board *Behavioral Development Bulletin*, 2005-2015, Editorial Board The Psychological Record 2001-2007, 2015-, Editorial Board *The Analysis of Verbal Behavior* 2009-2014, Editorial Board *The European Journal of Behavior Analysis* 2008-, Journal of Speech and Language-- Applied Behavior Analysis (Co-Editor) that is now the *Behavioral Development Bulletin*—2014; Behavioral Development 2014-. *Former service:* Co-Editor of the Journal of Speech and Language—Applied Behavior Analysis; 2005-2007 Co-Editor of *Journal of Early and Intensive Behavioral Interventions*; 2003-2008 Associate Editor for the *Journal of Early and Intensive Behavioral Interventions*; 2003; *European Journal of Behavior Analysis* Editorial Board; 1997- *Verplanck's Glossary and Thesaurus of The Science of Behavior*; 1990-; *Journal of Behavioral Educations*; 1989-1992, 1994-1997 *The Behavior Analyst*; 1980-1986, 1992-1996 *Journal of Applied Behavior Analysis*; 1992, *The American Psychologist* (Guest Editorial Board); 1990-2005 *Journal of Behavioral Education*; 1990-96 *Behaviorology* (Associate Editor); 1989-1991 *In Segnare all' Handicappato*; 1987-1990 *Journal of Applied Behavior Analysis*; 1984-1986 *The Behavior Analyst*; 1983-1986 *Journal of Applied Behavior Analysis*; Fall 1983 *Experimental Analysis in Therapy* (Guest Editor for a special issue of the *Journal of Music Therapy*); 1978 Academic Press; 1977, 1979 *American Journal of Mental Deficiency*; 1977-1979 Columbia University Press; 1972-1978 *Bulletin of the Council for Research in Music Education*; 1976, 1978 *Journal of Applied Behavior Analysis*; 1976, 1977 *Journal of Educational Research*; 1976-1979 Teachers College Press; 1985 University of Alabama Press; 1986, 1988, 1989 Merrill Publishing; 1983 Holt, Rinehart, & Winston

Published Reviews of Research and Books, and Television Coverage:

Review of research in verbal behavior in the National Autism Center's "National Standards" 2009, Review of research in the News letter of the American Speech and Language Association, 2010; Television and press coverage of lecture in Oviedo Spain October 2009; Coverage of Lecture to Parents in Cordoba Spain by *El Mundo* March 2005, July 2007; Coverage of CABAS Schools in CNBC program on autism March 2005; Review of *Designing Teaching strategies: An Applied Behavior Analysis Systems Approach* in *Analysis in Verbal Behavior* (Volume 20 of *The Analysis of Verbal Behavior*); Also review of above in *Behavioral Interventions* Radio, Television, Newspaper coverage of CABAS Schools in Ireland, 2001, 2002, 2003, 2004; August 2000, CORK CABAS School featured on Irish National Television "Nationwide"; 1999-2000 articles on CABAS in Newspapers in Spain, England, and Ireland; 1997, *What Works in Education?* (Cambridge Center for Behavioral Studies); 1995 *Instructional Technology*; 1990, 1991 *Behavioral Analysis Digest*; 1984 *Psychology Today*; 1977 *Choice*; 1976 & 1988; *Contemporary Psychology*; 1976 *Contributions to Music Education*; 1973, 1974, 1977 *Bulletin of the Council for Research in Music Education*; 1977, 1981 *Exceptional Children*; 1976 *Human Learning*; 1976, 1978 *Journal of Music Therapy*; 1976 *Improving Higher Education*; 1976, 1978 *Journal of Research in Music Education*; 1977 *Mental Retardation*; 1976, 1981 *Music Educators Journal*; 1978 *PAR* (Newsletter of the Phi Delta Kappa R & D Center)

Grants Received (A partial Sample)

2009-2019 Funding for PhD and MA students as described below
 2008/2009 Funding for PhD and MA students as described below
 2007/2008 Funding for PhD and MA students as described below
 2006/07 Funding for PhD and MA students as described below
 2005/06 Funding for PhD and MA students as described below
 2005/06 Funding for PhD and MA students as described below
 2004/05 CABAS schools fund the current first and 2nd year MA students in paid stipends \$648,000, 24 Ph.D. Students in Teacher Positions salary ranges form \$40,000, \$65,000. Median salary

\$46,000, approx total Ph.D. students \$920,000, total training funds from CABAS to TC for 2004/05 \$1,568,000; CABAS Schools annually fund all student in the behavior analysis programs (funds up to 40 MA students in paid internship positions, \$18,000 each, total of \$540,000 in 2003, and funding for 29 Ph.D. Students range from \$37,000 to \$60,000, or approximately \$800,000); 2001-2004- Dublin School Project \$1,000,000 annually, 2001-2004 Cork Project grows to @\$2,000,000 annually; 1999-2001- Cork CABAS School Project @\$500,000 annually; 1981-present, Behavior Analysis funded internships from CABAS® Schools 1985-, Web Course for Applied Behavior Analysis Grant from New York Ste Education Dept. (Co-Principal with Professor Mithaug), Parent Training Grant New York State Office of Mental Retardation and Developmental Disabilities (\$50,000); 1984-87 Fred S. Keller Fellows Doctoral Traineeship from the US Department of Education (\$300,000 for three years); Three year funding of the Gold Fellows by the New York State Office of Mental Retardation and Mental Disabilities \$300,000; 1970-1978 Horace Mann-Lincoln Institute Grant (1970-1974); Horace Rackham Grant (University of Michigan), 1969; 1972-1993 Department of Special Education Training Grants (In Conjunction with other Department of Special Education Faculty).

Recent Guest Lectures or Workshops

6-hour lecture and workshop Seoul Korea, April 2018, Sponsored by the Korean Association for Behavior Analysis
 38 hours of lectures in Yangchuan, Nanning, and Shenzhen China with Lin Du April 2018, Sponsored by the AI Charity of China
 36 hours of lectures in Beijing and Wuhan China with Dr. Lin Du, CABAS and Verbal Behavior Development for children with autism. August 2017 Sponsored by the AI Charity of China
 1998-2016 Graduate Courses (12-36 hours) at universities in Spain. University of Almeria, Cadiz, Grenada, Oviedo, Madrid, Seville, Toledo.

Refereed Paper Presentations

(Presenters for our symposia printed in caps)

After 2010 I stopped listing conferences. However, each year I present papers with students in at least two symposia at the ABAI conference, the CABAS conference, the European ABA conference.

Papers and presentations at the Association for Behavior Analysis International annual conferences, European Association for Behavior Analysis, CABAS Conferences 2010 to 2017 (I do not list them since my published papers reflect the content of those presentations)

2010 ABAI Austin Texas. Title: The Effects of the Acquisition of Behavioral Developmental Cusps on Learning and Teaching

Chair: R. Douglas Greer

The Effects of Multiple Exemplar Instruction (MEI) Across Saying and Writing CARLY M. EBY (Columbia University Teachers College), R. Douglas Greer (Teachers College, Columbia University), Lisa Dawn Tullo (Teachers College, Columbia University), Katherine Anne Baker (Teachers College, Columbia University)

Effects of Books as Conditioned Reinforcers for Observing on Reductions in Stereotypy and Reading. LISA DAWN TULLO (Teachers College, Columbia University), Carly M. Eby (Columbia University Teachers College), Katherine Anne Baker (Teachers College, Columbia University)

Effects of Auditory Matching on the Emergence and Improvement of Echoics in Students with ASD. JINYEOK CHOI (Teachers College, Columbia University), Noor Younus Syed (Teachers College, Columbia University), Yin ping Chan (Teachers College, Columbia University), R. Douglas Greer (Teachers College, Columbia University)

Effects of the Presence and Absence of the Naming Capability on Effective Instructional Presentations ALISON M CORWIN and R. Douglas Greer

Title: The Identification and Induction of Verbal and Observational Developmental Cusps in Pre-School Children

Chair: R. Douglas Greer

Effects of the Acquisition of Conditioned Reinforcement and Intensive Tact Instruction Social Verbal Exchanges in Pre-School Children JEANINE SCHMELZKOPF (Box 76 Teachers College Columbia University), R. Douglas Greer (Teachers College, Columbia University)

The Observational Conditioned Reinforcement Effect in Young Children: Elimination of the Role of The Experimenter MICHELLE L. ZRINZO (Columbia University Teacher's College), R. Douglas Greer (Teachers College, Columbia University)

The Effects of Experimenter Habituation and Trial and Error Experiences on Emulation in Toddlers MINDY BUNYA ROTHSTEIN (Columbia University Teacher's College), R. Douglas Greer (Teachers College, Columbia University)

Effects of Delivery of a Neutral Item to a Peer on Acquisition of Conditioned Reinforcement MARA KATRA OBLAK (Columbia University Teacher), R. Douglas Greer (Teachers College, Columbia University)

Greer, R. D. (August 4, 2009). The development of language function in children: The role of experience. Invited speech at the Third International CABSA® Conference in Guildford England.

Greer, R. D. (August 6, 2009). How children come to learn in new ways. Invited speech at the Fifth international ABAI conference, Oslo, Norway.

Greer, R. D. (August 6, 2009). Incidental language acquisition: How it comes about. Askerhus University College Department of Behavior Analysis (Presentation for a Course).

Greer, R. D. (August 4 and 5, 2009). Experimental analyses of language acquisition in applied settings. Symposium presented at the Fifth international ABAI conference, Oslo, Norway.

Greer, R. D. (August 4 and 5, 2009). How children come to speak effectively and listen with understanding. CABAS® Third International Conference, Guildford, England.

Greer, R. D. (August 9, 2009). Naming as the source for incidental language acquisition. Fifth international ABAI conference, Oslo, Norway.

Greer, R. D. (November 2007). A Science of Teaching. National Department of Education Symposium on Universal Quality Secondary Education, New Delhi, India.

Greer, R. D. (April 2, 2007). Hello, I'm Your Listener. Keynote speech for the English Behavior Analysis Group, University College London.

Greer, R. D. (April 2008). The Verbal Behavior Developmental Theory. Keynote speech for the Norwegian Association for Behavior Analysis Annual Congress.

Greer, R. D. (October 2006). The Identification and Induction of Verbal Developmental Capabilities. Norwegian National Conference on Autism.

(Partial Listing of Recent Paper Presentations)

Papers and Poster 2006 Association for Behavior Analysis Conference

(Presenting authors in capital letters for the following.)

I need to add 2007 through 2015 presentations. (e.g., Ireland Psychological Association April 2015 Keynote Speaker)

Greer, R. D. & O'Sullivan, D. (May 2006). Naming for 2-dimensional stimuli in typically developing First Graders. Paper presented at the Association for Behavior Analysis Conference, Atlanta Georgia.

Experiments on the Induction of Naming in Children with and Without Verbal Delays. R.

DOUGLAS GREER (Columbia University Graduate School and Teachers C), Lauren M. Stolfi (The Fred S. Keller School), Carol A. Fiorile (Private Consultant), Lina Gilic (Teachers College Columbia University),

Observational Learning: What it Is and Isn't and How to Induce It Chair and Spanish Interpreter: R. Douglas Greer (Columbia University Graduate School and Teachers College) (Presentation in Spanish)
 Efectos de la adquisición de un repertorio de igualación de manera auditiva en el repertorio ecoico. MAPY CHAVEZ-BROWN (Wagner College) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

Observational Learning Capabilities in Middle School Students: Induction and Expansion via the Observational System of Instruction. DENISE O'SULLIVAN (Teachers College, CABAS), R. Douglas Greer (Columbia University Graduate School and Teachers C), Shira A. Ackerman (Teachers College Columbia University), Brooke DeMarco (Columbia University), Petra Wiehe (Columbia University), and Grant Gautreaux (Columbia University Teachers College)

Observational Learning of Conditioned Reinforcement. R. Douglas Greer (Columbia University Graduate School and Teachers C), JESSICA SINGER-DUDEK (St. John's University & CABAS), and Lynn Yuan (Fred S. Keller School)

Effects of the Observational System of Instruction on the Acquisition of Observational Learning and the Naming Repertoire. R. Douglas Greer (Columbia University Graduate School and Teachers C), Karla Weigand (Columbia University Teachers College), ELISABETH KRACHER (Columbia University Teachers College), Tracy Reilly-Lawson (Columbia University Teachers College), and Darcy Walsh (Teachers College Columbia University)

Effects of the Observational System of Instruction on the Acquisition of Observational Learning and the Naming Repertoire. R. Douglas Greer (Columbia University Graduate School and Teachers C), Karla Weigand (Columbia University Teachers College), ELISABETH KRACHER (Columbia University Teachers College), Tracy Reilly-Lawson (Columbia University Teachers College), and Darcy Walsh (Teachers College Columbia University)

Effects of the Observational System of Instruction on the Acquisition of Observational Learning and the Naming Repertoire. R. Douglas Greer (Columbia University Graduate School and Teachers C), Karla Weigand (Columbia University Teachers College), ELISABETH KRACHER (Columbia University Teachers College), Tracy Reilly-Lawson (Columbia University Teachers College), and Darcy Walsh (Teachers College Columbia University)

Multiple Exemplar Instruction Using Bi-Sensory Teaching Procedures to Teach the Listener Portion of Naming. GINA MARIE FELICIANO (Shema Kolainu-Hear our Voices) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

Multiple Exemplar Instruction Using Bi-Sensory Teaching Procedures to Teach the Listener Portion of Naming. GINA MARIE FELICIANO (Shema Kolainu-Hear our Voices) and R. Douglas Greer (Columbia University Graduate School and Teachers College)

Current and former students and the faculty presented 46 symposia and posters at the 2006 symposium

Papers 2004 and 2005

(Presenting authors in capital letters for the following.)

GREER, R. D. (2006). Identification and Induction of Verbal Capabilities. Israel Association for Behavior Analysis

GREER, R. D. (2006). Evolution of Verbal Behavior. University of Oslo, Norway.

GREER, R. D. (2006). Key Predictors of Successful Inclusion. Korean Association for Behavior Analysis and Education of Students with Disabilities.

GREER, R. D. & CHAVEZ-BROWN (2005). Comprehensive application of Behavior Analysis. Universities of Almeria and Grenada in Spain. 30-hour doctoral course.

GREER, R. D., Keohane, D. D., Chavez Brown, M., Stolfi, L., Pereira, J., Solorzano, J. Four experiments on the emergence of listener behavior: Pre-school through grades K-12. Paper presented as part of a symposium at Brazilian Association for Psychotherapy and Behavioral

- Medicine 13th Annual Meeting and 2nd International Conference of the Association for Behavior Analysis. Campinas, Brazil. August 2004.
- ROSS, D., Greer, R. D., Keohane, D. D. Using repertoires of verbal behavior to describe and treat children with disabilities. Paper presented as part of a symposium at Brazilian Association for Psychotherapy and Behavioral Medicine 13th Annual Meeting and 2nd International Conference of the Association for Behavior Analysis. Campinas, Brazil. August 2004.
- Greer, R. D., KEOHANE, D. D., Ribes-Inesta, E., & Quintana, C. Advances in the study of psychological development: The role of socio-linguistic environments. Paper presented as part of a symposium at The Seventh International Congress on Behavior Studies. Engelberg, Switzerland, June 2004.
- KEOHANE, D. D., Greer, D. The Effect of Multiple Exemplar Training on Novel Grammatical Endings. Paper presented as part of a symposium at The Association for Applied Behavior Analysis International 30th Annual Convention, Boston, Ma. May 2004.
- GREER, D., Keohane, D. D., Meincke, K., Gautreaux, G., Pereira, J., Chavez Brown, M., Yuan, L. Key Instructional Components of Peer Tutoring for Tutors, Tutees, and Observers. Paper presented as part of a symposium at The Association for Applied Behavior Analysis International 30th Annual Convention, Boston, Ma. May 2004.
- KEOHANE, D. D., Meincke, K., Greer, D. Novel Use of Words as a Function of a Multiple Exemplar Instructional History. Paper presented as part of a symposium at The Association for Applied Behavior Analysis International 30th Annual Convention, Boston, Ma. (2004, May) Theo, E., Hawkins, E., Keohane, D. D. & Greer, D. Using writer immersion to increase written autoclitics and decrease written errors. Paper presented as part of a symposium at Experimental Analysis of Behaviour Group UK. London, England April 2004.
- Papers Presented at the CABAS International Congress, February 20-22, 2003 and at the Association for Behavior Analysis Conference in San Francisco CA, May 26-June 2.
- R. DOUGLAS GREER & Mapy Chavez-Brown. *The New Behavior Analysis (Nova Analista de La Conducta (Presented in Spanish). Also repeated at the Mexican Association for Behavior Analysis in Puerto Vallarta Mexico October 2003*
- TSAI HSHIN-HUI and R. Douglas Greer. *Effects of Conditioning Observing Behavior for Books in Young Children and Acquisition of Textual Responding*
- R. DOUGLAS GREER and Lynn Yuan. *Derived Spelling Responses as a Function of a Multiple Exemplar Instructional History Columbia University Teachers College*
- JEANNE M. SPECKMAN & R. Douglas Greer. *The Effects of Multiple Exemplar Instruction on Derivation of Autoclitic Functions and Classes.*
- ROBIN NUZZOLA-GOMEZ & R. Douglas Greer. *The Effects of Multiple Exemplar Instruction on the Transfer of Mand and Tact Functions of Autoclitics of Specification.* CABAS Schools and Teachers College Columbia University
- R. Douglas Greer, CELESTINA RIVERA, Mapy Chavez-Brown, & Lauren Stolfi. *Is Transformation of Stimulus Function Across Match, Point, Tact, and Intraverbal Responses for Children with Autism a Function of Multiple Exemplar Instructional Histories?* Columbia University Teachers College and CABAS Schools
- R. Douglas Greer, KATHERINE MEINCKE, Susan Mariano-Lapidus, Heather Gifaldi, Jo Ann Pereira and Jessica Webb. *Derived Spelling Responses as a Function of a Multiple Exemplar Instructional History: A Replication.* Columbia University Teachers College and CABAS Schools
- Papers Presented at the European Association for Behavior Analysis Congress, Parma Italy, July 22-25, 2003.
- R. DOUGLAS GREER, Grant Gautreaux, Lynn Yuan. Columbia University Teachers College, and Olive Healy Cork CABAS School. *Derived Spelling Responses as a Function of a Multiple Exemplar Instructional History.*

R. DOUGLAS GREER, Ph. D. (Columbia University), and Jessica Dudek Singer, Ph.D. (St. Johns University). *Conditioned Reinforcement as a Function of Observation*

DOLLEEN-DAY KEOHANE, Grant Gautreaux and R. Douglas Greer. Columbia University Teachers College and CABAS Schools. *Transformation of stimulus function in Intraverbal, Selection, and Production to Geometry Problems as a Function of a Multiple Exemplar Instructional History*

GIFALDI, HEATHER and R. Douglas Greer. *Effects of Writer Immersion on Functional Writing by Middle School Students*

R. Douglas Greer, MAPY CHAVEZ-BROWN, Lauren Stolfi, Olive Healy, and R. Douglas Greer. *The Effects of Listener Emersion on Discrimination, Listener Behavior, and Verbal Operants.*

Paper Presentations Prior to 2004

(All Conference Presentations were Refereed Papers or Invited Presentations)

Greer, R. D. (2002). Identification of an environmental source for generative verbal behavior. Queens University Psychology Department Colloquium, September 2002.

Greer, R. D., Yuan, L., & Gautreaux, G. (February 20, 2003). Transformation of stimulus function to novel forms of dictation and intraverbal responses. Paper presented at the CABAS International Conference on The Science of Behavior and Pedagogy. Bear Mountain, NY.

Greer, R. D. (September 2002). The New Contextual Behavior Analysis. Sixth International Congress on the Behavioral Sciences and Behaviorism. Auburn University, Auburn, AL.

Presentations at ABA 2002 (Add)

Greer, R. D. (May 2002). The New Behavior Analysis. Behavior Analysis in Ireland, University of Ireland at Maynooth.

Greer, R. D. (December 2001). Comprehensive Applications of Behavior Analysis to Schooling: The Research and Conceptual Base. Government of Taiwan Sponsored Congress on Behaviorism and Behavior Analysis, Taipei, Taiwan.

Greer, R. D. (May 2001) Experimental Analyses of Social Behavior and the Behavior of the Scientist. Paper delivered for me by D. Ross at Association for Behavior Analysis, New Orleans.

Greer, R. D. (May 2001). Verbal Behavior in Schools: 26 Experiments and Applications to 11 Schools in US and Europe. Paper delivered for me by D. Ross at Association for Behavior Analysis, New Orleans.

Greer, R. D. CABAS, a history. Presented at the Annual Conference of the American Psychological Association in Washington DC, August 2000. Acceptance Speech for The Fred S. Keller Award for Distinguished Contributions to Education.

Greer, R. D., (2000). Comprehensive Applications of Behavior Analysis to Schooling:

Greer, R. D. (2000). Social operants and the behavior of the Scientist: Conversational units learn units, and scientific decision trees. Fifth International Congress on Behaviorism and the Behavioral Sciences, Xalapa, Mexico. (Invited Address), November 2000.

Greer, R. D. CABAS® (July 2000). Paper presented at the European Association of Behavior Analysis, Amien, France.

Greer, R. D. (April 1999). The Learn Unit. Paper Presented at the European Meeting on the Experimental Analysis of Behavior, University of London.

Greer, R. D. & Keohane, D. (April 1999). CABAS® in the UK. Symposium Presented at the European Meeting on the Experimental Analysis of Behavior, University of London.

Greer, R. D. (May 1999). Contributions of ABA to Music Education and the Suzuki Method in Japan. Paper Presented at The Annual Conference of the Association for Behavior Analysis, Chicago IL

Greer, R. D. (May 1999). Learn Units and Rate. Paper Presented at The Annual Conference of the Association for Behavior Analysis, Chicago IL

- Greer, R. D. & Singer, J. (May 1999). Staff Training on Site. Paper Presented at The Annual Conference of the Association for Behavior Analysis, Chicago IL
- Greer, R. D. (May 1998). Symposium on Experimental Analyses of Behavior in Applied Settings. Chair of the Symposium presented at the annual conference of the Association for Behavior Analysis. Orlando, FL.
- Greer, R. D. (April 1998). The TreeHouse: CABAS® in the UK. Symposium Presented at the European Meeting on the Experimental Analysis of Behavior, University of London.
- Greer, R. D. (May 1998). Behavioral selection and a verbal behavior curriculum. Paper presented as part of the Symposium on Recent Research in Verbal Behavior at the annual conference of the Association for Behavior Analysis. Orlando, FL.
- Greer, R. D. (July 1997). One million data points monthly. Paper presented at the second European Conference on the Experimental Analysis of Behavior and Behaviorism, Dublin, Ireland.
- _____ (June 1997). Is the learn unit a natural fracture of pedagogy? Invited paper presented at the Annual International Conference of The Association for Behavior Analysis, Chicago, IL.
- Greer, R. D. (May 1, 1997). A learner-driven comprehensive system of schooling. Keynote paper presented at the Science of Schooling Symposium in celebration of the tenth anniversary of the founding of the Fred S. Keller School.
- Greer, R. D. (October 1996). CABAS®: A behavioral systems model of education. Paper presented at the Third International Symposium on Behavior Analysis, Yokohama, Japan.
- Greer, R. D. (October 1994). "Acting to save our schools 1984-1994". Invited paper presented at The Second International Conference on European Behavior Analysis and Behaviorism, Palermo, Italy.
- _____ (September 1994). "How to save our children!" Community Conference on Parenting, Sponsored by *The Montgomery Advisor*.
- _____ (September 1993). "The measure of a teacher." Invited paper for the second National Conference on Behavior Analysis and Education at Ohio State University.
- _____ (March 1994). "An introduction to CABAS." Invited paper for The Vita Conference of The International Behaviorological Association in Guanajuato Mexico.
- _____, Phelan, C. S., & Sales, C. A. (May 1993). "A costs-benefits analysis of graduate instruction". Paper presented at the International Conference of the Association for Behavior Analysis in San Francisco, CA.
- Greer, R. D. (May 1987). "Is Behavior analysis social?" Paper presented at the International Conference of the Association for Behavior Analysis, Columbus, OH.
- _____ (June 1988). "Rights to effective education." Paper presented at the International Conference of the Association for Behavior Analysis, Philadelphia, PA.
- _____ (October 1987). "Complex human behavior: A systems analysis." Paper presented at the Berkshire Association for Behavior Analysis and Behavior Therapy in Amherst, MA.
- _____ (May 1989). "A functional relation between CABAS and effective schooling". Keynote Paper for the American/Italian Congress on Behavior Analysis Interventions for Children with Handicapping Conditions in Troina, Italy.
- _____ (May 1989). "Spontaneous speech and nonverbal antecedent stimulus control." Paper presented at the American/Italian Congress on Behavior Analysis Interventions for Children with Handicapping Conditions in Troina, Italy.
- Greer, R. D. & Lamm, N. (May 1989). "CABAS at OASI: An International replication." Paper presented at the American/Italian Congress on Behavior Analysis Interventions for Children with Handicapping Conditions in Troina, Italy.
- Albers, A. & Greer, R. D. (May 1988). "Functional relations between three term contingency trials and correct math responses in a junior high school class." Paper presented at the International Conference of the Association for Behavior Analysis in Milwaukee, WI.

- Dorow, L. G., McCorkle, N., & Greer, R. D. (May 1987). "Effects of productivity goals on teacher productivity and generalization to quality". Paper presented at the International Conference of the Association for Behavior Analysis in Milwaukee, WI.
- Selinske, J., Greer, R. D., & Lodhi, S. (May 1989). "Functional relations between the comprehensive application of behavior analysis to schooling and student learning: A multiple baseline across teachers over three years." Paper presented at the International Conference of the Association for Behavior Analysis in Nashville, TN.
- Greer, R. D., Lamm, N., Dorow, L. G., Twyman, J., McCorkle, N., & Williams, G. (May 1988). "Treatment of feeding disorders in homes, schools, hospitals, and residential treatment centers." Symposium presented at the International Conference of the Association for Behavior Analysis in Philadelphia, PA.
- Greer, R. D., Albers, A., & McCorkle, N. (May 1988). "Effective schooling practices." Symposium presented at the International Conference of the Association for Behavior Analysis in Philadelphia, PA.
- Greer, R. D., Becker, B., Lodhi, L., & Lodhi, S. (May 1987). "Applied analyses of verbal behavior." Symposium presented at the International Conference of the Association for Behavior Analysis in Nashville, TN.
- Barrett, B., Greer, R. D., Lindsley, O., & Johnson, K. (May 1988). "Rights to effective education: A position paper for the Association for Behavior Analysis." Symposium presented at the International Conference of the Association for Behavior Analysis in Philadelphia, PA.
- Greer, R. D. (May 1986). "Reforming education and treatment in a private residential treatment center; Behavior analysis as Phoenix." Paper presented at the International Conference of the Association for Behavior Analysis in Columbus, OH.
- Lindsley, O., Engelmann, S., Greer, R. D., & Ramp, E. (August 1985). "More on the follow-up on follow through." Symposium presented at the National Convention of the American Psychology Association in Los Angeles, CA.
- Greer, R. D. (September 1985). "Behavior analysis at Opengate: Early efforts and suggestions for the future." Summary of Commissioned Evaluation of Opengate for the Westchester Community Health Board in Westchester County, NY (May 1985).
- Greer, R. D. (May 1984). "An applied appeal for parsimony." Paper presented at the International Conference of the Association for Behavior Analysis in Milwaukee, WI.
- Greer, R. D. (March 1984). "The teacher as strategic scientist." XVIth Banff Conference on Behavior Modification in Banff, Canada. (One of four invited speakers for the week-long conference celebrating B. F. Skinner's 80th Birthday; the Other Speakers were Wesley Becker, Ogden Lindsley, and B. F. Skinner).
- Greer, R. D., Blechman, P., & Shanley, D. (May 1983). "Controlling variables for silent reading in free operant settings." Paper presented at the International Conference on Behavior Analysis in Milwaukee, WI.
- Greer, R. D., Becker, B., Saxe, & Mirabella, R. (May 1983). "Stereotypy and toy play as conditioned reinforcers." Paper presented at the International Conference on Behavior Analysis in Milwaukee, WI.
- Greer, R. D. (October 1983). "Contributions of the experimental analysis of behavior to the treatment of mental retardation." Region X Conference of the AAMD, Providence, RI.
- _____ (October 1982). "Contingencies of a science and technology of instruction." Florida Conference on Behavior Analysis in Tallahassee, FL.
- Zurcher, W. & Greer, R. D. (October 1980). "The over justification hypothesis and choice of high and low preference activities: Five years of data." National Symposium on Research in Music Behavior in New, NY.
- Greer, R. D., & Polirstok, S. R. (May 1979). "Collateral effects of social reinforcement training for tutors in remedial reading classes in an inner-city classroom." International Conference of the Association for Behavior Analysis in Dearborn, MI

- Greer, R. D., Dorow, L. G., & Wolpert, R. S. (May 1979). "Generalization of paired associate learning as a function of conditioned reinforcement value." Paper presented at the Second National Conference of the Association for Behavior Analysis in Dearborn, MI.
- Greer, R. D. (October 1978). "An operant approach to motivation and affect: Ten years of research in music learning." Paper presented at The National Symposium for the Application of Psychology to the teaching and learning of Music in Ann Arbor, MI, Sponsored by the Music Educators National Association and the University of Michigan.
- _____ (October 1979). "A response from the other world of psychology." Paper presented at Second Meeting of The National Symposium for the Application of Psychology to the Teaching and Learning of Music in Ann Arbor, MI, Sponsored by the Music Educators National Association and the University of Michigan.
- Greer, R. D., Dorow, L. G., & Wolpert, R. S. (July 1978). "L' effet de l' enseignement de l' appreciation musicale sur la capacite d' apprentissage de taches musicales cognitives chez les jeunes enfants." Paper presented at the Thirteenth International Symposium on Music Education, London, Canada.
- Dorow, L. G., & Greer, R. D. (January 1978). "Reinforcement value of a musical instrument for beginning instrumentalists." Paper presented at the Second Symposium on Music Behavior in Milwaukee, WI.
- Greer, R. D. (April 1975). "Towards an enlarged community of reinforcers." Paper presented at the National Conference of the Council for Exceptional Children in Los Angeles, CA.
- Greer, R. D., Dorow, L. G., Hanser, S. B., & Botvin, G. "Conditioning music as reinforcement: A series of experiments dealing with theoretical, applied, and design issues." Paper presented at the Eastern Regional Music Educators National Conference in Philadelphia, PA.
- Greer, R. D. (October 1974). "Behavior modification in education." Paper presented at the Montclair Conference on Behavior Modification in Montclair, NJ.
- _____ (October 1974). "An applied design for studying the process for conditioning reinforcers." Paper presented at the National Conference on Research in Music Behavior.
- _____ (July 1973). "Application of operant research to curriculum construction." National Symposium on Music Curriculum Design at Syracuse University.
- _____ (Fall, 1974). "Music selection behavior of children from pre-nursery through grades six." Paper presented at the Center for the Behavioral Analysis of School Learning in New York, NY.
- _____ (March 1973). "The effects of adult approval and music discrimination instruction on music selection behavior." Paper presented at the National Conference of the Music Educators Conference in Atlantic City, NJ.
- _____ (October 1972). "Free operant music selection behavior as a dependent variable." Paper presented at the national Association for Music Therapy at Michigan State University, East Lansing, MI.
- _____ (June 1972). "Behavioral techniques for institutionalized populations." Paper presented at the Georgia Mental Health Institute in Atlanta, GA.
- Greer, R. D., Randall, A., & Timberlake, C. (March 1971). "Music listening as a contingency for vocal intonation and attentiveness." Paper presented at the national Conference of the Music Educators National Conference in Atlantic City, NJ.
- _____ (March 1970). "The effect of timbre on brass wind intonation." Paper presented at the National Conference of the Music Educators National Conference in Chicago, IL.
- _____ (October 1969). "The psychology of music and psycho-acoustical research." Paper presented at the First National Symposium on Research in Music Behavior at Teachers College Columbia University in New York, NY

