

D M Fienup
Curriculum Vitae
September 16, 2019

Daniel M. Fienup
Department of Health & Behavior Studies
Teachers College, Columbia University

Educational History

- 2008 Illinois State University, Normal, Illinois
Accredited by the American Psychological Association
Approved by the National Association for School Psychology
Approved by the Illinois State Board of Education
Major: School Psychology
Degree: Ph.D.
Dissertation: Using Stimulus Equivalence in the Classroom to Efficiently Teach Statistical Concepts to Undergraduate Students
- 2002 Southern Illinois University, Carbondale, Illinois
Accredited by the Association for Behavior Analysis International
Approved by the Behavior Analysis Certification Board
Major: Behavior Analysis and Therapy
Degree: M.S.
Thesis: Acquisition and Maintenance of Visual-visual and Visual-olfactory Equivalence Relations
- 2000 Washington University, St. Louis, Missouri
Major: Psychology
Minor: Business
Degree: B.A.

Licensure/Certification

- 2014-present Licensed Behavior Analyst, NY, #000207-1
2009-present Board Certified Behavior Analyst, Doctoral Level (BCBA-D)
2008 Board Certified Behavior Analyst (BCBA)

Academic Positions

- 2017-
Teachers College, Columbia University, New York, New York
Associate Professor with Tenure (2017-present), Applied Behavior Analysis Programs, Department of Health & Behavior Studies
Instructor, HBSE 4015, Applied Behavior Analysis 1, graduate course
Instructor, HBSE 4016, Applied Behavior Analysis 2, graduate course
Instructor, HBSE 6404, Advanced Internship in Behavior Disorders, doctoral course
Instructor, HBSE 6504, Advanced Seminar for Doctoral Students, doctoral course
- 2009-
Graduate Center of the City University of New York, New York, New York
Adjunct Professor (2017-present), Doctoral Program in Psychology

Associate Professor with Tenure (2016-2017), Doctoral Program in Psychology (Behavior Analysis training area, Clinical Psychology at Queens College training area)
Assistant Professor (2009-2016), Doctoral Program in Psychology (Learning Processes and Behavior Analysis subprogram).
Instructor, Psychology 90000, Dissertation Supervision
Instructor, Psychology 73004, Practicum in Applied Behavior Analysis, doctoral course
Instructor, Psychology 70330, Research Practicum, doctoral course
Supervisor, Internship in Psychology

2009-2017

Queens College of the City University of New York, Flushing, New York
Associate Professor with Tenure (2016-2017), Department of Psychology.
Assistant Professor (2009-2016), Department of Psychology.
Instructor, Psychology 795, Fieldwork in Applied Behavior Analysis, graduate course.
Instructor, Psychology 791.3, Master's Thesis, graduate course
Instructor, Psychology 730.05, Applied Behavior Analysis: Measurement and Applied Project I, graduate course.
Instructor, Psychology 730.06, Applied Behavior Analysis: Measurement and Applied Project II, graduate course.
Instructor, Psychology 730.04, Practicum in Applied Behavior Analysis, graduate course
Instructor, Psychology 391, Independent Research, undergraduate course

2005-2007

Illinois State University, Normal, IL
Instructor (2005-2007), Psychology 436.05, Psychosocial Practicum, graduate course.
Instructor (2005-2006), Psychology 231, Research Methods in Psychology laboratory section, undergraduate course.
Instructor (2005-2006), Psychology 290, Undergraduate Practicum in Psychology, undergraduate course.

2002

Bradley University, Peoria, IL
Instructor, Psychology 380.04, Undergraduate Practicum in Autism.

2002

Southern Illinois University, Carbondale, IL
Teaching Assistant, Basic Behavior Analysis, graduate level.
Teaching Assistant, Legal and Ethical Issues in Behavior Analysis, graduate level.

Research Support

External Funding:

- e4. 2017 Autism Speaks, Family Services Local Grant, \$5,000, *Building sibling relationships through support and training*. **Principal Investigator** with Dr. Emily Jones.
- e3. 2014 Organization for Autism Research (OAR), \$30,000, *The power of sibling relationships: An examination of sibling support and training on siblings and children with autism*. **Principal Investigator** with Dr. Emily Jones.
- e2. 2012 New York City Public Schools, District 75, \$5,000 (Fall semester), Applied Behavior Analytic consultation services. **Principal Investigator**.
- e1. 2012 New York City Public Schools, District 75, \$5,000 (Spring semester), Applied Behavior Analytic consultation services. **Principal Investigator** with Dr. Alicia Alvero.

Internal Funding:

- i13. 2017 City University of New York, Experiential Education, \$5,000, *Making a difference with future autism service providers: SIBS Club*. **Principal Investigator** with Dr. Emily Jones.
- i12. 2016 PSC-CUNY Grant, \$3,499.50, *Technological Evaluation of Equivalence Based Instruction IV: Delayed Matching*. **Principal Investigator**.
- i11. 2014 PSC-CUNY Grant, \$3,499.50, *Technological Evaluation of Equivalence Based Instruction III: Feedback*. **Principal Investigator**.
- i10. 2013 Workforce Development Initiative (CUNY), \$16,000, *Serving the autism community: Sibling Support and Skills Program*. **Principal Investigator** with Dr. Emily Jones.
- i9. 2013 PSC-CUNY Grant, \$3,499.64, *Technological Evaluation of Equivalence Based Instruction II: Mastery*. **Principal Investigator**.
- i8. 2013 Research Enhancement Grant (CUNY), \$20,000, *Developing and pilot testing of a computerized personal reading tutor program*. **Principal Investigator** with Dr. Andrew Rosenberg (Computer Science).
- i7. 2012 Research Enhancement Grant (CUNY), \$10,000, *Developing sibling relationships when one child has autism: Support and training*. **Principal Investigator** with Dr. Emily Jones.
- i6. 2012 PSC-CUNY Grant, \$3,499.64, *Technological evaluation of Equivalence Based Instruction*. **Principal Investigator**.
- i5. 2012 Undergraduate Research and Mentoring Education (UR/ME), \$1,055, *Concept formation and neuroanatomy instruction*. **Principal Investigator**.
- i4. 2011 Doctoral Student Research Grant (CUNY), \$1,319, *Effective staff instruction in behavioral functions*. **Mentor**. Graduate Primary Investigator: Jeffery Hamelin.
- i3. 2011 Research Enhancement Grant (CUNY), \$11,000, *Intervention to increase academic performance*. **Principal Investigator**. Co-Investigator: Dr. Anil Chacko.
- i2. 2010 Workforce Development Initiative (CUNY), \$12,000, *Supervised experience curriculum: Training Applied Behavior Analysis practitioners in the field of Autism and developmental disabilities*. **Co-Principal Investigator** with Dr. Alicia Alvero.
- i1. 2010 PSC-CUNY Grant, \$3,719.41, *Teaching concepts of neuroanatomy to college students*. **Principal Investigator**.

Student Funding

- 2019, Department of Health and Behavior Studies support, funded Ms. Ji Young Kim as a research assistant, \$3,000.
- 2018, donated speaking fee for annual CABAS conference to support conference registration for second year MA students who presented research at the conference, \$750.
- 2018, Department of Health and Behavior Studies support, funded Ms. Carli Heiman to develop graphing teaching resources for research and professional development purposes, \$2,500.
- 2018, Department of Health and Behavior Studies support, funded Ms. Leah Friedman to standardize quiz component of personalized system of instruction contained in the HBSE course Applied Behavior Analysis 1, \$500

At Queens College I secured signed, formal Fellowship agreements with several human service organizations that provided Ph.D., MA, and Advanced Certificate ABA students with compensated employment, research support, BCBA experience supervision, and NY State Licensed Behavior Analyst experience supervision. The seven external organizations were: Quality Services for the Autism Community (QSAC), ELIJA School, Behavioral Intervention Psychological Services (BIPS), ABA Psychological Services (ABA-Psych), Dr. Mike Marroquin consultation (MM), Kids Learning Loft (KLL), and Long Island ABA (LIABA). I also arranged agreements for students to receive supervision hours through SIBS Club on the Queens College campus and the Manhattan Childrens Center (MCC).

Began program in Fall 2016 ($N = 19$)

Ms. Isabel Annibale (MA), at SIBS Club; Ms. Michelle Denihan (MA), at SIBS Club; Ms. Sophia Ma, (Certificate), at SIBS Club and BIPS; Ms. Vanessa Patino (Certificate), at SIBS Club; Ms. Rachel Nabavian (MA), at SIBS Club; Ms. Kimberly Krupa (MA), at KLL; Ms. Maria Spathis (Certificate), at KLL; Ms. Barbara Dabek (MA), at LIABA; Ms. Caraline Kobel (MA), at KLL; Ms. Elaina Kalantzopoulos (MA), at KLL; Ms. Ridda Sheikh (MA), at KLL and SIBS Club; Ms. Jennifer Burchik (MA), at KLL and SIBS Club; Ms. Danielle Cameron (MA), at MM; Ms. Anna Budd (PhD), at ABA-Psych and SIBS Club; Ms. Brooke Handlarsky (Certificate), at ABA-Psych; Ms. Jenna Carbonara (MA), at ELIJA; Ms. Amanda Grottola (Certificate), at ELIJA; Ms. Joyce Park (Certificate), at BIPS; Ms. Vanessa Patino (Certificate), at BIPS and SIBS Club.

Began program in Fall 2015 ($N=9$)

Ms. Diana Barsky (MA), at SIBS Club and ELIJA; Ms. Zulei Vargas (MA), at SIBS Club; Ms. Jacquelyn Cox (MA), at ELIJA; Ms. Vanessa Esponda (Certificate), at KLL; Ms. Lindsay Curtis (MA), at QSAC; Ms. Brittany Kaufman (MA), at BIPS; Ms. Leor Azizian (MA), at BIPS; Ms. Amy Plisic (MA), at KLL; Ms. Marina Melillo (MA), at QSAC.

Began program in Fall 2014 ($N=6$)

Ms. Lauren Ayan (MA), at BIPS; Mr. Steven Floumanhaft (MA), at BIPS; Ms. Alysha Rafeeq (MA), at KLL; Ms. Susan McHugh (MA), at QSAC, SIBS Club, and BIPS; Ms. Michele Galante (MA), at QSAC; Ms. Elianna Routman (MA), at QSAC and MCC.

Began program in Fall 2012 and Fall 2013 ($N=3$)

Ms. Kelly Capitini (MA), at QSAC; Ms. Alexandra Maneri (MA), at QSAC; Ms. Mirela Cengher (PhD), at BIPS.

Peer Reviewed Publications

(Notation: D-Doctoral student, M-Master's student, U-Undergraduate student)

In Preparation/Under Review

Barsky, D.^M, **Fienup, D. M.**, & Jones, E. A. (in preparation). Supporting siblings of children with autism: Sibling training.

Barsky, D.^M, **Fienup, D. M.**, & Jones, E. A. (in preparation). Sibling training with self-monitoring when one sibling has autism.

Tyner, B. C.^D, Hotchkiss, R. M.^D, & **Fienup, D. M.** (in preparation). Parametric analysis: A tutorial.

Reyes-Giordano, K.^D, & **Fienup, D. M.** (in preparation). A brief and extended experimental analysis of spelling deficits.

Dalfen, S.^D, D'Ateno, & **Fienup, D. M.** (in preparation). The effects of high and low quiz passing criteria on quiz and examination performance.

Tyner, B. C.^D, & **Fienup, D. M.** (in preparation). The effects of descriptions and images of antecedent stimuli and outcomes to correct responses in task analysis instruction.

- Verdun, V.^D, Chiasson, B.^D, & **Fienup, D. M.** (in preparation). An application of derived relations instruction in a peer tutoring context.
- Abdool-Ghany, F. A.^D, & **Fienup, D. M.** (in preparations). Differentiating instruction: Bidirectional naming and derived speaker and listener responses.
- Wong, K. K.^D, & **Fienup, D. M.** (in preparations). Aggregated criteria v. individual operant criterion: The effects of mastery criterion form.
- Hotchkiss, R. M.^D, & **Fienup, D. M.** (in preparations). Auditory discriminations and echoes: Effects of different mastery criteria.
- Naresh, A.^D, Short, M. K.^M, & **Fienup, D. M.** (under review). Generalized verbal behavior increases following a speaker immersion intervention. *The Analysis of Verbal Behavior*.
- Hotchkiss, R. M.^D, & **Fienup, D. M.** (under review). A parametric analysis of a protocol to induce bidirectional naming: Effects of protocol intensity. *The Psychological Record*.
- Cengher, M.^D, & **Fienup, D. M.** (resubmit). A review of prompt-fading procedures, part II: Parametric and component analyses. *Journal of Developmental and Physical Disabilities*.
- Brodsky, J.^D, & **Fienup, D. M.** (in preparation). Educational relevance as a motivating operation in equivalence-based instruction: Implications for translation to application.
- Brodsky, J.^D, & **Fienup, D. M.** (under review). Optimizing equivalence-based instruction: Effects of conditional discrimination procedures. *Journal of Applied Behavior Analysis*.
- Kim, J. Y.^M, Frank, M. R., & **Fienup, D. M.** (under review). Listener fluency: A replication. *The Analysis of Verbal Behavior*.
- Jones, E. A., Fiani, T.^D, Stewart, J., Neil, N., McHugh, S.^D, & **Fienup, D. M.** (resubmit). Randomized controlled trial of a sibling support group: Mental health outcomes for siblings of children with autism. *Autism*.

In Print/In Press

48. Frank, M. R., Kim, J. Y.^M, & **Fienup, D. M.** (2019, OnlineFirst). The effects of a decision-protocol informed toilet training intervention for preschoolers with disabilities. Advanced Online Publication. *Journal of Developmental and Physical Disabilities*. DOI: 10.1007/s10882-019-09703-2
47. Giannakakos, A. R.^D, Vladescu, J., Reeve, K., Kisamore, A., & **Fienup, D. M.** (accepted). A review of the literature on safety response training. *Journal of Behavioral Education*.
46. Verdun, V.^D, Chiasson, B.^D, & **Fienup, D. M.** (2019). At the intersection of observational learning and derived relations: Teaching fraction-decimal relations. Advanced Online Publication. *Journal of Behavioral Education*. Doi: 10.1007/s10864-019-09343-8
45. Jones, E. A., Fiani, T.^D, Stewart, J. L., Sheikh, R.^M, Neil, N., & **Fienup, D. M.** (2019, OnlineFirst). When one sibling has autism: Adjustment and sibling relationship in brothers and sisters. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-019-01374-z>
44. Cengher, M.^D, & **Fienup, D. M.** (in press). Pre-session attention affects the acquisition of tacts and intraverbals. *Journal of Applied Behavior Analysis*.

43. **Fienup, D. M.** (2018). The future of verbal behavior: Integration. *The Analysis of Verbal Behavior*, *34*, 18-23. <https://doi.org/10.1007/s40616-018-0108-z>
*Featured as the Article of the Week on the Association for Behavior Analysis International website, www.abainternational.org, May 2, 2019
42. Dalfen, S.^D, **Fienup, D. M.**, & Sturmey, P. (2018). Effects of a contingency of quiz accuracy on exam scores. *Behavior Analysis in Practice*, *11*, 106-113. doi: 10.1007/s40617-018-0226-z
41. Cengher, M.^D, Budd, A.^D, Farrell, N.^D, & **Fienup, D. M.** (2018). A review of transfer of stimulus control procedures: Implications for selecting effective and efficient skill acquisition. *Journal of Developmental and Physical Disabilities*, *30*, 155-173. <https://doi.org/10.1007/s10882-017-9575-8>
40. Fuller, J.^M, & **Fienup, D. M.** (2018). A preliminary analysis of mastery criterion level: Effects on response maintenance. *Behavior Analysis in Practice*, *11*, 1-8. doi: 10.1007/s40617-017-0201-0
39. Brodsky, J.^D & **Fienup, D. M.** (2018). Sidman goes to college: A systematic review and meta-analysis of equivalence-based instruction in higher education. *Perspectives on Behavior Science*, *41*, 95-119. doi: 10.1007/s40614-018-0150-0
38. **Fienup, D. M.**, & Brodsky, J.^D (2017). Effects of mastery criterion on the emergence of derived equivalence relations. *Journal of Applied Behavior Analysis*, *50*, 843-848. doi: 10.1002/jaba.416
37. Maffei-Almodovar, L.^D, Feliciano, G., **Fienup, D. M.**, & Sturmey, P. (2017). The use of behavioral skills training to teach graph analysis to community based teachers. *Behavior Analysis in Practice*, *10*, 355-362. doi: <https://doi.org/10.1007/s40617-017-0199-3>
36. Critchfield, T. S., Doepke, K. J., Epting, L. K., Becirevic, A.^D, Reed, D. D., **Fienup, D. M.**, Kreamsreiter, & Ecott, C. L. (2017). Normative emotional responses to behavior analysis jargon, or, how not to use words to win friends and influence people. *Behavior Analysis in Practice*, *10*, 97-106. doi: 10.1007/s40617-016-0161-9
35. Ward-Horner, J. C., Cengher, M.^D, Ross, R. K., & **Fienup, D. M.** (2017). Arranging work requirements and the distribution of reinforcers: A brief review of preference and performance outcomes. *Journal of Applied Behavior Analysis*, *50*, 181-185. doi: 10.1002/jaba.350
34. Cengher, M.^D, Shamoun, K., Moss, T., Roll, D., Feliciano, G., & **Fienup, D. M.** (2016). A comparison of the effects of two prompt-fading strategies on skill acquisition in children with Autism Spectrum Disorders. *Behavior Analysis in Practice*, *9*, 115-125. doi: 10.1007/s40617-015-0096-6
33. Tyner, B. C.^D, & **Fienup, D. M.** (2016). The effects of describing antecedent stimuli and performance criterion in task analysis instruction for graphing. *Journal of Behavioral Education*, *25*, 379-392. doi: 10.1007/s10864-015-9242-z
32. **Fienup, D. M.**, Mylan, S. E.^U, Brodsky, J.^D, & Pytte, C. (2016). From the laboratory to the classroom: The effects of equivalence-based instruction on neuroanatomy competencies. *Journal of Behavioral Education*, *25*, 143-165. doi: 10.1007/s10864-015-9241-0
31. Sturmey, P., Dalfen, S.^D, & **Fienup, D. M.** (2015). Inter-teaching: A systematic review. *European Journal of Behavior Analysis*, *16*, 121-130. doi: 10.1080/15021149.2015.1069655
30. **Fienup, D. M.**, Wright, N. A.^M, & Fields, L. (2015). Optimizing equivalence based instruction: Effects of training protocols on equivalence class formation. *Journal of Applied Behavior Analysis*, *48*, 613-631. doi: 10.1002/jaba.234

29. Tyner, B. C.^D, & **Fienup, D. M.** (2015). A comparison of video modeling, text-based, and no instruction for creating multiple baseline graphs in Microsoft Excel. *Journal of Applied Behavior Analysis*, *48*, 701-706. doi: 10.1002/jaba.223
28. Reyes-Giordano, K.^D, & **Fienup, D. M.** (2015). Emergence of topographical responding following equivalence based neuroanatomy instruction. *The Psychological Record*, *65*, 495-507. doi: 10.1007/s40732-015-0125-4
27. Kocher, C. P.^M, Howard, M. R., & **Fienup, D. M.** (2015). The effects of work-reinforcer schedules on skill acquisition for children with Autism. *Behavior Modification*, *39*, 600-621. doi: 10.1177/0145445515583246
26. Kryzak, L. A.^D, Cengher, M.^M, Feeley, K. M., **Fienup, D. M.**, & Jones, E. A. (2015). A community support program for children with autism and their typically developing siblings: Initial investigation. *Journal of Intellectual Disabilities*, *19*, 159-177. doi: 10.1177/1744629514564450
25. Ortega, R.^M, & **Fienup, D. M.** (2015). Effects of a preferred stimulus and mother's attention on infant behavior during tummy time. *Behavior Analysis in Practice*, *8*, 66-69. doi: 10.1007/s40617-014-0032-1
*Featured as the Article of the Week on the Association for Behavior Analysis International website, www.abainternational.org, December 22, 2016
24. **Fienup, D. M.**, Reyes-Giordano, K.^D, Wolosik, K.^M, Aghjayan, A.^M, & Chacko, A. (2015). Brief experimental analysis of reading deficits for children with Attention Deficit/Hyperactivity disorder. *Behavior Modification*, *39*, 191-214. doi: 10.1177/0145445514550393
23. Bukala, M.^M, Hu, M. Y.^M, Lee, R., Ward-Horner, J. W., & **Fienup, D. M.** (2015). The effects of work schedules on performance and preference in students with Autism. *Journal of Applied Behavior Analysis*, *48*, 215-220. doi: 10.1002/jaba.188
22. Kourassanis, J.^D, Jones, E. A., & **Fienup, D. M.** (2015). Peer-video modeling: Teaching chained social game behaviors to children with ASD. *Journal of Developmental and Physical Disabilities*, *27*, 25-36. doi: 10.1007/s10882-014-9399-8
21. Ramirez, H.^M, Cengher, M.^D, & **Fienup, D. M.** (2014). The effects of simultaneous prompting on the acquisition of calculating elapsed time. *Journal of Developmental and Physical Disabilities*, *26*, 763-774. doi: 10.1007/s10882-014-9394-0
20. Ward-Horner, J. C., Pittenger, A.^D, Pace, G., & **Fienup, D. M.** (2014). Effects of reinforcer magnitude and distribution on preference for work schedules. *Journal of Applied Behavior Analysis*, *47*, 623-627. doi: 10.1002/jaba.133
19. Cengher, M.^D, Jones, E. A., & **Fienup, D. M.** (2014). The effects of deprivation and satiation of social interactions on tacting. *Journal of Applied Behavior Analysis*, *47*, 176-180. doi: 10.1002/jaba.83
18. **Fienup, D. M.**, Shelvin, K. H., & Doepke, K. (2013). Increasing recall of information of children diagnosed with Asperger's syndrome: Utilization of visual strategies. *Research in Autism Spectrum Disorders*, *7*, 1647-1652. doi: 10.1016/j.rasd.2013.09.015
17. **Fienup, D. M.**, Luiselli, J. K., Joy, M., Smyth, D., & Stein, R. (2013). Functional assessment and intervention for behavior-change: Improving timeliness of staff meetings at a human service organization. *Journal of Organizational Behavior Management*, *33*, 1-13. doi: 10.1080/01608061.2013.843435
16. Falcomata, T. S., Hoffman, K. J.^D, Gainey, S.^D, Muething, C. S.^D, & **Fienup, D. M.** (2013). A preliminary translational evaluation of reinstatement of destructive behavior displayed by individuals with autism. *The Psychological Record*, *63*, 453-466. doi:10.11133/j.tpr.2013.63.3.004

15. **Fienup, D. M.**, Mudgal, D., & Pace, G. P. (2013). Increasing money counting skills with a student with brain injury: Skill and performance deficits. *Brain Injury*, 27, 366-376. doi: 10.3109/02699052.2012.743176
14. Critchfield, T. S., & **Fienup, D. M.** (2013). A “happy hour effect” in translational stimulus relations research. *Experimental Analysis of Human Behavior Bulletin*, 29, 2-7.
13. Pytte, C. L., & **Fienup, D. M.** (2012). Using equivalence-based instruction to increase efficiency in teaching neuroanatomy. *The Journal of Undergraduate Neuroscience Education (JUNE)*, 10, 125-131.
12. **Fienup, D. M.**, Ahlers, A. A.^M, & Pace, G. (2011). Preference for fluent v. disfluent work schedules. *Journal of Applied Behavior Analysis*, 44, 847-858. doi: 10.1901/jaba.2011.44-847
11. **Fienup, D. M.**, & Critchfield, T. S. (2011). Transportability of equivalence-based programmed instruction: Efficacy and efficiency in a college classroom setting. *Journal of Applied Behavior Analysis*, 44, 435-450. doi: 10.1901/jaba.2011.44-435
10. **Fienup, D. M.**, Hamelin, J.^D, Reyes-Giordano, K.^D, & Falcomata, T. S. (2011). College-level instruction: Derived relations and programmed instruction. *Journal of Applied Behavior Analysis*, 44, 413-416. doi: 10.1901/jaba.2011.44-413
9. Baranek, A.^D, **Fienup, D. M.**, & Pace, G. (2011). Brief experimental analysis of sight word interventions: A comparison of acquisition and maintenance of detected interventions. *Behavior Modification*, 35, 78-94. doi: 10.1177/0145445510391242
8. Critchfield, T. S., & **Fienup, D. M.** (2010). Using stimulus equivalence technology to teach about statistical inference in a group setting. *Journal of Applied Behavior Analysis*, 43, 763-768. doi: 10.1901/jaba.2010.43-763
7. Reed, D. D., **Fienup, D. M.**, Luiselli, J. K., & Pace, G. M. (2010). Performance improvement in behavioral health care: Collateral effects of planned treatment integrity observations as an applied example of schedule-induced responding. *Behavior Modification*, 34, 367-385. doi: 10.1177/0145445510383524
6. **Fienup, D. M.**, & Critchfield, T. S. (2010). Efficiently establishing concepts of inferential statistics and hypothesis decision making through contextually-controlled equivalence classes. *Journal of Applied Behavior Analysis*, 43, 437-462. doi: 10.1901/jaba.2010.43-437
5. **Fienup, D. M.**, Covey, D. P.^U, & Critchfield, T. S. (2010). Teaching brain-behavior relationships economically with stimulus equivalence technology. *Journal of Applied Behavior Analysis*, 43, 19-33. doi: 10.1901/jaba.2010.43-19
4. **Fienup, D. M.**, Critchfield, T. S., & Covey, D. P.^U (2009). Building contextually-controlled equivalence classes to teach about inferential statistics: A Preliminary Demonstration. *Experimental Analysis of Human Behavior Bulletin*, 30, 1-10.
3. **Fienup, D. M.**, & Doepke, K. J. (2008). Evaluation of a changing criterion intervention to increase fluent responding with an elementary age student with autism. *International Journal of Behavioral Consultation and Therapy*, 4, 297-303.
2. **Fienup, D. M.**, & Dixon, M. R. (2006). Acquisition and maintenance of visual-visual and visual-olfactory equivalence classes. *European Journal of Behavior Analysis*, 7, 87-98.
1. **Fienup, D. M.** & Dixon, M. R. (2003). Attendance probabilities of participants in human experiments. *Psychological Reports*, 92, 445-448.

Additional Publications

(Notation: D-Doctoral student, M-Master's student, U-Undergraduate student)

- Fienup, D. M.**, & Brodsky, J.^D (in press). Equivalence-based instruction: Designing instruction using stimulus equivalence. Invited chapter in R. A. Rehfeldt, J. Tarbox, M. Fryling, & L. Hayes (Eds.), *Applied behavior analysis of language and cognition*. New York, NY: Harbinger.
- Jones, E. A., Neil, N.^D, & **Fienup, D. M.** (2014, Fall issue). Helping children with Autism and their siblings. *The Graduate Center: The Advocate*, pp. 32-34. Retrieved from <http://opencuny.org/theadvocate/files/2014/11/2014-F3-Advocate-Final-LowRes.pdf>
- Tyner, B. C.^D, & **Fienup, D. M.** (2014). Adapting user research methodology for behavior analytic instructional design. *Behavior Analysis and Technology*, ABAI Special Interest Group. Retrieved from <http://batechsig.com/2014/12/01/adapting-user-research-methodology-for-behavior-analytic-instruction-design/>
- Fienup, D. M.**, Baranek, A., Derderian, J., Knox, M.^D, & Pace, G. M. (2013). Components of a private school program serving children and adolescents with severe behavior problems. In D. Reed, F. DiGennaro, & J. Luiselli (Eds.), *Clinical handbook of crisis intervention for individuals with developmental disabilities*. New York, NY: Springer.
- Critchfield, T. S. & **Fienup, D. M.** (2008). Stimulus equivalence. In S.F. Davis & W.F. Buskist (Eds.), *21st Century Psychology* (pp. 360-372). Thousand Oaks, CA: Sage.
- Fienup, D. M.** (2006). Teaching social skills to individuals with Autism Spectrum Disorder. *MAZE* (monthly publication of the Autism Society of McLean County), 5, 8.
- Fienup, D. M.**, & Tobin, R. M. (2005). Book Review: The ADHD Book of Lists and ADHD & LD: Powerful Teaching Strategies and Accommodations. *NASP Communiqué*, 33, 42

Invited Talks

(Notation: D-Doctoral student, M-Master's student, U-Undergraduate student)

- Fienup, D. M.** (2019, May). *Derived stimulus relations: A panel with discussion*. Invited panelist for the SQAB track of the Association for Behavior Analysis, International, Chicago, IL.
- Fienup, D. M.** (2018, December). *Optimizing treatments through parametric analysis*. Invited talk to the annual Comprehensive Application of Behavior Analysis to Schools (CABAS) conference, Morristown, NJ.
- Fienup, D. M.** (2018, October). *Research on mastery criterion with children with disabilities: What does it mean to master a skill?* Invited talk for Alumni Meeting in the Department of Psychology at Illinois State University, Normal, IL.
- Fienup, D. M.** (2018, September). *Learning arrangements*. Invited talk to the annual Mid-American Association for Behavior Analysis conference, Normal, IL.
- Fienup, D. M.** (2016, December). *Embrace the second "A" in ABA*. Invited talk to the annual Long Island Behavior Analysis Conference hosted by the ELIJA Foundation, Uniondale, NY.
- Fienup, D. M.** (2014, October). *The effects of work-reinforcer schedules on performance and preference of children with developmental disabilities*. Invited paper presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.

- Fienup, D. M.** (2014, May). *Symposium: Teaching social, academic, and music concepts with stimulus equivalence-based instruction*. Invited Discussant role to the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Fienup, D. M.** (2012, October). *Behavior analytic research in education*. Invited address to the annual conference of the New York State Association for Behavior Analysis, Saratoga Spring, NY.
- Reyes-Giordano, K.^D, **Fienup, D. M.**, Wolosik, K.^M, Aghjayan, A.^M, & Chacko, A. (2012, May). *An application of brief experimental analysis: Comparing reading intervention effectiveness for children with ADHD*. Invited talk presented at the annual Queens College Developmental Disabilities conference, Flushing, NY.
- Hamelin, J.^D, & **Fienup, D. M.** (2011, March). *Equivalence based instruction: Training in behavioral functions*. Invited talk presented at the annual Queens College Developmental Disabilities conference. Flushing, NY.
- Fienup, D. M.** (2010, March). *The use of Brief Experimental Analysis as a tool for selecting intervention strategies*. Invited talk at the annual Queens College Developmental Disabilities conference. Flushing, NY.
- Fienup, D. M.** (2008, December). *Functional analysis*. Invited lecture to the Behavior Assessment graduate course at Northeastern University (Applied Behavior Analysis program in conjunction with the May Institute), Randolph, MA.
- Fienup, D. M.** (2008, November). *Decision making in statistical inference: An equivalence and contextual control analysis*. Invited lecture for the Learning Processes and Behavior Analysis colloquium series at Queens College, Flushing, NY.
- Fienup, D. M.** (2008, October). *Stimulus control*. Invited lecture for Master's level student in an Applied Behavior Analysis course at the University of Massachusetts, Boston, MA.
- Fienup, D. M.** (2008, September). *Behavior management*. Invited in-service to teachers and direct care staff working at the May Center for Education and Neurorehabilitation, Brockton, MA.
- Fienup, D. M.**, & Silber, J. (2008, July). *Teaching strategies*. Invited in-service to teachers and direct care staff working at the May Center for Education and Neurorehabilitation, Brockton, MA.
- Fienup, D. M.** (2008, May). Invited poster: Experimental Analysis of Human Behavior Special Interest Group Student Paper Competition Winner: *Efficiency of instruction based on stimulus equivalence*. Invited poster to the 34th annual meeting of the Association for Behavior Analysis, Chicago, Illinois. Winner of student paper competition for the Experimental Analysis of Human Behavior Special Interest Group.
- Fienup, D. M.**, & Putnam, R. (2007, August). *Applied behavior analysis*. Invited presentation to teachers and staff working at Bird Middle School in Walpole, Massachusetts.
- Burmeister, S. J., Henning, K., Wierzbicki, J. A., Gioia, K. A., **Fienup, D. M.**, & Doepke, K. (2006, March). *Making friends: Group based social skills interventions for children with Asperger's Syndrome*. Invited paper presentation to the 2nd annual meeting of The Autism Project, Springfield, Illinois.
- Fienup, D. M.** (2005, February). *Issues with confidentiality in a clinical setting*. Invited presentation to the Theories and Techniques of Counseling graduate course in the Department of Psychology at Illinois State University, Normal, IL.
- Fienup, D. M.** (2005, October). *Discrimination training: Establishing stimulus control*. Invited presentation to the Behavior Modification graduate course in the Department of Psychology at Illinois State University, Normal, Illinois.
- Fienup, D. M.** (2005, July). *Autism Spectrum Disorder*. Invited presentation to the Developmental Psychology undergraduate class in the Department of Behavioral Sciences at Milliken University, Decatur, Illinois.

- Doepke, K., Shelvin, K., & **Fienup, D. M.** (2005, May). *Making friends: Lessons learned from a friendship group with children with Asperger's Syndrome*. Invited paper presentation to the 1st annual meeting of The Autism Project of Illinois, Springfield, Illinois.
- Fienup, D. M.** & Gentry, J. A. (2004, October). *Applied behavior analysis and teaching children with autism*. Invited presentation to the Behavior Modification graduate course in the Department of Psychology at Illinois State University, Normal, Illinois.
- Fienup, D. M.** (2004, October). *Introduction to task analysis*. Invited presentation to the Behavior Modification undergraduate course in the Department of Psychology at Illinois State University, Normal, Illinois.
- Fienup, D. M.** (2004, March). *The basics of functional assessment*. Invited presentation to the Psychodiagnostics II graduate course in the Department of Psychology at Illinois State University, Normal, Illinois.
- Fienup, D. M.** & Gentry, J. A. (2003, October). *Teaching children with autism*. Invited presentation to the Behavior Modification graduate course in the Department of Psychology at Illinois State University, Normal, Illinois.
- Gentry, J. A. & **Fienup, D. M.** (2003, October). *Unit 5 ABA workshop: Promoting positive behaviors with children with autism*. Invited presentation to the Early Childhood Education staff in the McClain County Unit 5 district schools, Normal, Illinois.
- Fienup, D. M.**, (2002, October). Invited Address: Mid-America Association for Behavior Analysis Student Paper Contest Winner: *Acquisition and maintenance of visual-visual and visual-olfactory equivalence classes*. Invited paper presented at the 2nd annual meeting of the Mid-America Association for Behavior Analysis, Kalamazoo, Michigan.

Conference Papers and Presentations

(Notation: D-Doctoral student, M-Master's student, U-Undergraduate student)

- Hotchkiss, R.^D, Karanian, G.^M, & **Fienup, D. M.** (2019, May). Parametric analysis of the intensive tact protocol to induce bi-directional naming. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Ortega, R.^D, **Fienup, D. M.**, Jessel, J., & Morea, A.^M (2019, May). Improving tummy time for infants and caregivers: a treatment comparison with social validation. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Chiasson, B.^D, Verdun, V.^D, & **Fienup, D. M.** (2019, May). Math instruction: An investigation of derived relations, observational learning, and transfer of function. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Budd, A.^D, Kocher, C., Howard, M., & **Fienup, D. M.** (2019, May). The impact of reinforcer quality on preference for immediate and delayed reinforcement in children with autism. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Tyner, B., Floumanhaft, S., & **Fienup, D. M.** (2019, May). Optimizing computer-based instructions for visualizing data in Microsoft Excel through component analysis. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Dalfen, S., **Fienup, D. M.**, & D'Ateno, P. A. (2019, May). Passing criterion: How lowering expectations for quizzes can produce higher scores on exams. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.

- Kruse, L. A.^D, Garcia, Y. A., Mahoney, A., & **Fienup, D. M.** (2019, May). Expansion of instructive feedback: Tacting the S- during error correction. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Barnett, M.^D, Budd, A.^D, Jowett Hirst, E., & **Fienup, D. M.** (2019, May). A comparison of 90% mastery criterion at one day versus three days on skill maintenance at one month. Paper presented at the 45th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Chaisson, B.^D, Verdun, V.^D, & **Fienup, D. M.** (2018, September). *At the intersection of observational learning and derived relations: Generative learning²*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Brodsky, J.^D, **Fienup, D. M.**, & Lanson, R. N. (2018, September). *Educational relevance as a motivating operation for equivalence class formation: Implications for application*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Parilla, S.^M, Gussin, R., **Fienup, D. M.**, & Moss-Lourenco, P. (2018, September). *The effects of a lag schedule of reinforcement on varied responding by an individual with autism spectrum disorder*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Schwartz-Colline, J., Gussin, R., Budd, A.^D, **Fienup, D. M.**, & Moss-Lourenco, P. (2018, September). *The use of multiple schedules to decrease stereotypy in individuals with autism*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Budd, A.^D, Moss-Lourenco, P., Gussin, R., & **Fienup, D. M.** (2018, September). *The effects of mastery criterion on acquisition and maintenance of skills*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Morea, A.^M, Ortega, R.^D, Jessel, J., **Fienup, D. M.**, & Dimassi, A. (2018, September). *Improving tummy time for infants and caregivers: A treatment comparison with social validation*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Fienup, D. M.** (2018, September). *Symposium: Science in practice: Addressing client needs and evaluating practice*. Discussant role at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Kruse, L. A.^D, Garcia, Y. A., Mahoney, A., & **Fienup, D. M.** (2018, September). *Expansion of instructive feedback: Tacting the S- during error correction*. Poster presented at the annual convention of the Mid-America Association for Behavior Analysis, Normal, IL.
- Cengher, D.^D, & **Fienup, D. M.** (2018, May). *Manipulating motivating operations and reinforcement schedules to increase verbal repertoires of individuals with autism*. Paper presented at the 44th annual convention of the Association for Behavior Analysis International, San Diego, CA.
- Giannakakos, A.^D, Vladescu, J. C., Kisamore, A. N., Reeve, K. F., & **Fienup, D. M.** (2018, May). *Using behavioral skills training and equivalence-based instruction to teach children safe responding to dangerous stimuli*. Paper presented at the 44th annual convention of the Association for Behavior Analysis International, San Diego, CA.
- Budd, A.^D, Kocher, C., Howard, M., & **Fienup, D. M.** (2017, October). *The impact of reinforcer quality on preference for immediate and delayed reinforcement in children with autism*. Poster and invited Ignite talk presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.

- Fiani, T.^D, Jones, E.A., & **Fienup, D. M.** (2017, July). *SIBS Club, a program for families of children with autism: Clinical service, student training, and research.* Presented at St. Mary's Hospital For Children, Bayside, NY, USA.
- Cengher, M.^D, & **Fienup, D. M.** (2017, May). *Motivating operations and tact acquisition.* Paper presented at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Cengher, M.^D, & **Fienup, D. M.** (2017, May). *A comparison of two prompt-fading strategies on skill acquisition of children with Autism Spectrum Disorders.* Paper presented at the 43rd annual convention of the Association for Behavior Analysis International, Denver, CO.
- Dalfen, S.^D, D'Ateno, P., & **Fienup, D. M.** (2016, October). *The effects of passing criteria: How getting Ds on quizzes can lead to As on exams.* Poster presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Brodsky, J.^D, Budd, A.^D, & **Fienup, D. M.** (2016, October). *Wait for it... the effects of delayed match-to-sample on equivalence class formation.* Poster presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Cengher, M.^D, & **Fienup, D. M.** (2016, October). *The effects of pre-session attention on tact acquisition.* Poster and invited Ignite presentation presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Tyner, B.^D, & **Fienup, D. M.** (2016, May). *A comparison of task analyses with and without descriptions of relevant antecedent stimuli and performance criteria for graphing in Microsoft Excel.* Paper presented at the 42nd annual convention of the Association for Behavior Analysis International, Chicago, IL
- Dalfen, S.^D, **Fienup, D. M.**, & Sturmey, P. (2016, May). *The effects of a point contingency for web-based quiz completion on exam scores.* Paper presented at the 42nd annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Brodsky, J.^D, & **Fienup, D. M.** (2016, May). *Teasing apart the effects of training protocol and a fading procedure: A follow-up.* Paper presented at the 42nd annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Chohan, M.^D, Dalfen, S.^D, Brodsky, J.^D, Tyner, B.^D, **Fienup, D. M.**, Alvero, A. M., Ploog, B. O., & Jones, E. A. (2016, May). *Behavior analysis at City University of New York Queens College and the Graduate Center.* Poster presented at the 42nd annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Cengher, M.^D, & **Fienup, D. M.** (2016, March). *A review of transfer of stimulus control procedures: Effective and efficient prompting strategies.* Poster presented at the annual convention of the Association for Professional Behavior Analysts, Washington D.C.
- Jones, E., & **Fienup, D. M.**, Neil, N.^D, Fiani, T.^D, McHugh, S.^M, & Izquierdo, S.^D (2016, March). *Building sibling relationships: The effects of sibling support on siblings and children with autism.* Paper presented at the annual convention of the International Meeting for Autism Research, Baltimore, Maryland.
- Howard, M. R., Kocher, C. P., & **Fienup, D. M.** (2015, October). *The effects of work-reinforcer schedules on skill acquisition for children with autism: An examination of edibles as reinforcers.* Poster presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Fuller, J.^M, & **Fienup, D. M.** (2015, October). *A parametric analysis of the effects of mastery criterion on the maintenance of skills with children with autism.* Poster presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.

- Brodsky, J. ^D, Habshush, E. A. ^U, Shapiro, A. ^U, Metzger, E. ^U, Ziegler, M. ^U, Rumelt, A. ^U, Adler, S. ^U, & **Fienup, D. M.** (2015, October). *Teaching neuroanatomy to college students using fading in equivalence-based instruction*. Talk presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Cengher, M. ^D, Budd, A. ^D, Shamoun, K., Moss, T., & **Fienup, D. M.** (2015, October). *Effective and efficient prompting and prompt-fading procedures: Status of the literature and guidelines for selection and implementation*. Talk presented at the annual convention of the New York State Association for Behavior Analysis, Albany, NY.
- Cengher, M. ^D, Shamoun, K., Moss, P., Feliciano, G., Roll, D., & **Fienup, D. M.** (2015, May). *A comparison of two prompt-fading strategies on skill acquisition of children with Autism Spectrum Disorders*. Paper presented at the 41st annual convention of the Association for Behavior Analysis International, San Antonio, TX.
- Brodsky, J. ^D, Habshush, E. ^U, Shapiro, A. ^U, Metzger, E. ^U, Ziegler, M. ^U, Rumelt, A. ^U, Adler, S. ^U, & **Fienup, D. M.** (2015, April). *Teaching neuroanatomy to college students using errorless learning in equivalence-based instruction*. Poster presented at the annual Graduate Center doctoral student research day, New York, New York.
- Habshush, E. A. ^U, Shapiro, A. ^U, Metzger, E. ^U, Ziegler, M. ^U, Rumelt, A. ^U, Adler, S. ^U, Brodsky, J. ^D, & **Fienup, D. M.** (2015, April). *Effects of errorless learning versus trial-and-error learning on concept formation*. Poster presented at the annual Sigma Xi Undergraduate Research Poster Session, Flushing, NY.
- Ziegler, M. R. ^U, Rumelt, A. M. ^U, Tyner, B. C. ^D, & **Fienup, D. M.** (2015, April). *The effects of task analyses with and without descriptions of relevant cues and performance criteria for creating graphs in Excel*. Poster presented at the annual Sigma Xi Undergraduate Research Poster Session, Flushing, NY.
- Kocher, C. P. ^M, Cengher, M. ^D, & **Fienup, D. M.** (2015, April). *What are work-reinforcer schedules and how do they affect the performance of children with developmental disabilities?* Invited paper presentation at the annual convention of the Queens College Conference on Autism and Developmental Disabilities, Flushing, NY.
- Ortega, R. ^M, & **Fienup, D. M.** (2014, October). *Effects of a preferred stimulus and maternal attention on infant behavior during tummy time*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Kocher, C. P. ^M, Howard, M., & **Fienup, D. M.** (2014, October). *The effects of work-reinforcer schedules on skill acquisition for children with autism*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Dalfen, S. ^D, **Fienup, D. M.**, & Sturmey, P. (2014, October). *Effects of a point contingency for at-home quiz completion on cumulative exam scores*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Brodsky, J. ^D, Carpentieri, D. ^U, Laks, E. ^U, Ziegler, M. ^U, Javid, A. ^U, Marzilliano, J. ^U, & **Fienup, D. M.** (2014, October). *Effects of amount of feedback on performance and social validity in equivalence based instruction*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Cengher, M. ^D, Chohan, M. ^D, **Fienup, D. M.**, & Jones, E. A. (2014, October). *Focus on affect: Teaching joint attention and social referencing to children with autism*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Fienup, D. M.**, & Brodsky, J. ^D (2014, May). *Effects of mastery criterion on equivalence class formation*. Paper presented at the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.

- Kerth, D. ^D, Reeve, K. F., **Fienup, D. M.**, Reeve, S. A., & Progar, P. R. (2014, May). *Teaching concepts of behavior analysis using stimulus equivalence-based instruction*. Paper presented at the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Bukala, M. ^M, Hu, M. Y. ^M, Lee, R., Ward-Horner, J. C., & **Fienup, D. M.** (2014, May). *The effects of work schedules on performance and preference in students with autism*. Poster presented at the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Cengher, M. ^D, Ramirez, H. ^M, & **Fienup, D. M.** (2014, May). *The effects of a simultaneous prompting procedure on the acquisition of calculating elapsed time*. Poster presented at the 40th annual convention of the Association for Behavior Analysis International, Chicago, IL.
- Cengher, M. ^D, Chohan, M. ^D, **Fienup, D. M.**, & Jones, E. A. (2013, April). *Social referencing and joint attention with affect*. Paper presented at the annual Queens College Conference on Autism and Developmental Disabilities, Flushing, New York.
- Tyner, B. C. ^D & **Fienup, D. M.** (2013, November). *Challenges in disseminating evidence-based instruction*. Oral poster presented at the 2nd annual Education Conference of the Association for Behavior Analysis International, Chicago, Illinois.
- Fienup, D. M.**, & Tyner, B. C. ^D (2013, November). *The effects of training protocol on the acquisition of academically relevant equivalence classes*. Oral poster presented at the 2nd annual Education Conference of the Association for Behavior Analysis International, Chicago, Illinois.
- Cengher, M. ^D, Jones, E. A., & **Fienup, D. M.** (2013, May). *The effects of deprivation and satiation of social interactions on tacting*. Paper presented at the 39th annual convention of the Association for Behavior Analysis International, Minneapolis, Minnesota.
- Tyner, B. C. ^D, & **Fienup, D. M.** (2013, May). *Video modeling versus text-based instruction for graphing in Excel*. Poster presented at the 39th annual convention of the Association for Behavior Analysis International, Minneapolis, Minnesota.
- Ward-Horner, J. C., Pittenger, A. ^D, **Fienup, D. M.**, & Pace, G. M. (2013, May). *Effects of reinforcer magnitude and distribution on preference for work schedules*. Poster presented at the 39th annual convention of the Association for Behavior Analysis International, Minneapolis, Minnesota.
- Cengher, M. ^D, Daley, S. ^U, DeGeorge, L. ^U, Lopez, S. ^U, Mylan, S. ^U, Jones, E. A., & **Fienup, D. M.** (2013, April). *The effects of pre-session attention on tacting*. Poster presented at the 4th annual All-Psychology Research Day of the Graduate Center/CUNY, New York, NY.
- Tyner, B. C. ^D, Aghjayan, A. ^M, Choe, J. ^U, & **Fienup, D. M.** (2012, October). *Video modeling for graphing in Excel*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Cengher, M. ^D, Daley, S. ^U, DeGeorge, L. ^U, Lopez, S. ^U, Mylan, S. ^U, Jones, E. A., & **Fienup, D. M.** (2012, October). *The effects of deprivation and satiation of social interaction on tacting*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Mylan, S. ^U, Ramotar, R. ^U, Choe, J. ^U, Blachorsky, L. ^U, Pytte, C., & **Fienup, D. M.** (2012, October). *Equivalence based undergraduate neuroanatomy instruction*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Hamelin, J. ^D, Wright, N. ^M, **Fienup, D. M.**, Fields, L., Floumanhaft, S. ^U, Chelminski, R. ^D, & Tyner, B. ^D (2012, May). *Technological evaluation of equivalence based instruction*. Poster presented at the 38th annual convention of the Association for Behavior Analysis International, Seattle, Washington.

- Kryzak, L. ^D, Jones, E., & **Fienup, D. M.** (2012, May). *Pilot results from a community based skills and support group for children with ASD and their typically developing siblings*. Talk presented at the annual Queens College Developmental Disabilities conference, Flushing, NY.
- Choe, J. ^U, Floumanhaft, S. ^U, Wright, N. ^M, Blachorsky, L. ^U, Ramotar, R. ^U, Mylan, S. ^U, & **Fienup, D. M.** (2012, March). *Comparison of two concept formation training protocols*. Poster presented at the annual Sigma Xi Undergraduate Research Poster Session, Flushing, NY.
- Fienup, D. M.**, Reyes-Giordano, K. ^D, & Hamelin, J. ^D (2011, November). *Stimulus equivalence as an instructional tool*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Spring, New York.
- Reyes-Giordano, K. ^D, Hamelin, J. ^D, & **Fienup, D. M.** (2011, November). *Equivalence-based instruction of neuroanatomy: Topographies of responding following training*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Spring, New York.
- Hamelin, J. ^D, Reyes-Giordano, K. ^D, & **Fienup, D. M.** (2011, November). *Teaching functional analysis competencies using the stimulus equivalence paradigm*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Spring, New York.
- Kryzak, L. ^D, Jones, E., Feeley, K., & **Fienup, D. M.** (2011, November). *Effects of community support and skills program on children with Autism and their typical developing siblings: Initial investigation*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Spring, New York.
- Visco, A. ^U, Hamelin, J. ^D, Desrochers, M., & **Fienup, D. M.** (2011, November). *Assessment of individuals' identification of the function of problem behavior*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Spring, New York.
- Hamelin, J. ^D, Reyes-Giordano, K. ^D, Uss, L. ^U, Halbertal, M. ^U, Del Rio, L. ^U, & **Fienup, D. M.** (2011, May). *Teaching in the principles of behavioral functions using equivalence based instruction*. Poster presented at the 37th annual convention of the Association for Behavior Analysis International, Denver, Colorado.
- Reyes-Giordano, K. ^D, Hamelin, J. ^D, Del Rio, L. ^U, Halbertal, M. ^U, Uss, L. ^U, & **Fienup, D. M.** (2011, May). *Equivalence based neuroanatomy instruction: Expressive and selection-based repertoires*. Poster presented at the 37th annual convention of the Association for Behavior Analysis International, Denver, Colorado.
- Hamelin, J. ^D, & **Fienup, D. M.** (2010, November). *Designing instruction of behavioral functions using the stimulus equivalence paradigm*. Poster presented at the annual convention of the New York State Association for Behavior Analysis, Saratoga Springs, New York.
- Reyes-Giordano, K. ^D, **Fienup, D. M.**, Hamelin, J. ^D (2010, October). *Equivalence based instruction of neuroanatomy*. Talk presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Fienup, D. M.**, Pace, G., & Ahlers, A. A. ^M (2010, May). *Preference for fluent versus disfluent work schedules*. Poster presented at the 36th annual convention of the Association for Behavior Analysis International, San Antonio, Texas.
- Baranek, A. ^D, **Fienup, D. M.**, Dion, N. L. ^M, & Pace, G. (2010, May). *Use of brief experimental analysis to determine the best intervention for increasing sight word acquisition and maintenance*. Poster presented at the 36th annual convention of the Association for Behavior Analysis International, San Antonio, Texas.

- Fienup, D. M.** (2009, November). *Equivalence based instruction: Teaching college students basic concepts of neuroanatomy*. Paper presented at the annual convention of the New York State Association for Behavior Analysis, Albany, New York.
- Fienup, D. M., & Mudgal, D.** (2009, October). *Teaching students to give change using both bills and coins*. Paper presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Ahlers, A.^M, **Fienup, D. M.**, & Pace, G. (2009, October). *Examining the effects of increasing schedule requirements on preference in an applied setting*. Poster presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Baraneck, A.^D, & **Fienup, D. M.** (2009, October). *Use of BEA to determine the best intervention for increasing sight word acquisition and maintenance*. Paper presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Orman, S.^M, Pace, G., **Fienup, D. M.**, & Gilligan, K. (2009, October). *Teaching tolerance to delay of reinforcement to reduce a tangibly motivated behavior*. Paper presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Fienup, D. M.**, Joy, M., Smyth, D., Stein, R., & Luiselli, J. (2009, May) *Functional assessment and treatment of group behavior: Increasing timeliness of meeting start times*. Poster presented at the 35th annual convention of the Association for Behavior Analysis, Phoenix, Arizona.
- Reed, D. D., **Fienup, D. M.**, & Pace, G. (2009, May). *Behavioral assessment of treatment integrity data collection: Considerations regarding temporal sequencing*. Paper presented at the 35th annual convention of the Association for Behavior Analysis, Phoenix, Arizona.
- Silber, J., Mudgal, D., & **Fienup, D. M.** (2009, February). *Behavior support plan development in a model program*. Mini-skills workshop presented at the annual convention of the National Association of School Psychology, Boston, Massachusetts.
- Fienup, D. M.**, Mudgal, D., Pace, G. & Horst, A.^M (2008, October). *Increasing money counting skills in a student with a brain injury: Performance and skill deficits*. Paper presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Reed, D. D., **Fienup, D. M.**, & Pace, G. M. (2008, October). *Behavioral assessment of treatment integrity data collection: Considerations regarding temporal sequencing*. Paper presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Fienup, D. M.**, Mudgal, D., Horst, A.^M, & Pace, G. (2008, September). *Increasing money counting skills with a student with a brain injury: Performance and skill deficits*. Poster presented at the 1st annual Association for Behavior Analysis Education Conference, Reston, Virginia.
- Fienup, D. M.**, Critchfield, T. S., & Covey, D. P.^U (2008, May). *Efficiently establishing contextually-controlled concepts of inferential statistics and hypothesis decision making: Lab and classroom*. Paper presented at the 34th annual convention of the Association for Behavior Analysis, Chicago, Illinois.
- Critchfield, T. S., & **Fienup, D. M.** (2008, May). *Equivalence-based instruction*. Paper presented at the 34th annual convention of the Association for Behavior Analysis, Chicago, Illinois.
- Covey, D. P.^U, **Fienup, D. M.**, & Critchfield, T. S. (2008, May). *Teaching neuroanatomy concepts efficiently: Equivalence-based instruction involving class merger*. Poster presented at the 34th annual convention of the Association for Behavior Analysis, Chicago, Illinois.

- Fienup, D. M.,** Covey, D. ^U, & Critchfield, T. S. (2007, October). *Using stimulus equivalence technology in a university classroom*. Paper presented at the annual convention of the Berkshire Association for Behavior Analysis and Therapy, Amherst, Massachusetts.
- Fienup, D. M.,** Gioia, K. A., Affrunti, L., Wittington, A., Schumaker, A., Hoff, K. & Doepke, K. (2007, May). *The use of visual strategies to increase social skills functioning in children with Asperger's Syndrome*. Poster presented at the 33rd annual convention of the Association for Behavior Analysis, San Diego, California.
- Fienup, D. M.,** Covey, D. ^U, & Critchfield, T. S. (2007, May). *An application of stimulus equivalence to teach college students concepts of inferential statistics*. Poster presented at the 33rd annual convention of the Association for Behavior Analysis, San Diego, California.
- Fienup, D. M.,** Gioia, K. A., Affrunti, L., & Doepke, K. (2007, February). *Developing friendship skills: An analysis of interventions for young children with Asperger's Syndrome*. Poster presented at the 1st annual Association for Behavior Analysis International Autism Conference.
- Keenan, J., **Fienup, D. M.,** Tobin, R. M., & Kahn, J. (2006, August). *Individual differences in correspondence between emotional experience and expression*. Poster presented at the annual convention for the American Psychological Association, New Orleans, Louisiana.
- Fienup, D. M.,** Shelvin, K., Burmeister, S. J., Gioia, K. A., Wierzbicki, J. A., Henning, K.A., & Doepke, K. (2006, May). *Group based social skills interventions for children with Asperger's Syndrome*. Poster presented at the 32nd annual convention of the Association for Behavior Analysis, Atlanta, Georgia.
- Burmeister, S., **Fienup, D. M.,** Shelvin, K., & Doepke, K. (2005, May). *Targeting social skills for children with Asperger's Syndrome*. Poster presented at the 31st annual meeting of the Association for Behavior Analysis, Chicago, Illinois.
- Fienup, D. M.,** Jordan, J. S., Doepke, K., & Critchfield, T.S. (2005, May). *Behavioral scaffolding as a means of enhancing performance in autistic adolescents*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Erbstoesser, T.^M, & **Fienup, D. M.** (2005, April). *Symbolic learning and consequential functions*. Poster presented at the annual meeting of the Graduate Research Symposium at Illinois State University, Normal, Illinois.
- Fienup, D. M.,** Jordan, J. S., Doepke, K., & Critchfield, T. S. (2004, July). *Behavioral scaffolding and cognitive complexity in autistic adolescents*. Poster presented at the annual meeting of the Society for Chaos Theory in Psychology and the Life Sciences, Milwaukee, Wisconsin.
- Fienup, D. M.,** Rehfeldt, R. A., Critchfield, T. S., & Erbstoesser, T. ^M (2004, May). *Derived consequential functions established through equivalence classes: Conditioned reinforcement and punishment*. Paper presented at the 30th annual meeting of the Association for Behavior Analysis, Boston, Massachusetts.
- Fienup, D. M.** & Dixon, M. R. (2004, May). *Identifying slot machine variables that increase response rate and wager magnitude*. Poster presented at the 30th annual meeting of the Association for Behavior Analysis, Boston, Massachusetts.
- Wallis, J. M., **Fienup, D. M.,** Gentry J.A., & Doepke, K. (2004, February). *Multiple uses of picture schedules for increasing independent functioning with children with autism*. Paper presented at the annual meeting of the Illinois School Psychology Association, Springfield, Illinois.
- Fienup, D. M.,** Wallis, J. M., Lulay, M., & Doepke, K. (2003, September). *A method for teaching oral fluency for children diagnosed with autism*. Poster presented at the annual autism society conference at Illinois State University, Normal, Illinois.

- Fienup, D. M.**, Colbert, J., White, D., & Critchfield, T. S. (2003, May). *How do humans approximate the ideal free distribution?* Poster presented at the 29th annual meeting of the Association for Behavior Analysis, San Francisco, California.
- Pierson, E., **Fienup, D.**, Zumpfe, H., & Doepke, K. (2003, February). *School consultation services for children with autism spectrum disorders.* Paper presented at the annual meeting of the Illinois School Psychology Association, Springfield, Illinois.
- Fienup, D. M.**, & Dixon, M. R. (2002, October). *Cross-modal equivalence class formation in persons with brain injury.* Poster presented at the 2nd annual meeting for the Midwest Association for Behavior Analysis, Kalamazoo, Michigan.
- Colbert, J., Schmidt, K., **Fienup, D.**, & Critchfield, T. S. (2002, October). *Travel costs in a human analogue of foraging.* Poster presented at the 2nd annual meeting Mid-America Association for Behavior Analysis, Kalamazoo, Michigan.
- Dixon, M. R., Zolomky, K. D., & **Fienup, D. M.** (2002, October). *Behavior analytic investigations into gambling.* Poster presented at the 2nd annual meeting of the Midwest Association for Behavior Analysis, Kalamazoo, Michigan.
- Fienup, D. M.**, & Dixon, M. R. (2002, May). *A comparison of the acquisition and maintenance of visual-visual and visual-olfactory equivalence classes.* Poster presented at the 28th annual meeting of the Association for Behavior Analysis, Toronto, Ontario.
- Dixon, M. R., **Fienup, D. M.**, & Schreiber, J. (2002, May). *Protocol analysis of the gambler.* Paper presented at the 28th annual meeting for the Association for Behavior Analysis, Toronto, Ontario.
- Dixon, M. R., Falcomata, T., **Fienup, D.** (2002, May). *Web-based classroom delivery of behavior analysis: Tools for the trade.* Poster presented at the 28th annual meeting of the Association for Behavior Analysis, Toronto, Ontario.
- Dixon, M. R., **Fienup, D. M.**, & Zlomke, K. (2002, March). *Behavior analytic investigations into gambling.* Poster presented at the annual Southern Illinois University Research Day, Carbondale, Illinois.
- Fienup, D. M.** & Dixon, M. R. (2001, November). *A rule-governed analysis of obsessive-compulsive disorder.* Paper presented at the annual meeting of the Behavior Analysis Society of Illinois, Springfield, Illinois.
- Green, L., **Fienup, D. M.**, & Cihon, T. (2000, April). *Parents and student therapists' views of ABA treatment of autism: two sides of the same coin?* Paper presented at the 2000 National Autism Symposium sponsored by the St. Louis Special School District, St. Louis, Missouri.

Research Positions

2017-present

Instructional Design Research Lab, Teachers College Columbia University.

Director: Research educational interventions for children birth to elementary school, including typically developing children, at-risk children, and children with disabilities. Mentor doctoral and Master's students. Train all research assistants on skills for the lab, program computerized learning modules, and conduct data analysis. Projects include evaluations classroom applications of stimulus equivalence, differentiating instruction based on developmental and learning cusps/milestones, parametric analysis of instructional components. Most recently, I have mentored several research projects aimed at optimizing how we arrange mastery criterion for young learners. <http://blogs.cuit.columbia.edu/df2675/>

2009-2017

Academic and Curriculum Enrichment (ACE) Lab, Queens College

Director: Research instructional components that positively affect the acquisition of academic skills with a broad range of students, including college students and young learners with and without developmental disabilities. Mentor doctoral, Master's, and undergraduate students. Train all research assistants on skills for the lab, program computerized learning modules, and conduct data analysis. Projects included evaluations of stimulus equivalence in the context of learning academic materials and learning arrangements for young learners.

2004-2007

Autism Services, Psychological Services Center, Illinois State University.

Research Consultant: Ran weekly treatment team meetings regarding social skills groups for children with Asperger's. There were several research projects conducted in these groups, helped coordinate the development and training of research projects, including data collection procedures, operational definitions, research design issues, and created posters and talks for professional conferences.

Researcher: Conducted weekly social skills lessons for children with Asperger's syndrome, developed methods of evaluating interventions, collected data, and analyzed data.

Supervisor: Dr. Karla Doepke

2003-2005

Personality Research Lab, Graduate Research Assistantship, Investigating how personality variables predict how individuals will disclose positive and negative emotional information to both strangers and friends, Illinois State University.

Research Team Leader: Put materials together for the experiment, including the script and pictures for participants to view, participated in weekly research team meetings, supervised several undergraduate students working on this project, ran and supervised the running of participants, recruited/scheduled and supervised the recruiting/scheduling of participants, data entry and supervision of data entry, data analysis and supervision of data analysis, and created posters and talks for professional conferences.

Supervisor: Dr Renee Tobin

2003

Chaos Theory Research Lab, Investigating repetitive behaviors and reaction times in adolescents diagnosed with autism, Illinois State University.

Research Assistant: Ran subjects, scheduled subjects, collected behavioral correlate data, entered data, analyzed data, and created posters and talks for professional conferences.

Supervisor: Dr. J. Scott Jordan

2002-2007

Stimulus Equivalence Lab, Investigating the variables affecting the transformation of stimulus functions, investigating stimulus equivalence as an instructional tool in the University classroom, Illinois State University.

Graduate Researcher: Designed research projects, programmed stimulus equivalence computer training modules using Microsoft Visual Basic, created experimental design, recruited participants, ran participants, analyzed data and created posters and talks for professional conferences.

Supervisor: Dr. Thomas Critchfield

2001-2002

Behavioral Gambling Research Lab, Southern Illinois University, full-time 40-hours per week.

Researcher: Full-time, 40 hours per week. Recruited subjects, conducted research projects, created posters and talks for professional conferences, and collected and analyzed data.

Research Assistant: Investigated gambling behavior under conditions of perceived control. Managed the recruitment and running of experimental participants, collected data, and analyzed data for 60 subjects including protocol analysis of verbal behavior while gambling.

Supervisor: Dr. Mark R. Dixon

1999-2000

Psychiatry Research Lab, Undergraduate Practicum, A randomized investigation of Risperidone vs. a placebo in young children with autism, Washington University Psychiatry Department, 10 hours per week.

Research Assistant: Assisted in experimental design and assessment feedback, videotaped assessments, recruited subjects, and participated in weekly research team meetings.

Supervisor: Dr. Joan Luby

1997

Animal Research Lab, Study of obesity: exercise vs. diet effects on cardiovascular risks, School of Nursing, University of Michigan.

Laboratory Assistant: Prepared animals, exercised animals, assisted in testing animal samples, and collected data.

Supervisor: Dr. Bonnie Metzger

Clinical Positions

2014-present

SIBS Club, Queens College Psychological Center, Queens College, Flushing, NY

Program Evaluation and Research Consultant (2017-present). Consult directly with Dr. Emily Jones on the evaluation of the effectiveness of SIBS Club and plan, evaluate, and disseminate research findings.

Co-Director (2014-2017). Along with Dr. Emily Jones, oversee a treatment program for children with Autism and his or her family, including typically developing siblings and parents/guardians. Per semester, supervise approximately 10 graduate students (Ph.D., MA) and 30 undergraduate students who provide services at various levels. I conduct initial trainings, ongoing supervision, and program evaluation. I also develop all materials for the program. See <http://qcpages.qc.cuny.edu/~ejoneshuwer/staff.html>

2007-2009

The May Institute, Brockton, Massachusetts

Post-doctoral Fellowship (2008-2009), May Center for Education and Neurorehabilitation. Conducted research involving academic skills acquisition, behavior reduction, and treatment integrity. Supervised clinical experiences of Master's students completing a BACB approved course sequence in Applied Behavior Analysis. Designed learning modules for group supervision meetings. Served on thesis committee for Master's students and supervised the implementation of thesis research. Managed the treatment integrity database for the school. Consulted to two classrooms at a school for students with brain injuries. Consulted with teachers, staff, administration, and behavior specialists on the design and implementation of behavioral protocols for students with moderate to severe behaviors (using the problem-solving model). Conducted functional behavioral assessments, functional analysis, stimulus preference assessments, and academic skills assessments. Served on the behavior support team. Assisted at peer review meetings, research meetings, and clinical reviews.

Supervisor: Dr. Gary Pace

Intern, School Consultation Services (2007-2008): Accredited by the American Psychological Association. Consulted to classrooms and specific students in two school districts. Students diagnosed with Autism, Mental Retardation, Developmental Delays, and physical disorders. Consulted with teachers, staff, administration, and behavior specialists on the design and implementation of behavioral protocols for students with moderate to severe behaviors (using the problem-solving model). Conducted functional behavioral assessments, stimulus preference assessments, social skills assessments, and adaptive behavior assessments. Sixty percent of internship was at School Consultation Services.

Supervisor: Dr. Bob Putnam

Intern, May Center for Education and Neurorehabilitation (2007-2008): Accredited by the American psychological Association. Consulted to two classrooms at a school for students with brain injuries. Consulted with teachers, staff, administration, and behavior specialists on the design and implementation of behavioral protocols for students with moderate to severe behaviors (using the problem-solving model). Conducted functional behavioral assessments, functional analysis, stimulus preference assessments, and academic skills assessments. Served on the behavior support team. Assisted at peer review meetings, research meetings, and clinical reviews. Forty percent of internship was at the May Center.

Supervisor: Dr. Gary Pace

2003-2007

Autism Services, Psychological Services Center, Illinois State University, Grant funded through The Autism Project in Illinois.

Director of In-Home Services (2006-2007): Supervised delivery of in-home Applied Behavior Analytic services for children diagnosed with autism. Met with graduate clinicians who led the teams and supervised their experiences. Participated in weekly team meetings for in-home services which included the graduate team leader, undergraduate therapists, child, and parents of child. In addition to duties with the in-home services, co-led weekly practicum supervision class, individually supervised 3 graduate clinicians, and designed interventions for children with autism.

In-Home Program Consultant (2006): Consulted to teams of undergraduate clinicians providing in-home Applied Behavior Analysis therapy to children with autism, trained undergraduate clinicians, conducted progress monitoring, developed behavior plans, developed educational programming, and developed social-emotional programming.

Parent Consultant (2006): Met weekly with the mother of a child diagnosed with Asperger's Syndrome to discuss social skills needs of child and strategies to increase appropriate social skills and conducted functional assessment of social skills.

Assistant Director of Autism Services (2005-2006): Co-led weekly graduate and undergraduate practicum supervision class, provided individual supervision with 3 practicum students, designed interventions for children with autism, trained clinicians working with children with Autism, and conducted progress monitoring. Was the lead consultant to families implementing Applied Behavior Analysis in their home for their child with Autism.

Social Skills Group Leader (2004-2005): Founder of social skills group for children with Asperger's Syndrome, aided in grant writing, designed activities for social skills group, conducted social skills group, trained undergraduate assistants, and coded and analyzed data from the group as part of treatment evaluation.

Counselor (2004-2005): Conducted weekly 1.5 hour counseling sessions with a 15-year-old male diagnosed with Asperger's Syndrome and Depression. Collected/analyzed weekly data and designed his treatment plan.

Director of Training (2003-2004): Conducted beginning of the semester initial training for new therapists, ran weekly team meetings, consulted on developing programming for children and teams, provided feedback on therapy behavior, and analyzed data.

Clinician (2003-2004): Directed behavioral treatment of two children diagnosed with autism including functional assessment and behavioral consultation conducted with two parents of different children diagnosed with autism. Each client required participation in weekly supervision, development of programming individualized to each client's needs, and collection and analysis of data.

Supervisor: Dr. Karla Doepke, Director of Autism Services

2005

Illinois State University, Normal, Illinois.

Field Placement Supervisor: Met weekly with two first year School Psychology graduate students to supervise their pre-practicum field placement, professional issues including the role and function of school psychologists, and integration into the graduate program.

Supervisor: Dr. Mark Swerdlik

2004

Unit 5 School District, Autism Summer Camp, Parkside Junior High in Normal, Illinois.

Behavioral Consultant/Clinician: Assisted classroom teachers in the delivery of academic and social emotional interventions for children with Autism Spectrum Disorder, consulted with teachers regarding effective interventions, and evaluated student progress. The children at the camp ranged in age from 5 years old to 19 years old. The focus of the camp was on increasing social skills.

Supervisor: Dr. Karla Doepke

2003-2004

Psychological Services Center, Illinois State University, Normal, Illinois.

Clinician: For each client, interviewed the student's teacher, completed a comprehensive in-take interview with the student's parents, observed the student in their classroom, conducted 9-hours of direct assessment at the Psychological Services Center, scored all assessments, wrote a comprehensive report, held a

conference for the parents of the students, and held a conference for school personnel involved with the student. This was done for two different students. With one student, participated in a weekly Multidisciplinary Committee where I presented assessments results to the group and collaborated on intervention strategies.

Supervisor: Dr. Mark Swerdlik

2003-2004

Livingston County Special Services Unit, Pontiac, Illinois.

Problem Solving Team Member: Involved with Psychoeducational assessment and Psychoeducational intervention development, conducted Curriculum-Based Measurement, monitored on-task behavior, administered standardized tests, participated in Flexible Service Delivery (FLEX) team meetings, presented data at FLEX team meetings, participated in re-evaluation meetings, integrated multiple assessment results into a cohesive idea for the purpose of intervention designing, wrote psychological reports, and was involved with the yearlong process of norming the Dynamic Indicators of Basic Literacy Skills (DIBELS) for this school district.

University Supervisor: Dr. Mark Swerdlik

Site Supervisor: Laura Loica, M.S.

2002-2003

Public School District 150, Peoria, Illinois.

Behavioral Consultant: Trained teachers and personal aids of four children with autism between the ages of 9 and 12, wrote behavior plans, developed educational programming, consulted to home-programs, and collected and analyzed data.

Supervisor: Dr. Karla Doepke

2002-2004

University Lab School, Illinois State University, Normal, Illinois.

Behavioral Consultant (2003-2004): Duties included psychosocial assessment in the classroom and on an individual basis, classroom interventions, counseling, and data collection and analysis.

Supervisor: Dr. Adena Meyers and Dr. Karla Doepke

Pre Practicum Consultant (2002-2003): Observed school activities at Illinois State University's lab school Thomas Metcalf, conducted direct observation of two children who were referred for attention difficulties, conducted direct observation of various classes (grades Kindergarten through 8th), and aided in educational interventions for a 1st grade boy with learning difficulties.

Supervisor: Melissa Padilla

University Supervisor: Dr. Mark Swerdlik

2002

Head Start Program, Illinois State University, Normal, Illinois.

Clinician: Assisted a classroom at Head Start working with children on academic oriented tasks such as reading and writing and consulted on behavior management issues.

Supervisor: JoDe Paladino

University Supervisor: Dr. Mark Swerdlik

2001-2002

Autism Services, Southern Illinois University, Carbondale, Illinois.

Trainer/Consultant: Trained therapists to deliver discrete-trial training for a four-year old boy with autism in home, trained preschool teacher to work with same child in school, developed programming, and collected and analyzed data.

Supervisor: Dr. Ruth Anne Rehfeldt

2001-2002

Gambling Rehabilitation Intervention Program (GRIP), Southern Illinois University, Carbondale, Illinois.

Clinician: Assisted in providing treatment for clients with a history of gambling problems and collected and analyzed data.

Supervisor: Dr. Mark R. Dixon

2001-2002

Practicum in Behavior Analysis and Therapy, Southern Illinois University, Carbondale, Illinois.

Clinician: Lead therapist providing discrete-trial training for a four-year old boy with autism, ran weekly team meetings, developed educational programming, and collected and analyzed data.

Supervisor: Dr. Ruth Anne Rehfeldt

Clinician: Developed and delivered behavioral interventions for a client with chronic depression and Borderline Personality Disorder, wrote behavior plans, and collected and analyzed data.

Supervisor: Dr. Mark R. Dixon

2000

Project 12-Ways, Southern Illinois University, Carbondale, Illinois.

Clinician: Provided treatment for clients who had a history of family neglect or abuse, wrote behavior plans, collected and analyzed data, and participated in weekly treatment team meetings.

Supervisor: Dr. Brandon F. Greene

1998-2000

Special School District of St. Louis, Missouri.

Lead behavioral therapist (1999-2000): Lead therapist providing discrete-trial training for a three-year old boy with autism, ran weekly treatment team meetings, developed educational programming, and collected and analyzed data.

Supervisor: Dr. Vincent Carbone

Behavioral therapist (1998-2000): Provided discrete-trial training for a four-year old boy with autism, participated in weekly meetings, developed programming, and collected and analyzed data.

Supervisor: Dr. Matt Stoelb

Awards

- 2018 Illinois State University, Department of Psychology Early Career Alumnus of the Year
- 2008 Experimental Analysis of Human Behavior Special Interests Group: Student Paper Competition Winner
- 2005 Outstanding Graduate Assistant, Department of Psychology, Illinois State University
- 2002 Midwest Association for Behavior Analysis: Student Paper Competition Winner

Mentored Student Awards and Honors

- 2018 NYSABA Jeffery P. Hamelin Student Research Award, second place, Antoinette Morea and Rika Ortega
- 2018 ABAI Verbal Behavior Special Interest Group, Student Research Paper Award, \$1,000, Mirela Cengher
- 2017 University Fellowship Award (Graduate Center, CUNY), \$500, Julia Brodsky
- 2017 NYSABA Jeffery P. Hamelin Student Research Award, second place, Anna Budd
- 2016 NYSABA Jeffery P. Hamelin Student Research Award, winner, Mirela Cengher
- 2016 Psychology Travel Grant, the Graduate Center, CUNY, \$500, Mirela Cengher
- 2016 Lakowitz Undergraduate Research Fellowship Award, \$1,000, Eliora Habshush
- 2016 ABAI Speech Pathology and Applied Behavior Analysis Special Interest Group, Student Research Grant, winner, \$250, Mirela Cengher
- 2016 Phi Beta Kappa, Academic Honor Society, member, Eliora Habshush
- 2016 Ibrahim Student Leadership and Dialogue Fellowship, recipient, Sophia Adler
- 2015 Travel grant, CUNY, \$300, Mirela Cengher
- 2015 NYSABA Jeffery P. Hamelin Student Research Award, winner, Julia Brodsky
- 2015 NYSABA Jeffery P. Hamelin Student Research Award, second place, Mirela Cengher
- 2015 Dean K Harrison Award, \$10,000, Kimberly Reyes-Giordano
- 2014 Travel grant, CUNY, \$300, Mirela Cengher
- 2014 NYSABA Jeffery P. Hamelin Student Research Award, winner, Rika Ortega
- 2014 NYSABA Jeffery P. Hamelin Student Research Award, second place, Colleen Kocher

- 2014 NYSABA Jeffery P. Hamelin Student Research Award, honorable mention, Samantha Dalfen
2014 Lakowitz Undergraduate Research Fellowship Award, \$1,000, Mindy Ziegler
2014 Harold Schuckman Award, Marianna Lamnina
2014 National Science Foundation student grant, honorable mention, Marianna Lamnina
2013 Lakowitz Undergraduate Research Fellowship Award, \$1,000, Katarzyna Roszczeda
2013 Lakowitz Undergraduate Research Fellowship Award, \$1,000, Kristine McKiernan
2013 Lakowitz Undergraduate Research Fellowship Award, \$1,000, Marianna Lamnina
2012 Outstanding graduate student, FYI Newsletter, Queens College, Mirela Cengher
2012 NYSABA Student Research Award, honorable mention, Bryan Tyner
2011 NYSABA Student Research Award, winner, Jeffery Hamelin
2011 Doctoral Student Research Grant (CUNY), \$1,319, *Effective staff instruction in behavioral functions*. **Mentor**. Graduate Primary Investigator: Jeffery Hamelin.

Graduate Student Research

Ph.D. Advisor:

- Hotchkiss, R. M. (2019). *Parametric analysis of protocols to induce verbal behavioral cusps and capabilities*. Dissertation research, completed. Applied Behavior Analysis program, Teachers College Columbia University.
- Silsilah, S. (2019). *Investigating the relationship between CABAS teacher modules and teacher effectiveness*. Dissertation research, completed. Applied Behavior Analysis program, Teachers College Columbia University.
- Budd, A. (2019). Parametric analysis of mastery criterion. Dissertation research, in progress. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Dalfen, S. (2018). *A comparison of quiz grading criteria, exam question type and novelty, and their effects on exam scores*. Dissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Dalfen, S. (2018). *A review of the mastery criterion literature*. Doctoral Major Area Paper. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Ortega, R. (2018). *Biofeedback: A review of behavior principles and applications*. Doctoral Major Area Paper. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Brodsky, J. (2018). *An empirical approach to the translation of basic research: Equivalence-based instruction*. Dissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Reyes-Giordano, K. (2017). *Brief and extended experimental analysis of spelling deficits*. Dissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Budd, A. (2017). *The impact of reinforcer quality on preference for response-reinforcer arrangements*. Predissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Cengher, M. (2017). *The effects of pre-session social attention on the acquisition of intraverbals*. Dissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Brodsky, J. (2016). *Sidman goes to college: A meta-analysis of equivalence-based instruction for college learners*. Doctoral Major Area Paper, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.

- Tyner, B. C. (2016). *The effects of descriptions and images of antecedent stimuli and outcomes to correct responses in task analysis instruction*. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Tyner, B. C. (2015). *A review of parametric analyses in JABA and JEAB (2009-2013)*. Doctoral Major Area Paper, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Cengher, M. (2015). *A review of transfer of stimulus control procedures: Implications for selecting effective and efficient prompting strategies*. Doctoral Major Area Paper, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Brodsky, J. (2015). *The effects of errorless learning on equivalence class formation*. Predissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Reyes-Giordano, K. (2014). *A functional analysis of spelling deficits*. Doctoral Major Area Paper, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Hamelin, J. (2013). *Systematic review of empirical studies employing functional analysis: Implications for behavioral functions instruction*. Doctoral Major Area Paper, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Tyner, B. (2011). *A comparison of text and video based instruction of creating single subject graphs in Excel*. Predissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Reyes-Giordano, K. (2010). *Limbic system: A neuroanatomical application of equivalence based instruction*. Predissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Hamelin, J. (2010). *Functions of behavior: Linking concepts and applications with equivalence-based instruction*. Predissertation research, completed. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.

Ph.D. Committee Member:

- SooHoo, A. A. (2019). *Respite and well-being among families with children with Autism Spectrum Disorder*. Dissertation research. Autism/ID program, Teachers College Columbia University. (external reader)
- Alsharif, S. (2019). *The effects of establishing listen and do correspondence on read and do correspondence for children diagnosed with autism spectrum disorder*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)
- Bly, B. (2019). *The effects of enhanced valuation of reading on comprehension of 4th grade students*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)
- Chen, A. (2019). *Relations between unidirectional naming, bidirectional naming, articulation of spoken phonemes and sentence level echoics*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)
- Yoon, S. (2019). *Comparison between bidirectional verbal episodes between people, bidirectional self-talk, and bidirectional naming*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)
- Gentilini, L. M. (2019). *The enhanced valuation of rading and gains in reading repertoires for early elementary students*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)

- Harms, G. T. (2019). *The role of joint attention in the verbal behavior developmental trajectory*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (chair person)
- Brady, L. (2019). *Augmented input and the classroom communication environment for learners with deafblindness*. Dissertation research. Autism/Intellectual Disabilities program, Teachers College Columbia University. (outside reader)
- Agnew, C. N. (2018). *Concurrent-operant preference assessments for social interaction: Psychometric properties*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Arora, S. B. (2018). *Quality and quantity of language input and its relation to the language outcomes of preschool children with hearing loss who use listening and spoken language*. Dissertation research. Deaf and Hard of Hearing program, Teachers College, Columbia University. (chair person)
- Crosbie, C. M. L. (2018). *A STEM writer immersion package and middle school students math algorithms*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)
- Morgan, G. A. (2018). *An experimental analysis of the establishment of bidirectional naming on the emergence of non-arbitrary and arbitrary applicable relational responding*. Dissertation research. Applied Behavior Analysis program, Teachers College Columbia University. (second reader)
- Farhooody, P. (2018). *Determinants of dogs' "guilt" response as a theory of mind behavior*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Hirsch, A. (2018). *The effects of an extinction procedure on level of responding to visual stimuli in an evaluative conditioning procedure*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- McPheters, C. J. (2018). *Enhancement effects of acquired function stimuli on stimulus equivalence: Preliminary membership in functional or equivalence classes*. Dissertation research. Applied Behavior Analysis program, Caldwell University.
- Giannakakos, A. R. (2017). *Using behavioral skills training and equivalence-based instruction to teach children safe responding to dangerous stimuli*. Dissertation research. Applied Behavior Analysis program, Caldwell University.
- Weisberg, H. (2017). *Joint attention, requesting and social referencing: Teaching social communication skills to children with autism*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Laurent, V. (2017). *The effects of 5-10 lessons of corrective reading on the number of correct derived relation and metaphor responses in first grade students*. Dissertation research. Applied Behavior Analysis program, Teachers College, Columbia University. (external committee member)
- Bascetta, B. (2017). *Spatial-relational learning and memory deficits associated with NMDAR autoantibodies in systemic Lupus erythematosus*. Dissertation research. Psychology program, The Graduate Center, CUNY.
- Bauer, S. (2016). *A behavior analytic intervention to teach exploratory motor behavior to infants with down syndrome*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.

- Ortega, R. (2016). *Teaching tummy time behavior to infants with Down Syndrome*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Madzharova, M. (2015). *Targeting efficiency: The effects of video modeling and feedback on instructor's acquisition and generalization of behavior analytic skills*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Neil, N. (2015). *Investigating the effects of intervention intensity on skill acquisition and task persistence in children with Down Syndrome*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Maffei, L. (2015). *The effects of pyramidal training on staff acquisition of five behavior analytic skills*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Newman, K. (2015). *The effects of dopamine D3 receptor antagonist SR 21502 on renewal of cocaine seeking*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Guadalupe, J. (2015). *The effects of the feedback and goal setting on speed and accuracy of behavior*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Spear, J. (2014). *Learning to write without writing: Using conditional discrimination training to establish an expressive repertoire*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Dalfen, S. (2014). *The effects of a point contingency for web-based quiz completion on exam scores*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Krstovska-Guerrero, I. (2014). *Teaching gaze shift in the context of requesting and joint attention*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Kryzak, L. A. (2014). *Sibling self-management: Improving the long-term relationship between children with autism and their typically developing siblings*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Chohan, M. (2014). *Teaching initiating joint attention with an expression of positive affect to young children with autism*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Kourassanis, J. (2014). *Video modeling: Peer training to facilitate joint attention in children with autism*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Radford, S. (2014). *Comparison of sign with vocal and vocal only instruction for children with Down syndrome*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Fiani, T. (2014). *Gaze shift in the context of joint attention and requesting in young children with autism: A behavioral cusp?* Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Kerth, D. (2013). *Teaching concepts of behavior analysis using stimulus equivalence-based instruction*. Dissertation research. Applied Behavior Analysis program, Caldwell University.

- Nedelcu, R. (2013). *Conditional discriminative functions of meaningful stimuli and enhanced equivalence class formation*. Dissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Madzharova, M. (2013). *Effects of caregiver training on manding between children with autism and their typical siblings or peers*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Hirsch, A. (2013). *The effect of differential flavor pairings on level of responding to visual stimuli in an evaluative conditioning procedure*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Farhoody, P. (2012). *The effects of a nonaversive intervention on dog aggressive behavior toward other dogs*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Guadalupe, J. (2012). *The effects of the availability of feedback on electricity consumption in apartments*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Krstovska-Guerrero, I. (2011). *Using prompting and reinforcement to teach the coordination of gaze alternation and smiling during joint attention to young children with autism*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- Spear, J. (2010). *Measurement of joint stimulus control: Describing the interactive effects of two variables*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.
- De Aguiar-Rocha, L. (2009). *The effects of different inter-prompt intervals on safe behavior*. Predissertation research. Psychology Program (Behavior Analysis training area), The Graduate Center, CUNY.

Master's Advisor:

- Alfonso, J. (2017). *The effects of video- and text-based task analysis instruction on the maintenance of graphing behavior*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Floumanhaft, S. (2016). *The effects of pictures in task analysis instruction*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Daley, S. (2016). *A parametric analysis of mastery criterion frequency of observations*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Fuller, J. (2015). *A parametric analysis of the effects of mastery criterion level on maintenance of academic responding*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Kocher, C. (2014). *The effects of work-schedules on skill acquisition with children with Autism*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Bukala, M. (2013). *The effects of work-schedules on performance and preference of children with Autism*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Cengher, M. (2012). *The effects of satiation and deprivation on social interactions*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Wolosik, K. (2012). *Brief experimental analysis of reading deficits with children with ADHD*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.

Master's Committee Member:

- Rafeeq, A. R. (2016). *Using behavioral momentum to improve skill acquisition and task persistence in children with Down syndrome*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- McHugh, S. (2016). *Training parents to implement a joint attention and requesting intervention with their children with autism*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Musantry, N. (2013). *The effects of response cards on student participation in a lecture course*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Muzammal, M. (2013). *The effects of prompting and reinforcement on gaze shift during requesting and joint attention*. Master's thesis. Applied Behavior Analysis Program, Queens College, CUNY.
- Ahlers, A. A. (2010). *Examining the effects of increasing schedule requirements on preference in an applied setting*. Master's thesis. Applied Behavior Analysis Program, Northeastern University.
- Orman, S. A. (2009). *Teaching tolerance for delay of reinforcement to reduce a tangibly motivated behavior*. Thesis. Applied Behavior Analysis Program, Northeastern University.
- Harrison, D. (2009). *Performance feedback: Its effectiveness in the management of job performance*. Master's thesis. Applied Behavior Analysis Program, Northeastern University.

Editorial Service

Associate Editor:

Journal of Behavioral Education, 2019-2021
The Analysis of Verbal Behavior, 2018-2021

Guest Associate Editor:

Journal of Behavioral Education, 2017-2018
Journal of Applied Behavior Analysis, 2017-2018
The Psychological Record, 2019

Editorial Board Member:

Journal of Applied Behavior Analysis, 2010, 2015-2018, 2019-2022
Behavior Analysis in Practice, 2017-present
Journal of Behavioral Education, 2015-present
Perspectives on Behavioral Science (formerly, *The Behavior Analyst*), 2017-2018
Behavioral Development (formerly, *Behavior Development Bulletin*), 2017-present
Psychological Record, 2018-present
Journal of Developmental and Physical Disabilities, 2019-present
Behavior Analysis: Research and Practice, 2019-present

Guest Reviewer:

Journal of Applied Behavior Analysis, 2009, 2011-2015, 2019
Journal of the Experimental Analysis of Behavior, 2019
Journal of Organizational Behavior Management, 2019
The Psychological Record, 2009-2018
Behavior Analysis: Research and Practice, 2018
American Journal on Intellectual and Developmental Disabilities, 2018, 2019
Education and Treatment of Children, 2018
The European Journal of Behavior Analysis, 2015, 2019
Perspectives on Behavioral Science (formerly, *The Behavior Analyst*), 2014, 2019
Behavior Modification, 2014, 2015, 2017-2019

Journal of Behavioral Education, 2014, 2015
Research in Developmental Disabilities, 2013
Research in Autism Spectrum Disorders, 2013, 2015
Journal of Developmental and Physical Disabilities, 2012- 2015, 2017-2018
Journal of Autism and Developmental Disorders, 2012, 2014
Journal of Behavioral Health and Medicine, 2010
The Analysis of Verbal Behavior, 2004, 2010, 2011, 2014
Behavior Analysis in Practice, 2009, 2015, 2016, 2017
Analysis of Gambling Behavior, 2009
Journal of Gambling Studies, 2005
Journal of Personality, 2004

Other:

Guest Book Proposal Reviewer, Guilford Press, 2007
Editorial Consultant, *Experimental Analysis of Behavior Bulletin*, 2001

University Service

Teachers College, Columbia University

2019- *Standing Committee on the Ph.D. in Education*, Chair of area D
2018-2020 *Faculty Executive Committee*, Representative for Department of Health & Behavior Studies
2018-2020 *Academic Program Subcommittee*, Representative for Department of Health & Behavior Studies
2017- *Applied Science of Learning and Special Education committee*, Member
2017-2018 *Autism/ID Faculty Position*, Search Committee Member

Queens College and CUNY

2016-2017 *ABA Faculty Position*, Search Committee Chair
2015-2017 *Applied Behavior Analysis Master's Degree and Certificate Programs*, Director
2014-2016 *Teaching Apprenticeship Program (TAP)*, Faculty Mentor
2013-2017 *Nominating Committee of the Academic Senate*, Member
2013-2017 *Curriculum Committee, Behavior Analysis (Ph.D.)*, Member
2012-2017 *Fellowship Initiative, Behavior Analysis (Ph.D.)*, Lead
2009-2017 *Applied Behavior Analysis Master's Committee*, Member
2009-2017 *Psychology Department Interdisciplinary Major*, Chair
2009-2017 *Behavior Analysis Ph.D. Interview Day Committee*, Chair
2009-2017 *Behavior Analysis Training Area Executive Committee*, Member
2016 *ABA Faculty and Lecturer Positions*, Search Committee Member

- 2012 *Director of Clinical Training Psychology Position, Search Committee Member*
- 2011, 13, 15 *Graduate Center Doctoral Student Research Grants, Reviewer*
- 2009-2015 *Applied Behavior Analysis Master's Degree and Certificate Programs, Co-director*
- 2009-2016 *Queens College Academic Senate, Alternate Representative for Department of Psychology*
- 2009 *PSC-CUNY Grants Committee (Psychology & Physiological Psychology Panel), Member*
- 2008 *PSC-CUNY Grants, Grant proposal reviewer*

Professional Service

- 2018 *Review for promotion and tenure, University of Massachusetts-Boston, External Reviewer*
- 2018 *External evaluation of proposed Master's in Applied Behavior Analysis graduate program at SUNY Downstate Medical University, External evaluator*
- 2017-present *American Psychological Association, Division 25, Awards Committee, Member*
- 2016-present *Association for Behavior Analysis International, Application Review Committee, Member*
- 2016 *External evaluation of proposed Master's in Applied Behavior Analysis graduate program at SUNY Upstate Medical University, External evaluator*
- 2014-present *New York State Office of the Professions, Applied Behavior Analysis State Board, Board Member and Chair*
- 2014-2017 *SIBS Club, a program for families and children with Autism, held Saturday mornings on the Queens College campus, Co-Director with Dr. Emily Jones.*
- 2010-2013 *New York State Association for Behavior Analysis, Board member, Chair of student recruitment*
- 2006 *Illinois School Psychology Internship Convention Planning Committee, Member*
- 2001 *Graduate and Professional Student Council, Southern Illinois University, Member*
- 2000 *Southern Illinois University Science Fair, Behavior Analysis and Therapy Program Representative*

Membership in Professional Societies

- 2010-present *New York State Association for Behavior Analysis*
- 2001-present *Association for Behavior Analysis International*
- 2007-2011 *Berkshire Association for Behavior Analysis and Therapy*
- 2005-2008 *American Psychological Association*
- 2004 *Society for Chaos Theory in Psychology and the Life Sciences*
- 2002-2006 *Mid-America Association for Behavior Analysis*
- 2002-2008 *Illinois School Psychologists Association*

2002-2008 National Association for School Psychologists
2002 Honor Society of Phi Kappa Phi at Southern Illinois University
2000 Behavior Analysis Society of Illinois