

Jo Ann Pereira Delgado
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EDUCATION

Teachers College, Columbia University, New York, NY
Post-doctoral Fellowship, 2005-2006
Sponsor: Dr. R. Douglas Greer

Teachers College, Columbia University, New York, NY
Ph.D. (Teaching as Applied Behavior Analysis), 2005
Advisor: Dr. R. Douglas Greer
Committee: Dr. Linda Hickson (Chair), Dr. R. Douglas Greer, Dr. Denise Ross
Thesis: Effects of Peer Monitoring on Acquisition of Observational Learning

Teachers College, Columbia University, New York, NY
M.A. (Teaching as Applied Behavior Analysis), 2002
Advisor: Dr. R. Douglas Greer
Thesis: The Effects of Writer Immersion on Middle School Students' Writing

University of Pittsburgh, Pittsburgh, PA
B.S. (Psychology and Spanish), 2000
Advisor: Dr. Charles Perfetti
Thesis: Lexical Processing on Reading Comprehension

CERTIFICATIONS

State of New York Education Department Licenses

School District Administrator, 2008
School Administrator and Supervisor, 2008
School Teacher in Special Education, 2002

*Columbia University Comprehensive Application of Behavior Analysis to Schooling (CABAS®)
Board Certifications*

Assistant Research Scientist, 2007
Senior Behavior Analyst, 2006
Associate Behavior Analyst, 2005
Assistant Behavior Analyst, 2004
Master Teacher, 2003
Teacher II, 2002
Teacher I, 2002

Board Certified Behavior Analyst (BCBA)- 2015

POSITIONS HELD AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Associate Adjunct Professor & Supervising Coordinator of Student Teaching -Teaching as Applied Behavior Analysis, (Fall, 2009- Present)

Class: Student Teaching Practicum- Teaching as Applied Behavior Analysis
(HBSE 4704 Section 1, 2, 3 and 4)

Class: Teaching Students with Disabilities in the Regular Classroom (Spring 2010)

Class: Working with Families of Students with Autism (Summer 2010-Present)

Class: Curr/Ped. Operationa Functional Academic Literacy (Spring 2011- Present)

Adjunct Professor, (Spring 2006- Summer 2009)

Class: Student Teaching Practicum- Teaching As Applied Behavior Analysis (HBSE 4704 Section 1 and Section 3)

Class: Working with Families (Summer 2009)

Class: Teaching Students with Disabilities in the Regular Classroom (Spring, 2009 and Summer, 2007)

Class: Single Case Design-Doctoral Course (Spring, 2006)

Teaching Assistant, (2003-2005)

Professor: R. Douglas Greer, Ph.D.

Classes: Applied Behavior Analysis I and II

- Responsibilities included collaborating with professor, facilitating class presentations, recruiting course assistants, organizing/proctoring exams, assisting graduate students with coursework and advising students individually when requested.

Teaching Assistant, (Fall 2002)

Professor: Denise Ross, Ph.D.

Class: Curriculum and Methods for Educating Students with Behavioral Disorders

- Responsibilities included assisting/collaborating with the professor on lectures, organizing/researching course materials, mentoring graduate students with coursework, grading exams/papers, and facilitating course presentations

INVITED GUEST SPEAKER

Rockland County BOCES, 2019

Staff Development Training- The Accelerated Independent Learner Instruction

Hawthorne School District, 2009-2018

Staff Development Trainings on Principles of Behavior Analysis

Park Ridge School District, Fall 2008

Parent Workshop: Communication

Columbia University, Spring 2006 & 2008

Course: Working with Families

St. Johns University, Spring 2006

Course: Introduction to Autism

PROFESSIONAL CONSULTATIONS

Consultant, (Fall 2009- Present), Morris School District, *Morristown, NJ*

Description: Supervise several general education Accelerated Independent Learner (AIL)

CABAS® Classrooms (Pre-K through middle school) and special-education classrooms.

Responsibilities: Develop research based inclusion criteria, behavior plans/supports, procedures and protocols to serve students (range of disabilities and students at risk in Title I school) in least restrictive settings in conjunction with district administrative team. Create curricular objectives across core subject areas that are aligned with Common Core State Standards. Serve as member of research team of the faculty for programs in Applied Behavior Analysis at Teachers College, Columbia University. Implement research based tactics, curricula and program development that contribute to the research on the science of teaching in inclusive and general education settings. Supervised 20 PhD students (lead teachers in district) and 110 MA students (teaching assistants in district) in the program.

Consultant, (Fall 2008- 2018), Hawthorne School District, *Hawthorne, NJ*

Description: Provide monthly supervision to a variety of Applied Behavior Analysis programs (Elementary and Pre-K).

Responsibilities: Worked collaboratively with behavior analytic staff and administration

developing research-based procedures and plans for special education and inclusion settings. Included staff development training and program development for students with a range of disabilities and students at risk. Reviewed and assisted with specific behavior plans and functional behavior assessments. Provided expert assistance with litigious cases within the district.

Consultant, (Summer 2005-2018), *Faison School for Autism, Richmond, VA*

Description: Educational consultant for a school that serves children diagnosed with autism ages 3- 16 years of age.

Responsibilities: Assess pre-school age children across a range of repertoires for the development and implementation of programs and objectives. Complete staff trainings on verbal behavior protocols and tactics in behavior analysis. Develop curricular objectives and plan across a range of grade levels.

Supervisor, (Summer 2005-2011), *Park Ridge School District, Park Ridge, NJ*

Description: Supervisor of a home program for a 12 year-old boy diagnosed with autism.

Responsibilities: Developed and oversee home instruction. Administer assessments and educational programs. Consulted in students' school program as well as related services. Responsible for intense training for teachers in applied behavior analysis and conduct monthly workshops, which include a variety of topics on the principles of behavior and research based tactics.

Supervisor, (Fall 2002-2009), *Private, New Milford, NJ*

Description: Teacher/Supervisor for a 14-year old boy diagnosed with autism.

Responsibilities: Implement a home program in applied behavior analysis. Conduct parent education and the training of additional teachers.

Supervisor, (September 2004- 2005), *CABAS® Home Program, New York, NY*

Description: Supervisor of a home program for a 3 year old diagnosed with autism.

Responsibilities: Development and implementation of home program, which included assessment and the development of quality programs for this student. Training of teachers and coordination of services for this child. Facilitation of staff meetings. Overseeing of parent education.

Teacher, (Summer 2002-2003), *CABAS® Home Program, Riverdale, NY*

Description: Teacher of a home program for a 5 year old by diagnosed with autism.

Responsibilities: Implemented home program, which included continuous data collection and assistance in the coordination of the child's programs

POSITIONS HELD AT THE FRED S. KELLER SCHOOL

Assistant Director (Fall 2005 to 2008), Rockland Campus

Description: Supervised the daily functioning and development of the school for children diagnosed with and without developmental delays. School began in 2005 for students with and without developmental delays with 8 students and left at full capacity with 50 students.

Responsibilities: Provided hands-on instruction for students, teachers, and teacher assistants using applied behavior analysis. Interacted with county and district officials. Completed administrative tasks associated with position including but not limited to hiring of staff. Served as member of the CABAS® Research Team of the faculty for Programs in Applied Behavior Analysis at Teachers College Columbia University. Supervised 5 PhD students over 3 years in doctoral internships and research for Programs in Applied Behavior Analysis at Teachers College Columbia University. Supervised 12 MA students over years in MA

Teaching as Applied Behavior Analysis internships and ABA research for Programs in Applied Behavior Analysis at Teachers College Columbia University

Consultant (Summer 2003 to 2006), Yonkers Campus

Description: Classroom Supervisor/parent educator of home program

Responsibilities: Coordinator of home programs for a pre-school age children diagnosed with autism. Responsible for the organization and development of the students' home programming in conjunction with parental education. Supervision and training of teachers on the team.

Supervisor, (Summer 2003), Yonkers Campus

Description: Supervisor of 4 pre-kindergarten classrooms (one classroom, early instruction)

Responsibilities: Instructed teachers, oversaw program implemented, facilitated data collection and attendance and coordination of staff meetings.

POSITIONS HELD AT THE BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES), Nyack, NY

Valley Cottage Elementary School, (September 2003-2005)

Description: Special education teacher of a district based CABAS® self-contained kindergarten/first grade classroom in a public elementary school.

Responsibilities: Implemented individualized instruction for students with a range of developmental disabilities. Arranged and provided opportunities for mainstreaming for some students. Interpreted the New York State standards into academic and social/behavioral objectives for each student. Researched and implemented scientific tactics to solve instructional problems. Integrated technology into the curricula sequences. Supervised staff and students daily. Facilitated continuous data collection among teaching assistants/student teachers. Collaborated with school personal/administrators/service providers. Serviced parents through parent education as needed.

Rockland Middle School, (September 2002-2003)

Description: Special education teacher of a CABAS® 6th, 7th & 8th grade classroom comprised of students with emotional/behavior disorders.

Responsibilities: Implemented individualized instruction and interpreted the New York State Standards into behavioral objectives for science, mathematics and language arts. Developed behavior management plans for students and assisted in the design of professional development series for teaching assistants/service providers.

Kaplan School/Rockland Middle School, (2002-2003)

Description: Student teacher/teaching assistant in CABAS® classrooms with students diagnosed with autism (grade K) and emotional/behavior disorders (8-9th grade).

Responsibilities: Extensively collaborated with head teacher regarding lesson plans and data collection throughout the school day. Interpreted and implemented the New York State standards into behavioral objectives for 7th grade science and math education. Aided in student assessments, organization and implementation of daily programs for students.

OTHER RESEARCH EXPERIENCE

Research Associate - St. Francis Medical Center, Center for Education and Drug Abuse Research (C.E.D.A.R.), University of Pittsburgh. *Pittsburgh, PA* (Summer 2000-2001)
Federally Funded Research Grant through the National Institute on Drug Abuse

Research Assistant - Learning Research and Development Center, Department of Cognitive Psychology, University of Pittsburgh. Pittsburgh, PA, (1997-2000)

Research Assistant - Department of Cognitive Psychology, State University of New York. Stony Brook, NY, (Summer, 1999)

GRADUATE STUDENT SUPERVISION

Teachers College, Columbia University, New York, NY

Coordinating Teacher (Fall 2002- 2005)

Description: Mentor/Coordinating Teacher for over 40 graduate students working towards their MA/Ph.D. in teaching as applied behavior analysis in the applied and research setting.

Responsibilities: Mentor students through a series of modules to be completed and submitted to the university CABAS® board for certification, which includes contingency shaped behavior in the classroom, verbal behavior about the science, and problem solving. Observe and ensure the delivery of adequate instruction in the classroom setting. Instruct on assessment and curricula development procedures, including accurate selection of research based tactics. Supervise research plans/projects and assist in implementation and execution, including coursework completion. Serve as first author in papers, in which I direct data collections and serve as editor of papers for the graduate level courses and conference presentations.

Paper topics: Include but not limited to -listener immersion, inducing tacts to decrease palilalia and increase generalized mands and tacts, writer immersion, self-management, goal setting, personalized system of instruction, schedules of reinforcement, multiple exemplar instruction, peer tutoring, observational learning, generalized imitation, conditioning, visual tracking, peer-editing, and verbal immersion.

GRANTS AWARDED

National Institute for Direct Instruction- 2012

Sponsored Student: Jennifer Weber, Doctoral Student at Teachers College
Amount \$ 10,000

PUBLICATIONS

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

Keohane, D., Pereira-Delgado, J., & Greer, R. D. (2009). Observing responses: Foundations of higher order verbal operants, pp. 35-76. In Y. Barnes-Holmes and R. A. Rehfeldt (Eds.). *Applications of Relational Frame Theory*. Harbringer Press.

Delgado, J.P., Greer, R.D., Speckman, J., & Goswami, A. (2009). Effects of conditioning reinforcement for print stimuli on match-to-sample responding in preschoolers. *The Journal of Speech Language Pathology and Applied Behavior Analysis*

Park, H., Delgado, J. P., & Choi, J. (2008). Playful contact as an establishing operation for correct student responding. *Journal of Early Intensive Behavioral Interventions*, 5, 90-105

Delgado, J. P. & Oblak, M. (2007). The Effects of daily tact instruction on the emission of pure mands and tacts in non-instructional settings by three preschool children with developmental delays. *Journal of Early Intensive Behavioral Interventions*, 4(2), 392-411

Delgado, J.P. (2005). Effects of teaching peer monitoring on the acquisition of observational learning. (Doctoral dissertation, Columbia University, 2005). Abstract from UMI Proquest Digital Dissertations [on-line]. Dissertations Abstracts Item: AAT 3174775

Greer, R. D., Keohane, D., Meincke, K., Gautreaux, G., Pereira, J., Chavez-Brown, M., & Yuan, L. (2004). Key components of effective tutoring. In J. Moran & R. Malott, (Eds.), *Evidence-Based Educational Practices*. New York: Elsevier/Academic Press.

SELECTED PAPERS AND CONFERENCE PRESENTATIONS

(Presenting authors in capital letters)

DELGADO J., WEBER, J. & CAHILL, C. (2019). PDS: The Role of the Teacher Mentor in Training and Supervising Teachers as Strategic Scientists. *Panel Presented at the meeting of the Association for Applied Behavior Analysis International 45rd Annual Convention, Chicago, IL.*

GREER, R.D., Delgado, J., & Weber, J. (2019). Beyond Evidence Based Practice: A Strategic Science of Teaching. In Mason, R., *Teaching with Applied Behavior Analysis in Inclusive Settings: Application of Evidence- Based Practices. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 45th Annual Convention, Chicago, IL.*

SUN, Y., Delgado, J., & Greer, R. (2019). Learner Independence: Instructional Tactics and Protocols Employed in a Comprehensive Application of Behavior Analysis to Schooling middle School Classroom. In J. DELGADO, *A Strategic Science of General Education: The Accelerated Independent Learner Model of Instruction*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 45th Annual Convention, Chicago, IL.

BALDONADO, L., Delgado, J., & Greer, R. (2019). The Development of Elementary Reader and writer Stages in an Accelerated Independent Learner Classroom. In J. DELGADO, *A Strategic Science of General Education: The Accelerated Independent Learner Model of Instruction*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 45th Annual Convention, Chicago, IL.

HWANG, F., Delgado, J., & Greer, R. (2019). How Students become an Accelerated Independent Learner- Pre-Requisite Verbal Cusps. In J. DELGADO, *A Strategic Science of General Education: The Accelerated Independent Learner Model of Instruction*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 45th Annual Convention, Chicago, IL.

Greer, R.D., DELGADO, J., Weber & Mercorella, K. (2018). A Strategic Science of General Education: The Accelerated Independent Learner Model of Instruction. Symposium conducted at the meeting of the Comprehensive Application of Applied Behavior Analysis (CABAS®) Convention, Morristown, NJ.

Delgado, J, Chiasson, B., CHANG, H.,& SUN, Y. (2018). A Comparison of Vocal Operants and Social Performance Measures in Fifth Grade Students with and without Autism Spectrum Disorder. Data Presentation conducted at the meeting of the Comprehensive Application of Applied Behavior Analysis (CABAS®) Convention, Morristown, NJ.

CHEN, A., Delgado, J., & Greer. (2018). The Accelerated Independent Learner: Pre-Requisite Verbal Developmental Cusps and Capabilities. In J. DELGADO. *A Scientific Approach to General*

Education: Recent Advances in the Accelerated Independent Learner Model. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 44th Annual Convention, San Diego, CA.

CHIASSEON, B., Delgado, J., & Greer, R.D. (2018). Teaching Reading Repertoires Effectively and Efficiently Through the Fundamental Principles of Applied Behavior Analysis in and Accelerated Independent Learner Classroom. In J. DELGADO. *A Scientific Approach to General Education: Recent Advances in the Accelerated Independent Learner Model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 44th Annual Convention, San Diego, CA.

VERDUN, V., Delgado, & Greer, R.D. (2018). Bringing Function to the Classroom: Instructional Tactics and Protocols in Comprehensive Application of Behavior Analysis to Schooling Accelerated Independent Learner Classrooms. In J. DELGADO. *A Scientific Approach to General Education: Recent Advances in the Accelerated Independent Learner Model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 44th Annual Convention, San Diego, CA.

DELGADO, J., Weber, J. & Greer, R.D. (2017). The Effects of the Corrective Reading Program on Increasing Reading Repertoires with Students in an Accelerated Independent Learner Classroom. In J. Weber, *Behavior Analytic Advances in Reading*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 43rd Annual Convention, Denver, CO.

Delgado J., Weber, J. & Hbranchuk, K. (2017). *The Application of Applied Behavior Analysis in the General Education Setting: An Introduction to the Comprehensive Application of Behavior Analysis to Schooling (CABAS™) Model*. Panel Presented at the meeting of the Association for Applied Behavior Analysis International 43rd Annual Convention, Denver, CO.

CROSBIE, C., Delgado, J., & R. Douglas Greer. (2016). The Application of Accelerated Independent Learner Model to Middle School Students in a Self-Contained Classroom. In J. Delgado, *The CABAS Accelerated Independent Learn Model: The Application of a Science of Teaching in Inclusive Classrooms*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 42nd Annual Convention, Chicago, IL.

Greer, R.D., Delgado, J., & Weber, J. (2016). *Panel on Breaking the Barriers to Inclusion: Educating Students in the General Education Setting*. Panel Presented at the meeting of the Association for Applied Behavior Analysis International 42nd Annual Convention, Chicago, IL.

LEE, J., Delgado, J., & Greer, R.D. (2015). Setting Up for Success: Self-Management and Social Repertoires in Accelerated Independent Learner Classrooms. In J. Delgado, *Advancing Academic, Self-Management, and Social Repertoires in a General Education Inclusive Setting - The Accelerated Independent Learner Model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 41st Annual Convention, San Antonio, TX.

WEBER, J., Delgado, J., & Greer, R.D. (2015). The Advancement of Reader and Writer Repertoires in Accelerated Independent Learner Classrooms. In J. Delgado, *Advancing Academic, Self-Management, and Social Repertoires in a General Education Inclusive Setting - The Accelerated Independent Learner Model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 41st Annual Convention, San Antonio, TX.

MERCORELLA, K., Delgado, J., & Greer, R.D. (2015). Mastering Math: Elementary Mathematics Instruction in Accelerated Independent Learner Classrooms. In J. Delgado, *Advancing Academic, Self-Management, and Social Repertoires in a General Education Inclusive Setting - The Accelerated Independent Learner Model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 41st Annual Convention, San Antonio, TX.

MACKEY, M., Laurent, V., Delgado, J., & Greer, R.D. (2014). Teaching Self-Management Repertoires to Kindergarten and First Grade Students in Accelerated Independent Learner Classrooms. In D.J. Shanman, *Behavior analysis in the classroom: Learning, self-management, and outcomes in the accelerated independent learning model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.

LEE, J., Pellegren, H., Delgado, J., & Greer, R.D. (2014). Applications of Tactics in Behavior Analysis to Classroom Management in Second and Third Grade Accelerated Independent Learner Classrooms. In D.J. Shanman, *Behavior analysis in the classroom: Learning, self-management, and outcomes in the accelerated independent learning model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.

CUMISKEY, C., Weber, J., Delgado, J., & Greer, R.D. (2014). The Application of an Accelerated Independent Learner Model to Fourth and Fifth Grade Inclusion Classrooms. In D.J. Shanman, *Behavior analysis in the classroom: Learning, self-management, and outcomes in the accelerated independent learning model*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.

DELGADO, J. P., Weber, J., & Greer, R.D. (2014). Establishment of Social Listener Reinforcement in Fourth Graders with and without Autism Spectrum Disorder. In R.D. Greer (Chair), *Controlling social learning contingencies in the development of verbal behavior*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.

Delgado, J. P., WEBER, J., & Greer, R.D. (2014). Effects of the Corrective Reading Program on Reading Skills in an Accelerated Independent Learner Classroom. In J.P. Delgado (Chair), *Improving reader and writer repertoires in students with and without disabilities*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 40th Annual Convention, Chicago, IL.

Greer, R.D., DELGADO, J.P., Shanman, D., & Laurent, V. (2013). Establishment of Verbal Behavior Developmental Cusps and Capabilities for Successful Inclusion. Workshop presented at the meeting of the 39th Annual Convention, Minneapolis, MN

DELGADO, J.P. (2013). Teaching as Applied Behavior Analysis in Public School Settings. Creating, Expanding and Integrating Accelerated Independent Learner Model Classrooms Into the Everyday Fabric of School District Life. Invited Tutorial presented at the meeting of the 39th Annual Convention, Minneapolis, MN

LYONS, L., Laurent, V., Delgado, J.P., & Greer, R.D. (2013). Acquiring the Essentials for Learning: Inducing Cusps and Capabilities in Kindergarten and First Grade Students. In J.P. Delgado, (Chair), *Recent advances in the CABAS® Accelerated Independent Learner Model of*

Instruction: From Kindergarten Through Fifth Grade. Workshop presented at the meeting of the 39th Annual Convention, Minneapolis, MN.

PELLEGREN, H., Shanman, D., Delgado, J.P., & Greer, R.D. (2013). The Application of the Accelerated Independent Learner Model to 2nd and 3rd Grade Classrooms. In J.P. Delgado, (Chair), *Recent advances in the CABAS® Accelerated Independent Learner Model of Instruction: From Kindergarten Through Fifth Grade.* Workshop presented at the meeting of the 39th Annual Convention, Minneapolis, MN.

CLANCY, E., Weihe, P., Delgado, J.P., & Greer, R.D. (2013). The Application of the Accelerated Independent Learner Model to 2nd and 3rd Grade Classrooms. In J.P. Delgado, (Chair), *Recent advances in the CABAS® Accelerated Independent Learner Model of Instruction: From Kindergarten Through Fifth Grade.* Workshop presented at the meeting of the 39th Annual Convention, Minneapolis, MN

DELGADO, J.P., Greer, R.D., Shanman, D., Hill, J., & Lyons, L. (2012). Research on Verbal Behavior Development in the CABAS® Accelerated Independent (AIL) Model of Instruction. Symposium conducted at the meeting of the 6th Annual European Association for Behavioral Analysis, Lisbon, Portugal.

LYONS, L., Corwin, A., Correia, J., Delgado, J.P., Greer, R.D., Lui, M., & Laurent, V. (2012). Learning How to Learn: CABAS® AIL in Kindergarten, First Grade, and Self-Contained Classrooms. In J.P. Delgado (Chair), *New Findings in the CABAS® Accelerated Independent Learner Model of Instruction.* Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 38th Annual Convention, Seattle, WA.

SHANMAN, D., Hill, J., Delgado, J.P., Greer, R.D., Katz, E., Parker, C., & Bati, J. (2012) The Application of an Accelerated Independent Learner Model Classroom to 2nd and 3rd Grade Inclusion. In J.P. Delgado (Chair), *New Findings in the CABAS® Accelerated Independent Learner Model of Instruction.* Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 38th Annual Convention, Seattle, WA.

VANDERHOEF, J., Hill, J., & Delgado, J.P. (2010). The effects of a writer immersion procedure on the structural and functional components of writing. In J. P. Delgado (Chair), *Research on Writer Immersion: Developing Functional, Structural and Aesthetic Writing in Elementary Students.* Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 36th Annual Convention, San Antonio, TX.

PISTOLJEVIC, N., Greer, R.D., Dudek, J., Cahill, C., Du, L., Delgado, J.P., Lewis, J., Choi, J., Howath, M., Cassarini, F., & Keohane, D. (2010). I hear what you say, I listen to what you say, I do what you do, I say what you say, & I tell you what to do. In R. D. Greer (Chair), *More on the Emergence of Language Learning Capabilities and Conditioned Reinforcers.* Symposium conducted at the meeting of the 5th Annual European Association for Behavioral Analysis, Crete, Greece

DELGADO, J. P, Greer, R.D., Speckman, J., Moreno, J., & CASARINI, F. (2009) The Emergence of generalized imitation in students with developmental delays as a function of teaching imitation in a mirror. In J., Dudek (Chair), *From Learning to Observe Through Learning From Observation.* Symposium conducted at the meeting of the Comprehensive Application of Behavior Analysis 3rd International Conference, Cobham, UK.

Greer, R. D., Delgado, J. P., Cahill, C., Moreno, J., & CASARINI, F. (2009) The Effects of teaching imitation in a mirror on the emergence of generalized imitation in preschool students diagnosed with developmental delays. In N. Dugdale (Chair), *Verbal Behavior and Imitation*. Symposium conducted at the meeting of the Experimental Analysis of Behavior Group, London, UK

DELGADO, J. P. (2009). The Application of peer-mediated tactics and the induction of observational learning. Paper presented at the meeting of the New Jersey Association for Applied Behavior Analysis Convention, New Brunswick, NJ.

MONDELLO, N., Progar, P.R., Reeve, S., & Delgado, J. P. (2009) Observational learning and peer tutoring sessions for teaching spelling words. In K.Reeve (Chair), *Innovative Teaching Procedures for Play and Academic Skill Development for Young Learners with Autism*. Symposium conducted at the meeting of the New Jersey Association for Applied Behavior Analysis Convention, New Brunswick, NJ.

DELGADO, J. P., Speckman, J., & Greer, R.D. (2008). The effects of a mirror procedure on the emergence of generalized imitation. In J. Speckman (Chair), *We're Ready to Learn Now! Protocols and Tactics for Establishing Pre-reader Verbal Capabilities*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 34th Annual Convention, Chicago, IL.

Delgado, J. P., Park, H.P., & CHOI, J. (2008). The effects of playful physical contact as an establishing operation on preschoolers' correct academic responses. In J. Speckman (Chair), *We're Ready to Learn Now! Protocols and Tactics for Establishing Pre-reader Verbal Capabilities*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 34th Annual Convention, Chicago, IL.

Delgado, J. P., Park, H.P., & CHOI, J. (2008). The effects of daily tact instruction on pure mands, tacts and palilalias in non-instructional settings by two preschool children with developmental disabilities. Poster presented at the meeting of the Association for Applied Behavior Analysis International 34th Annual Convention, Chicago, IL.

Delgado, J.P., Oblak, M., & Du, L. (2008). The effects of daily intensive tact instruction on the pure mands and tacts in non-instructional settings by two preschoolers with disabilities. Poster presented at the meeting of the Association for Applied Behavior Analysis International 34th Annual Convention, Chicago, IL.

Delgado, J.P., ROTHSTEIN, M. & Parkhomoversusky, S. (2008). The effects of a token economy on correct responses to PSI learn units. Poster presented at the meeting of the Association for Applied Behavior Analysis International 34th Annual Convention, Chicago, IL.

Delgado, J. P., Greer, R.D., Keohane, D.D., Speckman-Collins, J., & GOSWAMI, A. (2007). Conditioning two-dimensional stimuli to induce visual tracking and the effects on two-dimensional match-to-sample responding in preschoolers. In D.D. Keohane, *Early Verbal Capabilities*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 33rd Annual Convention, San Diego, CA.

Dudek, J., Delgado, J.P., SENEVIRATNA, K., & Greer, R.D. (2007). Conditioning adult approvals through indirect contact with peer reinforcement contingencies. Poster presented at the meeting of

the Association for Applied Behavior Analysis International 33rd Annual Convention, San Diego, CA.

Keohane, D., Greer, R.D., & DELGADO, J. P. (2007). A Sequential approach to early verbal developmental capabilities and the observing responses associated with certain aspects of language. In D.D. Keohane, *Early Verbal Capabilities*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 33rd Annual Convention, San Diego, CA.

Valdes, C.R., Delgado, J.P., & LAI, F.L.J. (2007). The Effect of multiple exemplar instruction on the emergence of the listener component of naming in preschoolers. Poster presented at the meeting of the Association for Applied Behavior Analysis International 33rd Annual Convention, San Diego, CA.

Delgado, J. P., Papagapitos, M., & MOSES, J. (2007). Using tickles as an establishing operation to increase correct academic responding. Poster presented at the meeting of the Association for Applied Behavior Analysis International 33rd Annual Convention, San Diego, CA.

Greer, R.D., LONGANO, J., Delgado, J.P., Zrinzo, M. (2007). Conditioning vocal approvals as reinforcers as a function of observation. In J. Dudek (Chair). *Conditioned Reinforcement from Observation*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 34th Annual Convention, Chicago, IL.

DELGADO, J. P., Greer, R.D., & Speckman-Collins, J. (2007). The Emergence of generalized imitation in students with developmental delays. In D. Keohane (Chair), *Novel tactics for students in CABAS programs with pre-listener through reader-writer/self editor repertoires*. Symposium conducted at the meeting of the Comprehensive Application of Behavior Analysis 2nd International Conference, Suffern, NY.

Greer, R.D., Singer-Dudek, J., Delgado, J. P., & O'BLAK, M. (2007). Conditioning books as a reinforcer through observation. In J. Singer-Dudek (Chair), *Novel tactics for students in CABAS programs with pre-listener through reader-writer/self editor repertoires*. Symposium conducted at the meeting of the Comprehensive Application of Behavior Analysis 2nd International Conference, Suffern, NY.

DELGADO, J. P., Greer, R.D., & Speckman-Collins, J. L. (2006). The Emergence of generalized imitation in students with developmental delays. In D. Keohane (Chair), *Observing responses related to the discrimination of certain aspects of language*. Symposium conducted at the meeting of the 3rd Conference of the European Association for Behavior Analysis, Milan, Italy

Greer, R.D., Keohane, D., & DELGADO, J.P. (2006). Conditioning adult voices to induce listener capabilities. In J. Singer-Dudek (Chair), *Acquisition of new capabilities from contextual and indirect contact with contingencies*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 32nd Annual Convention, Atlanta, GA.

DELGADO, J.P., Yuan, L., & Kracher, E. (2006). The Effects of peer tutoring on the tutor and tutee's problem solving repertoires. Poster presented at the meeting of the Association for Applied Behavior Analysis International 32nd Annual Convention, Atlanta, GA.

DELGADO, J.P., & Rothstein, M. (2006). The Effects of public posting during PSI sessions on student performance. Poster presented at the meeting of the Association for Applied Behavior Analysis International 32nd Annual Convention, Atlanta, GA.

DELGADO, J.P., Stolfi, L. & Gautreaux, G.G. (2006). The Effects of peer monitoring and peer-yoked contingencies on observational learning. In G. G. Gautreaux, (Chair), *Observational learning: Acquisition and utility*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 32nd Annual Convention, Atlanta, GA.

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DELGADO, J. P. (2005, May). The effects of a peer-monitoring procedure on the acquisition of observational learning. In J. Singer-Dudek(Chair), *Acquisition of observational learning and higher order verbal operants*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 31st Annual Convention, Chicago, IL.

DELGADO, J. P. & Papagapitos, M. (2005, May). Increasing learn-unit presentations to decrease inappropriate behaviors in a five-year-old boy. Poster presented at the meeting of the Association for Applied Behavior Analysis International 31st Annual Convention, Chicago, IL.

DELGADO, J. P., Solow, S., & Greer, R.D. (2005, May). Effects of a book conditioning procedure on stereotypy or passivity in a free-play setting. Poster presented at the meeting of the Association for Applied Behavior Analysis International 31st Annual Convention, Chicago, IL.

DELGADO, J. P., Sasada, K., & R.D. Greer (2005, May). Effects of a behavioral checklist on students' learn unit rate and aberrant behaviors. Poster presented at the meeting of the Association for Applied Behavior Analysis International 31st Annual Convention, Chicago, IL.

LONGANO, J., O'Sullivan, D., Pereira, J., Yuan, L., Keohane, D., Nuzzolo-Gomez, R., Spilotras, R. & Singer-Dudek, J. (2004, May). Effective Tactics for Preschool, Kindergarten, and First Grade Students with Early Reader Repertoires in CABAS[®] Classrooms. In D. Keohane (Chair), *Novel tactics for students in CABAS[®] programs with pre-listener through reader-writer/self editor repertoires*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 30th Annual Convention, Boston, MA.

GREER, D., Keohane, D. D., Meincke, K., Gautreaux, G., Pereira, J., Chavez Brown, M., & Yuan, L. (2004, May). Key Instructional Components of Peer Tutoring for Tutors, Tutees, and Observers. In A. T. Procaccino, Jr. (Chair). *Evidence-Based educational methods II*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 30th Annual Convention, Boston, MA.

Greer, R.D., PEREIRA, J., Keohane, D., Singer-Dudek, J. (2004, May). The Effects of Writer Immersion on Middle School Students' Functional Writing. In R. Nuzzolo-Gomez (Chair), *Experimental analysis of contextual events in applied settings*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 30th Annual Convention, Boston, MA.

Greer, R.D., YUAN, L., PEREIRA, J. (2004, May). Teaching Children with Autism to Monitor Responses of Peers and the Acquisition of Observational Learning. In R.D. Greer (Chair), *Research on the acquisition of observational learning*. Symposium conducted at the meeting of the Association for Applied Behavior Analysis International 30th Annual Convention, Boston, MA.

GREER, R. D., Keohane, D. D., Chavez Brown, M., Stolfi, L., Pereira, J., Solorzano, J. (2004, August). Four experiments on the emergence of listener behavior: Pre-school through grades K-12. In T.V. Joe Layng (Chair), *Shaping of reading*. Symposium conducted at the meeting of the Brazilian Association for Psychotherapy and Behavioral Medicine 13th Annual Meeting and 2nd International Conference of the Association for Behavior Analysis. Campinas, Brazil.

GREER, R. D., Gautreaux, G., Meincke, K., Yuan, L., Pereira, J., & Davies-Lackey, A. (2004, August). Acquisition of Observational Earning in Sudents with Autism and Adolescents. In R.D. Greer. (Chair), *Autism and developmental disabilities*. Symposium conducted at the meeting of the Brazilian Association for Psychotherapy and Behavioral Medicine 13th Annual Meeting and 2nd International Conference of the Association for Behavior Analysis. Campinas, Brazil. August 2004.

NUZZOLO-GOMEZ, R., Chavez-Brown, M., Morisollo, L., PEREIRA, J., Gautreaux, G., Meincke, K. (2004, August). Individualized Treatment in Behavior Analysis is Here: The Comprehensive Application of Behavior Analysis to Schooling. In E. K. Morris (Chair), *Behavior analysis in the classroom*. Symposium conducted at the meeting of the Brazilian Association For Psychotherapy and Behavioral Medicine 13th Annual Meeting and 2nd International Conference of the Association for Behavior Analysis. Campinas, Brazil. August 2004.

Pereira, J., Singer, J., Keohane, D., & CHAVEZ-BROWN, M. (2003, October). *New Investigations in Verbal Behavior: CABAS[®] and Columbia University: The Effects of Writer Immersion on Middle School Students' Writing (Nuevas Investigaciones en Conducta Verbal: CABAS[®] y Universidad de Columbia: Efectos de Imersion en Escritura sobre la Conducta de Estudaiantes de Escuela Secundaria)*. Paper presented in Spanish at the Mexican Association for Behavior Analysis, Puerto Vallarta, Mexico.

PEREIRA, J., Gifalidi, H. & Greer, R.D. (2003, July). The Effects of Writer Immersion on Functional Writing by Middle School Students. Symposium conducted at the meeting of the European Association for Behavior Analysis, Parma, Italy.

Geer, R.D., MEINCKE, K., Mariano-Lapidus, S., Gifaldi, H., PEREIRA, J., & Webb, J. (2003, May). Derived Spelling Responses as a Function of a Multiple Exemplar Instructional History: A Replication. In Yvonne Barnes-Holmes (Chair), *Relational frame theory: Implications for educational instruction and research*. Symposium conducted at the meeting of the Association for Behavior Analysis Conference, San Francisco, CA.

PEREIRA, J., Gautreaux, G., & Mariano-Lapidus, S. (2003, May). Interpreting and Addressing New York State Curricular Standards in CABAS Model School. In Jessica Singer-Dudek (Chair), *Interpreting and addressing New York State standards in a CABAS[®] model school*. Symposium conducted at the meeting of the Association for Behavior Analysis Conference, San Francisco, CA.

GIFALDI, H., PEREIRA, J., & Webb, J. (2003, May). Teaching Functional Writing and Self-Editing to "Disenfranchised" Middle School Students. In Jessica Singer-Dudek (Chair), *Interpreting and addressing New York State standards in a CABAS[®] model school*. Symposium conducted at the meeting of the Association for Behavior Analysis Conference, San Francisco, CA.

Greer, R.D., Ross, D., CHAVEZ-BROWN, M., STOLFI, L., & PEREIRA, J. (2003). Program in Applied Behavior Analysis and Education of Students with Behavior Disorders. Symposium conducted at the meeting of the Association for Behavior Analysis Conference, San Francisco, CA.

PEREIRA, J. & Keohane, D. (2003) The Effects of Writer Immersion on Students' Written Compositions. Poster presented at the meeting of the Association for Behavior Analysis Conference, San Francisco, CA.

PEREIRA, J., & Keohane, D. (2003). Writer Emersion as a Tactic to Increase Students' Use of Autoclitics Across Novel Topographies. In D.D. Keohane (Chair), *Verbal behavior as a basis of CABAS® programs*. Symposium conducted at the meeting of the Association for Behavior Analysis Conference, San Francisco, CA.

PEREIRA, J. & Keohane, D. (2003). *The Effects of Writer Immersion on Middle School Students' Writing*. Paper presented at the meeting of the CABAS® International Conference on The Science of Behavior and Pedagogy. Bear Mountain, NY.

PROFESSIONAL SERVICES/MEMBERSHIPS

President, Fred S. Keller School Board
Comprehensive Application of Behavior Analysis to Schooling model, CABAS®
Association for Applied Behavior Analysis International
European Association for Behavior Analysis
Reviewer, Journal of Behavioral Assessment and Intervention in Children- 2014-16