

Curriculum Vitae

Jennifer D. Weber

EDUCATION:

Teachers College, Columbia University, New York, NY
Ph.D. (Teaching as Applied Behavior Analysis), May 2016

Advisor: Dr. R. Douglas Greer

Dissertation Title: The Effects of Mastery of Editing Peers' Written Math Algorithms on Producing Effective Problem-Solving Algorithms

Teachers College, Columbia University, New York, NY
M.A. (Teaching as Applied Behavior Analysis), May 2013

Towson University, Towson, MD
B.S. (Elementary/Middle School Special Education), Cum Laude, *May 2011*

FELLOWSHIP

National Institute For Direct Instruction, *Fellowship Recipient*, October 2012

- *Received \$10,000 grant to conduct reading study and implement Corrective Reading with students identified as reading below proficient within third, fourth, and fifth grade*

PROCTORING POSITIONS HELD AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Proctor (Fall 2013)

Professor: Jo Ann Delgado, Ph.D.

Class: Student Teaching Practicum

-Responsibilities included providing feedback on graduate student presentations using tactics based on principles of behavior analysis, and assisting in grading of coursework.

Proctor (Spring 2014)

Professor: R. Douglas Greer, Ph.D

Class: Applied Behavior Analysis II

-Responsibilities included managing a group of 6 Master Students through course, answering questions on course content, grading assignments/ quizzes, testing knowledge of course content

Proctor (Fall 2015)

Professor: Jo Ann Delgado, Ph.D.

Class: Curriculum and Methods

-*Responsibilities:* Assisted in working with Master students on writing objectives, training in Direct Instruction curriculum, grading of course work, reviewing class projects, and participation in weekly lectures.

Proctor (Spring 2016)

Professor: Jo Ann Delgado, Ph.D

Class: Student Teaching IV

-Responsibilities: calibrating with MA students on conducting TPRAs and participating in weekly lectures

Coordinating Teacher (Fall 2013-Spring 2016)

Description: Mentor/ Coordinating Teacher for 6 graduate students working towards MA in teaching as applied behavior analysis. Supervision occurred at Alexander Hamilton Elementary School in a 4th grade CABAS®/ AIL Inclusion classroom

Responsibilities: Mentored 2 Master students per year through the CABAS® Modules, including, contingency shaped repertoires and verbally mediated repertoires. Supervised the delivery of writing lesson plans, supervising implementation of instruction, use of research-based tactics, supervised research projects, and assisted in coursework completion. Mentored Master students through a series of at least 3 research projects a year.

MENTORED PAPERS (Mentored Master Students Papers for Graduate Courses to Complete the Following Research Projects):

Weber, J., Moran, A., & Yoon, J. (2015). *The effects of calibration with the C-PIRK® training video on the number of learn units to objectives met across two assistant behavior specialists (ABS) in an inclusion elementary education classroom*, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

Weber, J. & Moran, A. (2015). *The effects of a written dialogue and peer editing on the acquisition of problem solving repertoires with fourth grade general education students*, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

Weber, J., Moran, A., Yoon, J.(2014). *The effects of a peer-editing procedure on the functional and structural components of writing produced by the editor for elementary*

education students with and without disabilities, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

Weber, J., & Yoon, J. (2014). *The effects of the model demonstration learn unit on the structural and functional components of writing with fourth graders with developmental delays*, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

Weber, J., Moran, A., & Yoon, J. (2014). *Establishment of social listener reinforcement in fourth grade elementary age education students in group settings*, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

Weber, J., Gruber, M., Burwell B. (2014). *The effects of additional opportunities to respond across math and reading fluency*, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

Weber, J. Gruber, M. & Burwell, B. (2013). *The establishment of social listener reinforcement (SLR) with fourth grade students with and without disabilities*, (Unpublished Paper Columbia University Graduate School of Arts and Sciences and Teachers College).

PROFESSIONAL CONSULTATION

July 2015- May 2016

CABAS® Consultant

Faison Center

Richmond, Virginia

- Trained Teachers in the Early Learner Program, Emerging Independent Learner Programs, and Accelerated Independent Learner Program
- Aligned curriculum and scripted objectives that aligned with Standards of Learning
- Trained teachers on using the learn unit, implementation of performance and learning tactics, making instructional decisions within the classroom

POSITIONS HELD AT MORRIS SCHOOL DISTRICT, NJ

August 2013- June 2016

CABAS® Teacher

Alexander Hamilton Elementary School,

Morristown New Jersey

- Used Applied Behavior Analysis principles to teach academic subjects in inclusion (reading, writing, math, and social studies)
- Individualized and differentiated instruction for all levels
- Mentored CABAS® Master Students on acquiring decision making repertoires to
- Wrote and implemented behavior plans for students
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September 2014- June 2016 *Intervention and Referral Services (I&RS) Team Member*,
Alexander Hamilton Elementary School

- Team member for intervention referral services and special education referral services
- Participated in quarterly meetings with staff to evaluate struggling students and determine what tactics need to be implemented prior to referral for a special education evaluation.

POSITIONS HELD DURING TRAINING FOR MASTERS DEGREE

April 2012- June 2013

CABAS® Trainee Alexander Hamilton Elementary School

Morristown, New Jersey

- Used Applied Behavior Analysis principles to teach academic subjects in an inclusion classroom (reading, writing, math, and social studies) with elementary age students with and without disabilities (autism, PDD-NOS, Tourette Syndrome, ADHD)
- Assisted with individualizing instruction
- Monitored daily data to determine student progress and make instructional decisions
- Implements behavior plans

September 2011- April 2012

CABAS Trainee

New York

- Used Applied Behavior Analysis to provide instruction preschool and elementary school students
- Assisted with individualizing instruction for each student
- Monitored daily data to determine student progress

CERTIFICATIONS

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

Teacher II, 2013

Teacher I, 2012

State of New Jersey Education Department

Certificate of Eligibility with Advance Standing, Qualified General Education/
Special Education Teacher in K-5 Elementary Education, 2013

State of New York

-Initial Certificate (Students with Disabilities)

CONFERENCE PAPERS (PRESENTER)

Mercorella, K., Greer, R.D., Delgado, J., & Weber, J. (2016) *Breaking the barriers to inclusion, Education students in the general education setting*. Panelist at the 42nd Association of Behavior Analysis International Conference, Chicago, IL.

Weber, J., & R.D. Greer (2016). *The effects of mastery of editing peers' written math algorithms on producing effective problem-solving algorithms*, Paper presented at the 42nd Association of Behavior Analysis International Conference, Chicago, IL.

Weber, J., Pereira-Delgado, J., & Greer, R.D.(2015). *Advanced reader and writer repertoires in the accelerated independent learner (AIL) classroom*, Paper presented at the 41st Association of Behavior Analysis International Conference, San Antonio, TX.

Greer, R.D., Weber, J., Pereira Delgado, J., Lee, J., Mercorella, K., & Horton, J. *Establishment of social listener reinforcement in group settings*. Paper presented at the 41st Association of Behavior Analysis International Conference, San Antonio, TX.

Weber, J., & Moran, A.(2015) *The effects of a peer editing procedure on the functional and structural components produced by the editor for elementary age students with and without disabilities*. Poster presented at the 7th International CABAS® Conference, Morristown, NJ.

Pereira Delgado, J., Weber, J., Greer, R.D., & Lee, J (2014). *Establishment of social listener reinforcement in elementary school students with and without autism spectrum disorder*, Paper presented at the 40th Association of Behavior Analysis International Conference, Chicago, IL.

Weber, J., Pereira-Delgado, J., & Greer, R.D.(2014). Bridging the gap in a title I school: The effects of the corrective reading program on reading skills in an accelerated independent learner classroom, Paper presented at the 40th Association of Behavior Analysis International Conference, Chicago, IL.

Pereira Delgado, J., Weber, J., Greer, R.D., & Lee, J.(2014) *Establishment of social listener reinforcement in elementary school students with and without autism spectrum disorder*, Paper presented at the 6th CABAS® Conference, Richmond, VA.

Weber, J., Pereira-Delgado, J., & Greer, R.D (2014). Bridging the gap in a title I school: The effects of the corrective reading program on reading skills in an accelerated independent learner classroom, Paper presented at the 6th CABAS® Conference, Richmond, VA.

Greer, R.D. J., Weber, J., Delgado, (2013) J. *Establishment of social listener reinforcement in elementary school students with and without autism spectrum disorder*, Paper presented at the Louisiana Applied Behavior Analysis, Baton Rouge, LA.

Weber, J., Lieberman, P., & Russell, D (2013). The Effects of Multiple Exemplar Instruction the Acquisition of Transformation of Stimulus Function Across Textually

Responding and Writing Numbers, Paper Presented at the 39th Applied Behavior Analysis International Conference, Minneapolis, MN.

Weber, J., Gruber, M., & Burwell, B. (2013). *The effects of writing and peer editing with a script on the acquisition of read-do correspondence and self-management repertoires with fourth grade students*, Unpublished.

Weber, J. & Burwell, B. (2013). *Transformation of stimulus function across saying and writing numbers with two elementary age students*, Unpublished.

PAPERS IN PROGRESS

Weber, J. & Greer, R.D. The effects of mastery of editing peers' writing math algorithms on producing effective problem-solving algorithms (Paper in Progress)

Greer, R.D., Pereira-Delgado, J., Weber, J., & Lee, J. The establishment of social-listener reinforcement (SLR) in elementary school students with and without autism spectrum disorder (Paper in Progress).

Pereira-Delgado, J., Weber, J., & Greer, R.D. Bridging the gap in a title I school: The effects of the corrective reading program on reading skills in an accelerated independent learner classroom (Paper in Progress)