

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

**DOCTOR OF PHILOSOPHY IN BEHAVIOR ANALYSIS
AND BEHAVIORAL DISORDERS**

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

DOCTOR OF PHILOSOPHY IN BEHAVIOR ANALYSIS AND BEHAVIORAL DISORDERS

The Doctoral degree in Teaching as Applied Behavior Analysis program is accredited by the Association for Behavior Analysis International Accreditation Board.

The *Teaching as Applied Behavior Analysis* MA and Ph.D. Programs incorporate an approach to teacher training in which all instruction used by teachers is based on scientific evidence and the use of scientific procedures to fit the appropriate science-based practices to individual students' varied learning and language developmental needs. The MA program prepares graduates to be dually certified from birth to grade 6 in New York State and reciprocal states. Students accepted in the program are placed in paid teacher assistant positions (MA students and Ph.D. students taking the MA core) or paid teacher positions (Ph.D. students who have completed at least 3 semesters of the MA core) in schools and classrooms that practice teaching as applied behavior analysis. The training of teachers is also based on scientifically tested procedures. Teacher trainees are taught until they master the science and its application with all children from 2-years through grade 5.

Research is a central component of the training—both the applications of research using science-based tactics and measurement, and the generation of new research. The focus of the MA program is in the application of scientific procedures in classrooms, while Ph.D. students engage in research throughout their program, building on their research training in the MA, culminating in a dissertation that identifies and investigates a topic related to our mission. Dissertations must make *contributions to both the applied and basic science*. The faculty and the students generate a substantial body of research leading to publications and presentations at international scientific conferences each year and this is a key component of the Ph.D. training. Programmatic research is conducted in the following areas: effective classroom practices, language/verbal development interventions that result in children learning to learn in different ways, observational learning, and systems wide scientific approaches to education.

Students who already hold MA Degrees from other institutions must take the twelve MA core courses because the core prepares them with the means to be successful in completing milestone Ph.D. requirements. Ph.D. students also need to be dually certified in New York State for teaching children from birth to grade 6.

The teaching placement is a critical part of the program, because it provides opportunities to learn the science and its application to teaching children. In that role Ph.D. students are critical instructors for the first- and second-year MA students, an experience that prepares the candidate to teach and mentor graduate level students. Our Ph.D. candidate teachers play a significant role in our record of providing measurably superior instruction and bridging the educational gap. For more information please see the Teaching as Applied Behavior Analysis MA program description.

Admissions: Completion of MA in Teaching as ABA, outstanding grades, interest in science of teaching, passion for working with children, and submission of GRE exam scores. Applicants should arrange for interviews with the faculty

Course Sequence MA Core

(The following are prerequisites for Ph.D. along with NYS teacher dual certification in general and special education, birth through grade 5)

HBSE 4015, Section 1: Applied Behavior Analysis I: Pedagogy, Curriculum, Ethics and Management

HBSE 4016: Applied Behavior Analysis II: Pedagogy, Curriculum, Ethics, and Management

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

HBSE 4044: Curricular and Pedagogical Foundations for Teaching Pre Listening Through Early Academic Literacy (curriculum design and pedagogy based on the science and epistemology of behavioral selection)

HBSE 4045: Curricular and Pedagogical Operations for Teaching the Foundations of Functional Academic Literacy (curriculum design and pedagogy based on the science and epistemology of behavioral selection)

HBSE 4046: Curricular and Pedagogical Operations for Teaching Advanced Functional Academic Literacy (4th Grade through Early Middle School) (curriculum design and pedagogy based on the science and epistemology of behavioral selection)

HBSE 4074: Teaching Internship in CABAS® Research and Development Schools, (Internships teaching children with and without language delays, 16 months to Grade 6, full-time internships for two academic years)

Completion of Modules for CABAS® Teacher I and II Board Certification Ranks

Ph.D. students serve as teacher scientists and as paid teachers in either general education in our Morristown CABAS® classes, the Fred S. Keller School, or the BOCES CABAS® classrooms. In that capacity they mentor one or two MA students who are the teacher assistants in their classroom. All components of instruction and behavior management in those classrooms are tied to behavior analysis and a science of teaching. These are research and demonstrations sites for all 25 Ph.D. students and 45 MA students.)

Behavior Analysis Specialization Ph.D. Core

HBSE 5915 Problems in Special Education: Supervision

HBSE 6504 Seminar in Behavior Analysis

HBSE 6008 Behaviorism

HBSE 6015 The Verbal Behavior Model

HBSE 6031 Single Case Design in Education, Medicine, and Therapy

HBSE 6404 Ph.D. zero credit internships (Teacher in CABAS® and AIL Schools until completion of dissertation; usually 3 years)

Satisfactory performance on the doctoral certification examinations and field performance including: (a) the AM Examination on issues in the applied sciences of learning and special education, and (b) the PM Examination on the basic science and epistemology of behavior analysis, teaching as applied behavior analysis, and verbal behavior development, and completion of CABAS® Assistant Behavior Analyst Rank as the field performance assessment.

HBSE 6504 Seminar in Behavior Analysis and Behavioral Disorders (Taken annually until a dissertation topic is approved by the program faculty)

HBSE 7500 Dissertation Seminar

HBSE 8901 Dissertation advisement (after completion of the coursework and achievement of Ph.D. certification)

Successful teacher scientist performance for three years in a CABAS® R& D school

Approved Dissertation Topic and Granting of M. Phil.

Completion of Dissertation and Oral Defense (Draft of publication paper due prior to oral approval)

Doctoral Core for Applied Sciences of Learning and Special Education

(Courses taken by all Ph.D. students in related specializations in the Applied Sciences of Learning and Special Education Cluster where the ABA program is housed.)

HBSE 5010 Study of the Philosophic Foundations of Special Education

HBSE 6001 Introduction to Group Experimental and Evaluation Methods in the Applied Sciences of Learning and Special Education (first semester)

HBSE 6031 Single Case Design in Education, Medicine, and Therapy (students not specializing in behavior analysis take a different single case design course)

HBSE 6010: Advanced study of problems and issues in special education

HBSE 7500: Advanced Seminar for Dissertation Proposals

Completion of two Statistics courses 5121 and 5122 or 4021 and 5021 relevant courses in statistical procedures that provide useful tools for the applied and basic sciences of learning

All of the above courses are completed in conjunction with a minimum of 3 years of full-time teaching in one of our Research and Demonstration CABAS® (Comprehensive Application of Behavior Analysis to Schooling) model schools under the supervision and mentorship of CABAS® schools behavior analyst supervisors and program faculty. Ph.D. students serve as mentors for MA students as well as proctors for MA courses. Ph.D. students are evaluated yearly on areas of coursework, research, teaching, mentoring, and proctoring. In addition, the Ph.D. student's mentees (MA students in the program) evaluate their mentor's use of the vocabulary of the science of behavior, his or her contingency-shaped teaching skills, his or her verbally mediated analytic skills, and his or her overall performance as a CABAS® mentor Master Teacher or Behavior Analyst.

Milestones

1. Satisfactory coursework performance and modules as describe above
2. Satisfactory rating on first and second year annual reviews that include performance in the R&D classroom and the laboratory.
3. Satisfactory performance on AM and PM Ph.D. certification exams.
4. Completion of dissertation that contributes to the applied and basic science.

Research

For most recent research updates, visit our ResearchGate pages:

Dr. Daniel Fienup's page, <https://www.researchgate.net/profile/Daniel-Fienup/research>

Dr. Jessica Dudek's page, <https://www.researchgate.net/profile/Jessica-Singer-Dudek/research>

Dr. Douglas Greer's page, <https://www.researchgate.net/profile/R-Greer/research>