

CURRICULUM VITAE
October, 2019

Jessica Singer-Dudek

EDUCATION

- Columbia University Graduate School of Arts and Sciences, New York, NY*
Doctor of Philosophy: Behavior Analysis/Behavior Disorders May, 2000
- Columbia University Teachers College, New York, NY*
Master of Education: Special Education/Instructional Practice May, 1997
- Columbia University Teachers College, New York, NY*
Master of Arts: Behavior Analysis/Behavior Disorders Dec., 1994
- William Smith College, Geneva, New York*
Bachelor of Arts: English June, 1992

CURRENT UNIVERSITY TEACHING EXPERIENCE

- Columbia University Teachers College* Sept. 2016-Present
New York, New York
Department of Health and Behavior Studies
Director of Transdisciplinary Programs in Applied Behavior Analysis
Honorary Adjunct Assistant Professor of Education and Psychology
- Columbia University Teachers College* Sept. 2009-Aug. 2016
New York, New York
Department of Health and Behavior Studies
Programs in Applied Behavior Analysis
Assistant Professor of Education and Psychology (Tenure track position)
- Columbia University Teachers College* Sept. 2007-Aug., 2009
New York, New York
Department of Health and Behavior Studies
Programs in Applied Behavior Analysis
Full-Time Lecturer (Non-tenure track position)

PRIOR UNIVERSITY TEACHING EXPERIENCE

- St. John's University, Jamaica, New York* Sept., 2001-Aug., 2007
The School of Education
Department of Human Services and Counseling

Master's Program in Special Education
Assistant Professor of Special Education

Columbia University Teachers College, New York, NY
Department of Health and Behavior Studies

Sept., 2000 to May, 2001

Assistant Adjunct Professor of Education and Psychology

PROFESSIONAL TEACHING, MENTORING, AND ADMINISTRATIVE EXPERIENCE

Rockland County BOCES, Rockland, NY

Jan., 2009-Present

[Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model schools]

Senior Behavior Analyst Consultant

Responsibilities include providing ongoing training to teachers in a variety of areas, including assessment of individual student repertoires, measurement of student responding, curriculum adaptation and implementation, and behavior management strategies in district-based elementary school settings within public schools for students with autism and related developmental and language disorders.

The Fred S. Keller School, Yonkers, NY, Piermont, NY

Sept., 2002-Present

[A Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model school]

Senior Behavior Analyst Consultant

Responsibilities include providing assistance and training to teachers and supervisors in the administration of individualized education goals and curricular and behavioral tactics and techniques. Focus specifically on increasing the communication and self-management repertoires of preschoolers with and without disabilities in integrated and non-integrated classrooms.

Rockland County BOCES, Rockland, NY

Sept., 2001-June, 2005

[Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model schools]

Senior Behavior Analyst Consultant

Responsibilities included training teachers in a variety of areas, including assessment of individual student repertoires, measurement of student responding, curriculum adaptation and implementation, and behavior management strategies in both a middle school setting for students with emotional and behavioral disorders and an elementary school setting for students with autism and related developmental and language disorders.

The Margaret Chapman School, Hawthorne, NY

July, 1998 to July, 2001

[A Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model school]

Senior Behavior Analyst/Principal and Director of Education

Responsibilities included supervision of all school employees, including student teachers; staff development and evaluation; teacher and supervisor training; parent education; curriculum development; student assessment; student, classroom, and school-wide data analysis; and administrative duties, including budget development and monitoring, and compliance with state, local, and federal education laws

The Margaret Chapman School, Hawthorne, NY

June, 1994 to July, 1998

[A Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model school]

Assistant Behavior Analyst/Assistant Principal and Assistant Director of Education

Responsibilities included supervision of teachers and student teachers; design of

three tiered teacher-training modules; design of parent education modules; in situ training of teachers; development of student curriculum and behavior management programs; oversight of criterion-referenced assessments; and summary and analysis of student, teacher, and school-wide data

The Margaret Chapman School, Hawthorne, NY Sept., 1992 to June, 1994
[A Comprehensive Application of Behavior Analysis to Schooling (CABAS®) model school]

Special Education Teacher

Administered ongoing criterion-referenced inventories of behavioral repertoires (assessments); collected, summarized, and analyzed individual student data; presented individualized, scripted instruction to 8 elementary and adolescent students with moderate-severe developmental delays and severe behavior disorders; and assisted parents with generalization of school behaviors to home

ACADEMIC AWARDS AND HONORS

Received **Faculty Recognition Award** from the Dean of the School of Education, St. John's University December, 2005

CERTIFICATIONS

Associate Research Scientist—CABAS®
Senior Behavior Analyst—CABAS®
Licensed Behavior Analyst—New York State (January, 2016)
Board Certified Behavior Analyst—Doctoral (October, 2015, # 1-15-19524)
S.D.A.—Permanent—New York State
S.A.S.—Permanent—New York State
Special Education Teacher—Permanent—New York State

CURRENT/RECENT INSTRUCTIONAL RESPONSIBILITIES

Columbia University Teachers College

Current MA Teaching Load (courses taught over the past 2 years):

HBSE 4045—Curricular and Pedagogical Operations for Teaching Functional Academic Literacy
HBSE 4015—Applied Behavior Analysis I
HBSE 4016—Applied Behavior Analysis II
HBSE 4049—Professional and Ethical Issues in Teaching as Applied Behavior Analysis
HBSE 4304—Practicum in Applied Behavior Analysis

Current Doctoral Teaching Load (courses taught over the past two years):

HBSE 5904—Problems in Special Education: Behavior Disorders (ABAS majors supervision course)

MA Courses Taught in Prior Years

HBSE 4044—Curricular and Pedagogical Foundations for Teaching Foundations of Academic Literacy
HBSE 4046—Curricular and Pedagogical Operations for Teaching Advanced Functional Literacy

HBSE 4001—Teaching Students with Disabilities in the Regular Class

Doctoral Courses Taught in Prior Years

HBSE 6005—Research in Special Education: Single Case Designs

HBSE 6010—Advanced Study: Problems and Issues in Special Education

HBSE 4049—Professional and Ethical Issues in Teaching as Applied Behavior Analysis

HBSE 4704—Practicum in Applied Behavior Analysis: Observation and Student Teaching

PUBLICATIONS

MANUSCRIPTS IN PREPARATION

Italics indicate student/mentee

Gold, L. D. and Singer-Dudek, J. (manuscript in preparation). The effects of a peer-yoked contingency on the induction of two types of observational learning and naming. *The Psychological Record*,

Moreno, J. D., Greer, R. D., & Singer-Dudek, J. (manuscript in revision). The effects of the establishment of Generalized Imitation across multiple modalities on preschoolers' rates of learning and their duplicative tendencies. *The European Journal of Behavior Analysis*

Singer-Dudek, J., *Sterkin, V.*, & *Gold, L.* The effects of audience control on the emission of stereotypy and verbal operants in children with autism.

MANUSCRIPTS IN PRESS

Lanter, A. & Singer-Dudek, J. (Accepted with minor revisions). The effects of an observational conditioning-by-denial intervention on the establishment of three observational learning cusps. *European Journal of Behavior Analysis*,

Singer-Dudek, J., Keohane, D. D., & Matthews, K. (in press). Educational systems administration: The Comprehensive Application of Behavior Analysis to Schooling (CABAS[®]) model. In *Applications of Behavior Analysis in Healthcare and Beyond*. Springer.

PUBLISHED MANUSCRIPTS

Schmelzkopf, J., Greer, R. D., Singer-Dudek, J., & Du, L. (2017). Experiences that establish preschoolers' interest in speaking and listening to others. *Behavioral Development Bulletin*, 22(1), 44-66. <http://dx.doi.org/10.1037/bdb0000026>

Singer-Dudek, J., Lee Park, H., Lo, C. & Lee, G. (2017). Establishing the transformation of establishing operations across mands and tacts for preschoolers with developmental delays. *Behavioral Development Bulletin*, 22(1), 230-248. <http://dx.doi.org/10.1037/bdb0000034>

- Singer-Dudek, J. & Pistoljevic, N. (2017). Exceptional students. *Neuroscience and Biobehavioral Psychology* (reference module # XX). Chennai, India: Elsevier.
- Oblak, M., Greer, R. D., & Singer-Dudek, J. (2015). The observational conditioning of neutral stimuli as a function of preschoolers' delivery of those stimuli to peers. *The Psychological Record*, 65(4), 705-716. DOI 10.1007/s40732-015-0140-5
- Howarth, M., Singer-Dudek, J., & Greer, R. D. (2015). Establishing derived relations for stimulus equivalence in children with severe cognitive and language delays. *European Journal of Behavior Analysis*, 16(1), 49-81. DOI: 10.1080/15021149.2015.1065635
- Maffei-Lewis, J., Singer-Dudek, J., & Keohane, D. D. (2014). The effects of the establishment of adult faces and/or voices as conditioned reinforcers for children with ASD and related disorders. *Acta de Investigacion Psicologica* (Psychological Research Records), 4(3), 1621-1641.
- Singer-Dudek, J., Choi, J., & Lyons, L. (2013). The effects of an observational intervention on the emergence of two types of observational learning. *European Journal of Behavior Analysis*, 14, 329-247.
- Singer-Dudek, J. & Oblak, M. (2013). Peer presence and the emergence of conditioned reinforcement from observation. *Journal of Applied Behavior Analysis*, 46, 592-602. doi: 10.1002/jaba.72
- Lee, G. T. & Singer-Dudek, J. (2012). Effects of fluency versus accuracy training on endurance and retention of assembly tasks by four adolescents with developmental disabilities. *Journal of Behavioral Education*, 21, 1-17. doi: 10.1007/s10864-011-9142-9
- Singer-Dudek, J., Oblak, M., & Greer, R. D. (2011). Establishing books as conditioned reinforcers for preschool children as a function of an observational intervention. *Journal of Applied Behavior Analysis*, 44, 421-434.
- Luke, N., Greer, R. D., Singer-Dudek, J., & Keohane, D. D. (2011). The emergence of autoclitic frames in atypically and typically developing children as a function of multiple exemplar instruction. *The Analysis of Verbal Behavior*, 27, 141-156.
- Singer-Dudek, J., Speckman, J., & Nuzzolo, R. (2010). A comparative analysis of the CABAS® model of education at the Fred S. Keller School: A twenty-year review. *The Behavior Analyst Today*, 11(4), 253-264.
- Singer-Dudek, J., Greer, R. D., & Schmelzkopf, J. (2008). The effects of an observational conditioning procedure on the acquisition of reinforcing properties of a previously neutral stimulus. *Journal of Early and Intensive Behavioral Interventions*, 4(1), 57-74. <http://www.baojournal.com/JEIBI/jeibi-index.html>
- Greer, R. D., Singer-Dudek, J., Longano, J., & Zrinzo, M. (2008). The emergence of praise as conditioned reinforcement as a function of observation in preschool and school age children. *Revista Mexicana de Psicología*, 25(1), 5-26.

Greer, R. D. & Singer-Dudek, J. (2008). The emergence of conditioned reinforcement from observation. *Journal of the Experimental Analysis of Behavior*, 89, 15-39. Impact Factor: 1.477

Greer, R. D., Singer-Dudek, J., & Gautreaux, G. (2006). Observational learning. *International Journal of Psychology*, 41(6), 486-499.

Ross, D. E., Singer-Dudek, J., & Greer, R. D. (2005). The Teacher Performance Rate and Accuracy Scale: Training as evaluation. *Education and Training in Developmental Disabilities*, 40(4), 411-23.

Singer-Dudek, J. & Greer, R. D. (2005). Long-term analysis of the relationship between fluency and the training and maintenance of complex math skills. *The Psychological Record*, 55, 361-376.

BOOK CHAPTERS

Singer-Dudek, J. & Pistoljevic, N. (2017). Exceptional Students
In: Reference Module in Neuroscience and Biobehavioral Psychology
DOI: 10.1016/B978-0-12-809324-5.05558-9

Singer-Dudek, J. (2004a). Recommendations for teaching students with behavior problems. In A. Mungai & E. Kogan (Eds.), *Pathway to inclusion: Voices from the field* (pp. 177-205). Lanham, MD: University Press of America.

Singer-Dudek, J. (2004b). Exceptional students. In *Encyclopedia of Applied Psychology, Volume 1* (pp. 845-852). San Diego, CA: Academic Press.

BOOK REVIEWS

Singer-Dudek, J. & Ross, D. E. (2004). Book review: Designing teaching strategies: A behavior analytic systems approach by R. Douglas Greer. *Behavioral Interventions*, 19(3), 229-232.

BOOKS IN PROGRESS

Greer, R. D., Singer-Dudek, J., Keohane, D. D., Nuzzolo, R., & Pereira Delgado, J. *Teaching as Applied Behavior Analysis*.

Singer-Dudek, J. & Keohane, D. D. (2006). Chapter 2: Placing the student on center stage: Managing classrooms for students who are readers and writers. In Greer, R. D., Singer-Dudek, J., Keohane, D. D., Nuzzolo, R., & Pereira Delgado, J., *Teaching as Applied Behavior Analysis*.

DOCTORAL DISSERTATION

Singer, J. L. (2000). *A comparison of rate, contingency-shaped, and verbally governed responding to component skills and the effects on the mastery and maintenance of composite mathematical operations* (Order No. 9970281). Available from ProQuest Dissertations & Theses Full Text. (304595835).

RECENT INVITED PRESENTATIONS AND ADDRESSES

Singer-Dudek, J. (2019). *How stimuli come to choose: Transformation, valuation, and durability of learned reinforcers*. Paper presented as part of Special Event Invited Paper series on the theme of "Choice" at the 45th Association for Behavior Analysis International (ABAI) conference, Chicago, IL.

Singer-Dudek, J. (2017, October). Workshop: *Establishing Social/Verbal Conditioned Reinforcers*. Presented at the 2017 Gulf Coast Conference, New Orleans, LA.

Singer-Dudek, J. (2015, May). *Establishment of socially conditioned reinforcers*. Paper presented as part of an Invited Symposium entitled, A revolution in our understanding and treatment of verbal and social development at the 41st annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.

PRESENTATIONS AND ADDRESSES

Alsharif, S. & Singer-Dudek, J. (2019). *The effects of establishing hear-do correspondence on read-do correspondence for children diagnosed with autism spectrum disorder*. Paper presented at the 45th Annual Convention, Chicago, IL.

Singer-Dudek, J. (2019). *Observational learning: What research has taught us*. Paper presented as part of a symposium entitled, Establishing observational stimulus control component cusps. Symposium presented at the 9th conference of the European Association for Behaviour Analysis, Wurzburg, Germany.

Gautreaux, G. & Singer-Dudek, J. (2018). *New research in observational learning of conditioned reinforcers*. Paper presented as part of a symposium entitled, Establishing observational stimulus control component cusps. Symposium presented at the 9th conference of the European Association for Behaviour Analysis, Wurzburg, Germany.

Pistoljevic, N. & Singer-Dudek, J. (2018). *Teacher as a scientist: Application of protocol for analysis of student's learning and teaching decisions making as a tool for advancement of novice teachers*. Paper presented at the 44th Association for Behavior Analysis International (ABAI) conference, San Diego, CA.

Vassare, B. & Singer-Dudek, J. (2018). *The effects of peer monitoring on observational stimulus control in preschoolers with and without social delays: In-vivo versus video and learning versus performance*. Paper presented at the 44th Association for Behavior Analysis International (ABAI) conference, San Diego, CA.

Singer-Dudek, J. (2016). *Observational stimulus control of social learning*. Paper presented as part of a symposium entitled, Ontogenic sources of social/verbal development: The latest chapter. Presented at the 8th conference of the European Association for Behavior Analysis, Enna, Sicily.

Baowaidan, L. & Singer-Dudek, J. (2016). *The effects of an observational intervention on peer awareness and audience appropriate behaviors in preschool children with disabilities*. Paper presented at the 42nd annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.

- Alsharif, S., Singer-Dudek, J., & Hranchuk, K. S. (2015, May). *Conditioning books as reinforcers for three preschoolers with disabilities using an observational intervention*. Poster presented at the 41st annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Singer-Dudek, J. (Chair). (2015, March). *New Developments in Pedagogy*. Symposium presented at the 7th 6th International CABAS[®] conference, Morristown, NJ.
- Singer-Dudek, J. (2014, September). *The effects of a peer-yoked contingency on the induction of two types of observational learning and naming*. Paper presented as part of a symposium entitled, Advances in social learning theory and verbal behavior developmental theory. Symposium presented at the 7th conference of the European Association for Behaviour Analysis, Stockholm, Sweden.
- Maffei-Lewis, J. & Singer-Dudek, J. (2014, May). *The effects of the acquisition of conditioned reinforcement for observing 3-D stimuli on stereotypy and match-to-sample responding*. Paper presented as part of a symposium entitled, Pre-verbal foundations: Conditioned reinforcement for observing 3-D objects. Symposium presented at the 40th annual Association for Behavior Analysis International (ABAI) conference, Chicago, IL.
- Singer-Dudek, J., Longano, J., Du, L., Choi, J. (2014, February). *Inducing verbal developmental capabilities for pre-listeners: Laying the foundations for language acquisition and accelerated learning*. Workshop presented at the 6th International CABAS[®] conference, Richmond, VA.
- Singer-Dudek, J. (Chair). (2014, February). *Establishing social listener reinforcement and incidental language learning for children who are speaker/listeners*. Symposium presented at the 6th International CABAS[®] conference, Richmond, VA.
- Singer-Dudek, J. (chair). (2013, October). *Inducing verbal developmental capabilities for pre-listeners to reader-writers: Laying the foundations for language acquisition and accelerated learning*. Workshop presented at the Gulf Coast Applied Behavior Analysis conference, Baton Rouge, LA.
- Singer-Dudek, J. (chair and discussant). (2013, October). *Verbal developmental protocols to induce language acquisition and social skills*. Symposium presented at the Gulf Coast Applied Behavior Analysis conference, Baton Rouge, LA.
- Singer-Dudek, J. (chair). (2013, October). *Inducing verbal developmental capabilities for pre-listeners to reader-writers: Laying the foundations for language acquisition and accelerated learning*. Workshop presented at the Gulf Coast Applied Behavior Analysis conference, Baton Rouge, LA.
- Greer, R. D., Denny, K., Gautreaux, G., Keohane, D. D., Singer-Dudek, J., Layng, T. V. J., Robbins, J., Matthews, K., & Mancil, R. (October, 2013). *Applied Behavior Analysis in schools: Past, present, and future*. Panel discussion presented at the Gulf Coast Applied Behavior Analysis conference, Baton Rouge, LA.
- Singer-Dudek, J., Speckman, J., Maffei-Lewis, J., Longano, J., & Broto, J. (2013, May). *Identification and establishment of early verbal behavior developmental cusps: Laying*

- the foundations for language development*. Workshop presented at the 39th annual Association for Behavior Analysis International (ABAI) conference, Minneapolis, MN.
- Singer-Dudek, J. & Gold, L. (2013, May). *The effects of a yoked-contingency game board on the induction of two types of observational learning*. Paper presented as part of a symposium entitled, Innovations in improving social and learning repertoires of children with autism. Symposium presented at the 39th annual Association for Behavior Analysis International (ABAI) conference, Minneapolis, MN.
- Singer-Dudek, J. (chair). (2012, October). *CABAS® schools*. Symposium presented at the 5th International CABAS® conference, Nanuet, NY.
- Singer-Dudek, J. (2012, October). *The CABAS® model in the Rockland BOCES district-based classrooms*. Paper presented as part of a symposium entitled, CABAS® Schools. Symposium presented at the 5th International CABAS® conference, Nanuet, NY.
- Singer-Dudek, J. (chair). (2012, September). *Enhancing and accelerating the verbal behavior development of children in special and regular education CABAS®/AIL model schools*. Symposium presented at the 6th conference of the European Association for Behavior Analysis (EABA), Lisbon, Portugal.
- Maffei, J. & Singer-Dudek, J. (2012, October). Testing the effects of conditioned reinforcement for three-dimensional visual observing on rate of learning. Poster presented at the 5th International CABAS® conference, Nanuet, NY.
- Du, L., Singer-Dudek J., Greer, R. D., Pereira Delgado, J., & Moreno, J. (2012, September). *Learning through observation: Generalized imitation and observational learning*. Paper presented as part of a symposium entitled, Enhancing and accelerating the verbal behavior development of children in special and regular education CABAS®/AIL model schools. Symposium presented at the 6th conference of the European Association for Behavior Analysis (EABA), Lisbon, Portugal.
- Singer-Dudek, J. (chair). (2012, May). *Establishing conditioned reinforcers and inducing verbal behavior developmental cusps in young children with or at risk for developmental disabilities*. Symposium presented at the 38th annual Association for Behavior Analysis International (ABAI) conference, Seattle, WA.
- Liu, M., Choi, J., & Singer-Dudek, J. (2012, May). The effects of tutor training on the acquisition of the observational learning capability for two elementary students. Poster presented at the 38th annual Association for Behavior Analysis International (ABAI) conference, Seattle, WA.
- Gold, L., Katz, E., & Singer-Dudek, J. (2012, May). The effects of a peer-yoked contingency on the acquisition of observational learning. Poster presented at the 38th annual Association for Behavior Analysis International (ABAI) conference, Seattle, WA.
- Singer-Dudek, J. (chair). (2011, May). *New procedures to induce different types of observational learning and their effects on changes in performance and the acquisition of new operants*. Symposium presented at the 37th annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.

- Sterkin, V., Singer-Dudek, J., & Greer, R. D. (2011, May). *Audience control: Investigating the role of observation of peers on the frequency of stereotypy for students with autism spectrum disorder*. Paper presented as part of a symposium entitled, New Procedures to Induce Different Types of Observational Learning and Their Effects on Changes in Performance and the Acquisition of New Operants. Symposium presented at the 37th annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Oblak, M. K., Singer-Dudek, J., & Greer, R. D. (2011, May). *The role of peers in the emergence of conditioned reinforcement from observation*. Paper presented as part of a symposium entitled, New Procedures to Induce Different Types of Observational Learning and Their Effects on Changes in Performance and the Acquisition of New Operants. Symposium presented at the 37th annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Singer-Dudek, J., Choi, J., & Lyons, L. (2011, May). *The acquisition of conditioned reinforcement from observation and the emergence of two types of observational learning*. Paper presented as part of a symposium entitled, New Procedures to Induce Different Types of Observational Learning and Their Effects on Changes in Performance and the Acquisition of New Operants. Symposium presented at the 37th annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Maffei-Lewis, J., Singer-Dudek, J., & Greer, R. D. (2011, May). *Stimulus control of face-to-face contact and awareness of adult presence as a function of conditioned reinforcement for observing adult faces and voices*. Paper presented as part of a symposium entitled, The Effects and Implications of Conditioned Reinforcement on the Acquisition of Verbal Developmental Cusps and Capabilities. Symposium presented at the 37th annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Helou-Care, Y., Singer-Dudek, J., Choi, J., Gold, L., Howarth, M., Maffei-Lewis, J., Mosca, K., & Orlans, S. E. (2011, May). *The impact of the CABAS[®] model in classrooms across Rockland's Board of Cooperative Educational Services*. Paper presented as part of a symposium entitled, What We Have Learned and Are Still Learning from CABAS[®] Schools Throughout the World. Symposium presented at the 37th annual Association for Behavior Analysis International (ABAI) conference, Denver, CO.
- Singer-Dudek, J. (chair). (2011, Feb.). *New Research on Observational Learning*. Symposium presented at the 4th International CABAS[®] Conference, Nanuet, NY.
- Singer-Dudek, J., Choi, J., & Lyons, L. (2011, Feb.). *The emergence of two types of observational learning via an observational intervention*. Presented as part of a symposium entitled, New research on observational learning. Symposium presented at the 4th International CABAS[®] Conference, Nanuet, NY.
- Singer-Dudek, J. & Oblak, M. (2011, Feb.). *Examining the role of the peer in the emergence of observational learning of conditioned reinforcement*. Presented as part of a symposium entitled, New research on observational learning. Symposium presented at the 4th International CABAS[®] Conference, Nanuet, NY.
- Singer-Dudek, J., Greer, R. D., Oblak, M., Zrinzo, M., Schmelzkopf, J., Choi, J., & Pistoljevic, N. (2010, Sept.). *How children come to want and talk about new things through*

- observing others*. Presented as part of a symposium entitled, More on the emergence of language learning capabilities and conditioned reinforcers. Symposium presented at the 5th Conference of the European Association for Behaviour Analysis, Rethymno Crete, Greece.
- Pistoljevic, N., Greer, R. D., Singer-Dudek, J., Cahill, C., Du, L., Pereira Delgado, J., Maffei Lewis, J., Choi, J., Howarth, M., Casarini, F., & Keohane, D. D. (2010, Sept.). *Verbal foundational cusps: I hear what you say, I listen to what you say, I do what you do, I say what you say, and I tell you what to do*. Presented as part of a symposium entitled, More on the emergence of language learning capabilities and conditioned reinforcers. Symposium presented at the 5th Conference of the European Association for Behaviour Analysis, Rethymno Crete, Greece.
- Singer-Dudek, J. (chair). (2010, May). *Examining the Effects of Conditioned Reinforcement on Observing Responses*. Symposium presented at the 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Sterkin, V. & Singer-Dudek, J. (2010, May). *Audience control: The role of observation of peers on the frequency of stereotypy for students with autism spectrum disorder*. Presented as part of a symposium entitled, Examining the Effects of Conditioned Reinforcement on Observing Responses. Symposium presented at the 36th annual Association for Behavior Analysis International (ABAI) conference, San Antonio, TX.
- Singer-Dudek, J. & Pistoljevic, N. (2010, April). *Current research on the development of verbal capabilities in children with ASD*. Paper presented at the 4th Annual Mind and Body in Autism Conference, Teachers College, Columbia University, New York.
- Pistoljevic, N., Oblak, M. K., Greer, R. D., Pereira Delgado, J., Singer-Dudek, J., & Cahill, C. S. (2009, August). *From learning to observe to learning through observation*. Presented as part of a symposium entitled, Experimental analysis of emergent behaviors in applied settings. Symposium presented at the 5th international Association for Behavior Analysis International (ABAI) conference, Oslo, Norway.
- Singer-Dudek, J. (chair). (2009, August). *From learning to observe to learning through observation*. Symposium presented at the 3rd international CABAS[®] conference, Cobham, UK.
- Singer-Dudek, J. (chair). (2009, May). *Verbal behavior development: An overview of scientific-based strategies for developing listener, speaker, reader, and social functions of language from infancy to independence*. Symposium presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.
- Fas, M., Singer-Dudek, M., Greer, R. D., & Pistoljevic, N. (2009, May). Tactics and protocols to teach students who are at the early reader/writer level of verbal behavior. Presented as part of a symposium entitled, *Verbal behavior development: An overview of scientific-based strategies for developing listener, speaker, reader, and social functions of language from infancy to independence*. Symposium presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.

- Singer-Dudek, J. (discussant). (2009, May). *New evidence of the sources of conditioned reinforcement for observing responses*. Symposium presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.
- Greer, R. D., Singer-Dudek, M., Oblak, M. K. (2009, May). The role of peers in the emergence of conditioned reinforcement from observation. Presented as part of a symposium entitled, *New evidence of the sources of conditioned reinforcement for observing responses*. Symposium presented at the 35th annual Association for Behavior Analysis International (ABAI) conference, Phoenix, AZ.
- Singer-Dudek, J. (chair). (2008, September). *Observation and emergent learning*. Symposium presented at the 4th conference of the European Association for Behaviour Analysis, Madrid, Spain.
- Singer-Dudek, J. & Greer, R. D. (2008, September). Overview of observational learning and the emergence of conditioned reinforcement from observation. Presented as part of a symposium entitled, *Observation and emergent learning*. Paper presented at the 4th conference of the European Association for Behaviour Analysis, Madrid, Spain.
- Singer-Dudek, J., Greer, R. D., & Pereira Delgado, J. (2008, September). The effects of an observational intervention on the reinforcing properties of previously neutral stimuli: The emergence of conditioned reinforcement from observation. Presented as part of a symposium entitled, *Observation and emergent learning*. Paper presented at the 4th conference of the European Association for Behaviour Analysis, Madrid, Spain.
- Singer-Dudek, J. (chair). (2008, May). *Effective tactics and protocols for establishing speaking, reading, writing, and observational learning repertoires*. Symposium presented at the 34th annual Association for Behavior Analysis conference, Chicago, IL.
- Greer, R. D., Singer-Dudek, J., Walsh, D. M., Oblak, M. K., Schmelzkopf, J. E., & Zrinzo, M. L. (2008, May). Protocols for establishing an observational learning repertoire and conditioning reinforcement through observation. Presented as part of a symposium entitled, *Effective tactics and protocols for establishing speaking, reading, writing, and observational learning repertoires*. Paper presented at the 34th annual Association for Behavior Analysis conference, Chicago, IL.
- Singer-Dudek, J. (chair). (2007, May). *Conditioned reinforcement from observation*. Symposium presented at the 33rd annual Association for Behavior Analysis conference, San Diego, CA.
- Greer, R. D., Singer-Dudek, J., Schmelzkopf, J., & Yuan, L. (2007, May). Overview of research on conditioned reinforcement from observation. Presented as part of a symposium entitled, *Conditioned reinforcement from observation*. Paper presented at the 33rd annual Association for Behavior Analysis conference, San Diego, CA.
- Greer, R. D., Singer-Dudek, J., Longano, J., Delgado, J. P., & Zrinzo, M. (2007, May). Conditioning vocal approvals as reinforcers as a function of observation. Presented as part of a symposium entitled, *Conditioned reinforcement from observation*. Paper presented at the 33rd annual Association for Behavior Analysis conference, San Diego, CA.

- Singer-Dudek, J. (Chair). (2007, March). *Observational conditioning*. Symposium presented at the 2nd annual international CABAS[®] conference, Suffern, NY.
- Greer, R. D. & Singer-Dudek, J. (2007, March). Overview of conditioned reinforcement from observation. Presented as part of a symposium entitled, *Observational conditioning*. Paper presented at the 2nd annual international CABAS[®] conference, Suffern, NY.
- Greer, R. D., Singer-Dudek, J., & Schmelzkopf, J. (2007, March). The effects of an observational conditioning procedure on the acquisition of reinforcing properties of a previously neutral stimulus. Presented as part of a symposium entitled, *Observational conditioning*. Paper presented at the 2nd annual international CABAS[®] conference, Suffern, NY.
- Greer, R. D., Singer-Dudek, J., Delgado, J. P., & Oblak, M. (2007, March). *Books as a conditioned reinforcer for performance and acquisition tasks as a function of observation*. Presented as part of a symposium entitled, *Observational conditioning*. Paper presented at the 2nd annual international CABAS[®] conference, Suffern, NY.
- Singer-Dudek, J. (chair). (2006, May). *Acquisition of new capabilities from contextual and indirect contact with contingencies*. Symposium presented at the 32nd annual Association for Behavior Analysis conference, Atlanta, GA.
- Greer, R. D. & Singer-Dudek, J. (2006, May). Conditioned reinforcement from indirect contact with contingencies. Presented as part of a symposium entitled, *Acquisition of new capabilities from contextual and indirect contact with contingencies*. Paper presented at the 32nd annual Association for Behavior Analysis conference, Atlanta, GA.
- Singer-Dudek, J. (chair). (2005, May). *Acquisition of observational learning and higher order operants*. Symposium presented at the 31st annual Association for Behavior Analysis conference, Chicago, IL.
- Davis-Lackey, A., Greer, R. D., Stolfi, L., & Singer-Dudek, J. (2004, May). Yoked contingencies and the acquisition of observational learning. Presented as part of a symposium entitled, *Research on the acquisition of observational learning*. Paper presented at the 30th annual Association for Behavior Analysis conference, Boston, MA.
- Greer, R. D., Singer-Dudek, J., & Nirgudkar, A. (2004, May). A new type of observational learning. Presented as part of a symposium entitled, *Research on the acquisition of observational learning*. Paper presented at the 30th annual Association for Behavior Analysis conference, Boston, MA.
- Greer, R. D., Pereira, J., Keohane, D. D., Singer-Dudek, J., & Visalli, D. (2004, May). The effects of writer immersion on middle school students' functional writing. Presented as part of a symposium entitled, *Experimental analyses of contextual events in applied settings*. Paper presented at the 30th annual Association for Behavior Analysis conference, Boston, MA.
- Longano, J., O'Sullivan, D., Pereira, J., Yuan, L., Keohane, D. 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. Presented as part

- of a symposium entitled, *Novel tactics for students in CABAS programs with pre-listener through reader-writer/self-editor repertoires*. Paper presented at the 30th annual Association for Behavior Analysis conference, Boston, MA.
- Reilly, T., Meincke, K., Lapidus, S., Gautreaux, G., Webb, J., Visalli, D., Keohane, D. D., & Singer-Dudek, J. (2004, May). Teaching reading and writing as a problem solving repertoire in a CABAS middle school. Presented as part of a symposium entitled, *Novel tactics for students in CABAS programs with pre-listener through reader-writer/self-editor repertoires*. Papers presented at the 30th annual Association for Behavior Analysis conference, Boston, MA.
- Singer-Dudek, J. (2003, April). *Observational learning of conditioned reinforcement*. Poster presented as part of the Faculty Research Forum, St. John's University, New York, NY.
- Greer, R. D. & Singer-Dudek, J. (2003, July). *Conditioned reinforcement as a function of observation*. Paper presented at the first conference of the European Association for Behavior Analysis, Parma, Italy.
- Keohane, D. D., Gautreaux, G., Greer, D., & Singer-Dudek, J. (2003, July). *Untaught selection and production of geometry problems as a function of a multiple exemplar instructional history*. Paper presented at the first conference of the European Association for Behavior Analysis, Parma, Italy.
- Singer-Dudek, J. (Chair). (2003, May). Tactics to teach middle school students characterized as "disenfranchised" in a CABAS model school. Symposium presented at the 29th annual Association for Behavior Analysis conference, San Francisco, CA.
- Pereira, J., Gautreaux, G., Mariano-Lapidus, S., & Singer-Dudek, J. (2003, May). Interpreting and addressing New York State curricular standards in a CABAS model school. Presented as part of a symposium entitled, *Tactics to teach middle school students characterized as "disenfranchised" in a CABAS model school*. Presented at the 29th annual Association for Behavior Analysis conference, San Francisco, CA.
- Greer, R. D. & Singer-Dudek, J. (2003, February). Conditioned reinforcement as a function of observation. Presented as part of a symposium entitled, *Novel responses as a function of a multiple exemplar history*. Presented at the 1st international CABAS[®] conference, Bear Mountain, New York.
- O'Sullivan, D., Rivera, C., Spilotras, Singer-Dudek, J., R., Healy, O., O'Connor, J., and Hawkins, E. (2002, May). The most frequently used tactics for students with autism spectrum disorders in CABAS[®] schools in the USA, Ireland, and the U.K. Presented as part of a symposium entitled, *Teachers' analytic repertoires, research-based tactics, and student outcomes in CABAS[®] schools for students with autism and for students who are culturally disenfranchised*. Presented at the 28th annual Association for Behavior Analysis conference, Toronto, Ontario, Canada.
- Singer-Dudek, J. (2002, April). *Learn units for teachers: Improving teacher effectiveness*. Poster presented as part of the Faculty Research Forum, St. John's University, New York, NY.

- Singer, J. L. (2001). Certifying CABAS® model schools: Standards and procedures for establishing and maintaining schools of excellence. Presented as part of a symposium entitled, *Quality control in comprehensive schools: Measurable standards for excellence in education*. Presented at the 27th annual Association for Behavior Analysis conference, New Orleans, LA.
- Singer, J. L. (2001). The acquisition and use of self-editing and verbally governed repertoires with students who are early self-editors. Papers presented as part of a symposium entitled, *Verbal behavior in schools: 23 experiments and applications to 11 schools in US and Europe*. Presented at the 27th annual Association for Behavior Analysis conference, New Orleans, LA.
- Singer, J. L. (2000). A comparison of rate, contingency-shaped, and verbally governed instruction in component skills and the learning of complex repertoires. Paper presented as part of a symposium entitled, *New research on learn units and rate instruction*. Presented at the 26th annual Association for Behavior Analysis conference, Washington, D. C.
- Singer, J. L. (Chair), Nuzzolo, R., Spilotras, R., O'Sullivan, D., & Go, J. M. C. (2000). *Schoolwide applications of behavior analysis: Scientific practices at the Applied Behavior Analysis School*. Panel discussion presented at the 26th Association for Behavior Analysis conference, Washington, D.C.
- Greer, R. D. & Singer, J. L. (1999). Comprehensive application of behavior analysis to schooling (CABAS®). Presented as part of a symposium entitled, *On-site training*. Presented at the 25th annual Association for Behavior Analysis conference, Chicago, IL.
- Singer, J. L. & Greer, R. D. (1997). *An analysis of the role of the correction procedure in the learn unit*. Poster presented at the 23rd Association for Behavior Analysis conference, Chicago, IL.
- Keohane, D. D. and Singer, J. L. (1995). *The CABAS® model at the Margaret Chapman School*. Poster presented at the Special Education conference at Teachers College, Columbia University, New York.

INVITED PRESENTATIONS AND ADDRESSES

- Singer-Dudek, J. (2006, August). Focus on autism: Curricular and behavioral approaches to teaching language. Presented as part of a Graduate Summer Institute entitled, *Emergent literacy within a constructivist social context*, St. John's University, New York, NY.
- Singer-Dudek, J. (2005, August). Strategies for including early language learners: A behaviorist's approach. Presented as part of a Graduate Summer Institute entitled, *Emergent literacy within a constructivist social context*, St. John's University, New York, NY.
- Singer-Dudek, J. (2005, June). *Managing groups*. Professional Development session conducted at PS 209 through St. John's University grant.
- Singer-Dudek, J. (2003, August). Verbal behavior: A Skinnerian approach to

- language. Presented as part of a Graduate Summer Institute entitled, *The social contexts of literacy: Listening to the language of the early learner*, St. John's University, New York, NY.
- Singer-Dudek, J. (2002, August). Implications of early language development: The importance of the first three years. Presented as part of a Graduate Summer Institute entitled, *The social contexts of literacy: Listening to the language of the early learner*, St. John's University, New York, NY.
- Singer, J. (2001). *Defining, measuring, and presenting effective instruction*. Lecture presented to peer tutoring staff and students at Marymount College, Tarrytown, NY.
- Singer, J. L. (1998, 1999, 2000). *Rate training, behavioral fluency, and the Morningside curriculum*. Lecture series presented to class entitled, "Education of Persons with Behavioral Disorders" at Teachers College, Columbia University, New York.

SERVICE TO UNIVERSITY, SCHOOL AND DEPARTMENTAL/DIVISIONAL COMMITTEES

Columbia University Teachers College

- | | |
|---|----------------------------|
| Doctoral Dissertation Grant Committee | Spring, 2014 to present |
| Campus Safety Advisory Committee | Fall, 2012 to Spring, 2015 |
| Teacher Education Policy Committee | Fall, 2011 to Spring, 2013 |
| Dean's Grant for Student Research Committee | Fall, 2011 to Spring, 2012 |
| NCATE/CAEP, Middle States, Association for Behavior Analysis International Accreditation Agencies (Contact person for the Programs in Applied Behavior Analysis) | Fall, 2007 to present |

DOCTORAL DISSERTATIONS

Dissertations Sponsored

Is Conditioned Reinforcement by Observation a Verbal Behavior Developmental Cusp?
(Alexandria Lanter, February, 2018)

The Effects of Peer Monitoring on Observational Stimulus Control in Preschoolers With and Without Social Delays; In-vivo Versus Video and Learning Versus Performance (Bianca Vassare, May, 2017)

The Effects of an Observational Intervention on Audience Control by Peers in Preschool Children with Developmental and Language Delays (Lamis Baowaidan, May, 2016)

An Analysis of the Relation between Preschool Children's Attention to Peers and the Presence of the Behavioral Developmental Cusp for Learning by Observation (Erika Byers, May, 2016)

The Relationship between Naming and Listener and Speaker Responses (Shari Donoghue, May, 2016)

The Effects of Mastery of Writing Mathematical Algorithms on the Emergence of Complex Problem Solving (Tsambika Fas, May, 2014)

A Functional Analysis on the Effects of an Observational Intervention using a Peer-Yoked Contingency Game Board on the Induction of Observational Performance, Observational Acquisition, and Naming (Lisa Gold, May, 2013)

Dissertation Committees Served

Served as 2nd reader on a minimum of 5 dissertations per year Sept., 2008-present

St. John's University, Jamaica, New York

Educational Research Methods Course Design Committee (chair)
(Interdepartmental committee) Spring, 2005-Spring, 2006

Curriculum Committee
(School committee) March 2005-August, 2007

Graduate Education Policy Committee
(Department committee) April, 2004-May, 2007

Budget Committee
(School committee) Sept., 2003-May, 2007

Academic Service-Learning
Faculty Advisory Committee
(University committee) Feb., 2003-May, 2006

AT-LARGE PROFESSIONAL AND COMMUNITY SERVICE

Foundation for the Advancement of a Strategic Science of Teaching June, 2018-Present
President

Responsible for overseeing Board activities related to mission of FASST. FASST's mission is to contribute to the well-being of society by promoting teaching, professional education, collaboration, research, and competency driven applications of the science of behavior analysis to solve problems in the home, school, community, and workplace through application in settings that include public, charter and private schools; clinics; learning centers; and in the context of tutoring. FASST strives to create, promote, and otherwise enhance domestic and global dissemination of scientifically sound and otherwise reliable information on behavioral services and science, and to promote global collaboration that advances this goal. Core objectives of FASST are to promote collaboration among those engaged in behavior analysis, to support development and expansion of a learner driven science of teaching for all children, and to improve ongoing and future applications of behavior analysis directly and through the education

of those providing and receiving behavior analytic services, and to raise awareness of and otherwise link the public and behavior analyst with evidence-based and otherwise scientifically sound behavior analytic resources.

Association for Behavior Analysis International May, 2017-Present

**Behavioral Development Special Interest Group
Co-Chair of the Behavioral Development (DEV) SIG**

The main mission of the Behavioral Development (DEV) SIG is to promote a behavioral developmental thrust within behavior analysis. We strive to bring behavior analysis to the wider world of child psychology and learning, comparative psychology, adult development and gerontology, sociobiology, education, behavioral economics, developmental disabilities and autism, and language development, among other fields. Responsibilities include monitoring monetary and membership issues, developing by-laws and other policies of the SIG, preparing the annual report, writing articles for ABAI newsletter publications, and running the annual SIG business meeting.

Association for Behavior Analysis International May, 2017-Present

**Annual Convention Program Committee
Co-Coordinator of the Human Development (DEV) area**

Responsible for reviewing all submissions associated with DEV area for overall quality, making decisions regarding acceptance, and reviewing the program scheduling. In addition, collaboratively arrange the invited presentations (2 invited presentations and one tutorial) for DEV area and chair presentations at the ABAI annual conference.

Association for Behavior Analysis International Sept., 2008-May, 2012

**Annual Convention Program Committee
Co-Coordinator of the Teaching of Behavior Analysis (TBA) Area**

Responsible for reviewing all submissions associated with TBA area for overall quality, making decisions regarding acceptance, and reviewing the program scheduling. In addition, collaboratively arrange the invited presentations (2 invited presentations and one tutorial) for TBA area and chair presentations at the ABAI annual conference.

*Applied Behavior Analysis, Incorporated and
Fred S. Keller School Board* June, 2003-May, 2016

Secretary/Treasurer

Responsible for ensuring proper operations of the school as per policy and procedures and in accordance with the school's mission statement, keeping and distributing meeting minutes, communicating meeting proceedings to all necessary parties, serving on Fred S. Keller School Board

International CABAS® Conference Planning Committee Sept. 2002-Present

Chair of Conference Planning Committee

Responsible for chairing committee and sub-committee meetings in preparation for conferences; creating and designing the conference bulletins, calls for papers, and registration forms; working with subcommittees in accepting or rejecting papers and assigning papers to symposia; making and confirming all accommodations reservations; and organizing all other conference events

*The Fred S. Keller School Institutional Review Board for
Research with Human Participants* March, 2002-May, 2016

Affiliated Board Member

Reviewed applications in need of “full review” from employees as well as non-employees to conduct educational research with preschoolers with disabilities who attended the school; reviewed behavior management plans for students requiring intensive intervention

CABAS® Professional Advisory Board, Feb., 2000-Present

Chair of Publication and Coordination

Responsible for preparing and distributing all internal and external publications; coordination of meetings; taking and distribution of meeting minutes; and managing CABAS® rank submissions and communications

MEMBERSHIP IN PROFESSIONAL SOCIETIES

European Association for Behaviour Analysis July, 2003 to present

Council for Exceptional Children October, 2002 to present

Association for Supervision and Curricular Development June, 1996 to present

Association for Behavior Analysis March, 1995 to present

EDITORIAL DUTIES

Journal of Autism and Developmental Disability June, 2016 to present
Reviewer

Education and Treatment of Children June, 2016 to present
Guest Reviewer

Behavior Development Bulletin September, 2015 to present
Reviewer

Journal of Applied Behavior Analysis November, 2012 to present
Reviewer

Journal of Speech Language Pathology-Applied Behavior Analysis April, 2011 to present
Editorial Board Member

Journal of Behavioral Assessment and Interventions for Children January, 2007 to
Journal of Intensive and Early Behavioral Interventions January, 2011
Associate Editor

Brookes Publishing Company, Inc. September, 2006
Reviewer

The European Journal of Behavior Analysis July, 2006
Guest Reviewer

EXTERNALLY FUNDED PROJECTS/GRANTS

Columbia University Teachers College

2019-2020 Funding for PhD and MA students as described below
2018-2019 Funding for PhD and MA students as described below
2017-2018 Funding for PhD and MA students as described below
2016-2017 Funding for PhD and MA students as described below
2015-2016 Funding for PhD and MA students as described below
2014-2015 Funding for PhD and MA students as described below
2013-2014 Funding for PhD and MA students as described below
2012-2013 Funding for PhD and MA students as described below
2011-2012 Funding for PhD and MA students as described below
2010-2011 Funding for PhD and MA students as described below
2009-1010 Funding for PhD and MA students as described below
2008-2009 Funding for PhD and MA students as described below
2007-2008 Funding for PhD and MA students as described below

CABAS® schools annually fund all students in the programs in Teaching as Applied Behavior Analysis. This includes funding for up to 40 MA students and 20 PhD students, who occupy paid internship positions as teachers and teaching assistants. In 2013-2014 we funded 40 MA students, with salaries of about \$22,000 each for a total of almost \$900,000 and funded 20 Ph.D. students with salaries ranging from \$40,000 to \$65,000 (median salary \$46,000) for a total of about \$1,200,000 and a grand total of \$2,100,000 annually. This year (2015-2016) we have close to 50 (47) MA students.

St. John's University, Jamaica, New York

Submitted: March 21, 2003.

Accepted: September 24, 2003

United States Department of Education's Grants under the newly revised Individuals with Disabilities Education Act: Preparation of Personnel in Minority Institutions (CDFA 84.325H). Dates: 1/2004 to 6/2008. Estimated funding: US Department of Education: \$647,463; St. John's University contribution: \$268,134; Other (Student contribution): \$169,200; **Total: \$1,084,797.**

REFERENCES

Available upon request