

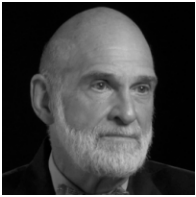
Invited Presenter

TBA;

A Synthesis Model of Graduate Training in Behavior Analysis

Chair: Amoy Kito Hugh-Pennie (The Harbour School & HKABA)

R. DOUGLAS GREER (Columbia University Teachers College and Graduate School of Arts and Sciences)



Greer is Professor of Psychology and Education at the Graduate School of Arts and Sciences and Teachers College of Columbia University where he heads the MA and Ph.D. programs in behavior analysis and the education of students with and without disabilities. He has served on the editorial boards of 10 journals, published over 200 research and theoretical articles in more than 20 journals and is the author of 13 books in behavior analysis. Two of his most recent books are translated into Korean, Spanish, and Italian. Greer has sponsored 224 doctoral dissertations taught over 2,000 teachers and professors, originated the CABAS model of schooling used in the USA, Ireland, Italy, England, and founded the Fred S. Keller School (www.cabasschools.org). He has done basic and applied experimental research in schools with students, teachers, parents, and supervisors as well as pediatric patients in medical settings. He and his colleagues have identified verbal behavior and social developmental cusps and protocols to establish them when they are missing in children. He is a recipient of the Fred S. Keller Award for Distinguished Contributions to Education from the American Psychology Association, a Fellow of the Association for Behavior Analysis International, and recipient of May 5 as the R. Douglas Day by Westchester County Legislators. He has served as guest professor at universities in China, Spain, Wales, England, Japan, Korea, India, Ireland, Italy, USA, and Nigeria.

Abstract: The presentation will share curricula/pedagogy developed over four decades for MA and Ph.D. students, synthesizing basic, applied, and conceptual repertoires for educating children. Students spend days in R&D school and evenings attending university classes that reflect the training in the schools (www.cabasschools.org). Training requires mastery with criterion referenced measures of completion of progressively advanced modules that synthesize basic and applied behavior analysis reflecting Behavior Selectionist, Interbehavioral, and Pragmatism epistemologies. Component objectives will be described including: experiments, data decisions, errorless TPRA observations, applied and basic research summaries, accurate visual displays, and pre-verbal and verbal behavior developmental protocols to establish verbal/social cusps.