

Jennifer M. Longano

EDUCATION

COLUMBIA UNIVERSITY TEACHERS COLLEGE, New York, New York
 Doctor of Philosophy: Applied Behavior Analysis
 Date of Graduation: May 2008
 Master of Philosophy: Applied Behavior Analysis
 Date of Graduation: May 2008
 Master of Arts in Teaching as Applied Behavior Analysis
 Date of Graduation: October 2003

STATE UNIVERISITY COLLEGE AT GENESEO, New York
 Bachelor of Science, *magna cum laude*, in General and Special Education, Human
 Development Concentration
 Date of Graduation: May 2002

CERTIFICATIONS

New York State School District Administrator, Permanent
 New York State School Administrator/Supervisor, Provisional
 New York State Dual Certification
 New York State Public School Teacher, General Education (K-6), Permanent
 New York State Public School Teacher, Special Education (K-12), Permanent
 Board Certified Behavior Analyst

CABAS® RANKS

Teacher I
 Teacher II
 Master Teacher
 Assistant Behavior Analyst
 Associate Behavior Analyst
 Senior Behavior Analyst
 Assistant Research Scientist

TEACHING EXPERIENCES

September 2010-
 Present

Teachers College, Columbia University, New York, New York

Adjunct Assistant Professor

- Taught doctoral level core course on Single Subject Research Design for 5 semesters
- Taught masters level course in foundations of Applied Behavior Analysis for students majoring in Applied Behavior Analysis.
- Taught and designed instruction for master level course on Inclusion Classrooms for 3 semesters for non-majors and for majors

September 2008-
 Present

Fred S. Keller School, Yonkers, New York and Piermont, New York

Early Intervention Program Supervisor (July 2009-December 2012 & September 2017 -present)

- Oversaw enrollment of students in early intervention program
- Reviewed all progress reports and scripted goals for IFSP
- Collaborated with parents, service coordinators, and other service providers to ensure IFSP goals were addressed and achieved
- Toured families and conducted pre-placement assessments for all potential students

Preschool Program Supervisor (September 2008- July 2009 & January 2013- August 2016)

- Conducted classroom observations on teachers and teaching assistants
- Facilitated weekly classroom meeting to better instruction and teacher/student outcomes
- Oversaw the implementation of short-term and long-term objectives and all curricula for 3 classrooms
- Instructed teachers and teaching assistants to teach scientifically as applied behavior analyst
- Supervised staff to ensure school policies were followed
- Attended and participated in CPSE and CSE meetings
- Conducted pre-placement assessments on incoming students
- Reviewed new research and instructional protocols as part of the Institutional Review Board
- Supervised the daily running for preschool program for three to five classrooms, related service staff, administrative team.
- Organized and placed students in classrooms and classroom staff for upcoming school year
- Facilitated on-going communication with parents and families of students

September 2003-
Summer 2008

**Rockland BOCES, West Nyack, New York
District Based CABAS Classroom, Valley Cottage Elementary School &
Palisades School
Teacher, Grades K-2**

- Presented curriculum based on New York State, New Jersey, USA and International standards across academic literacy (grade level and accelerated standards for reading, language arts, math, social studies, science), problem solving, and self-management
- Individualized curricula
- Applied scientifically tested tactics to facilitate learning across all subject areas
- Implemented researched based protocols to provide students' with the means to higher level verbal capacities and to accelerate progress and learning
- Analyzed graphed data to monitor students' progress
- Wrote goals for students' Individual Education Plans as required
- Provided instruction for students in an integrated classroom setting.
- Served as teacher mentor for Master level student teachers from Columbia University, Teachers College

September 2002-
June 2003

**Rockland BOCES, West Nyack, New York
District Based CABAS Classroom, Link Elementary
Internship/Student Teaching, Grades K-2**

- Assisted in presentation of instruction in 1:1 and group settings
- Assessed students to identify students' level of capability
- Analyzed graphed data to monitor students' progress
- Aided the teacher mentor in analysis of data and in making strategic decisions related to individualized instruction for the students

Summer 2003

**Orange/Ulster County BOCES, Goshen, New York
Special Education Teacher, Grades 3-5**

- Individualized instruction for 10 students with severe developmental delays
- Devised and executed behavioral management plans for students with behavioral needs
- Wrote summer Individualized Education Plans and reports

April 2002-
May 2002

**Warsaw Elementary School, Warsaw, New York
Student Teaching (Special Education), Grade 4**

- Collaborated and co-taught with two general education teachers
- Assisted and supported 15 special education students within an inclusive setting (2 students with autism, 4 Speech Impaired, 9 Learning Disabled)
- Modified 4th grade curriculum for students with special needs when necessary

- Wrote lesson plans across academic domains meeting New York State standards for both general and special education students
- Initiated and organized Spanish lessons and activities for two 4th grade classes
- Tested students using the Weschler Individual Achievement Test II to prepare for annual reviews

January 2002-
March 2002

Rochester City School #14, Rochester, New York
Student Teaching (General Education), Grade 3

- Planned and administered a science unit on simple machines
- Designed lesson plans and provided daily instruction in math, reader's workshop, writer's workshop, and science
- Wrote rubrics as guides for students' writing as well as evaluation tools
- Created a positive classroom environment and a community of learners
- Organized lessons to promote cooperative and interactive learning

Summer 2000
& 2001

Orange/Ulster County BOCES, Goshen, New York
Teaching Assistant

- Worked with students in 1:1 and small group settings
- Organized materials for daily lessons
- Monitored students' behaviors and employed behavioral strategies

PROFESSIONAL
MEMBERSHIPS

Member of the Association for Behavior Analysis

Golden Key National Honor Society

Peer Reviewer: *Journal of Behavior Assessment and Intervention in Children*

PRESENTATIONS
(PEER REFEREED)

Cahill, C. & Longano, J. (2005). The effects of the learn unit on teaching two teaching assistants the repertoires of instructional decision-making. *Poster Presentation at ABA Conference in Chicago.*

Greer, R. D., Dudek, J., & Longano, J. (2016). Ontogenic sources of social/verbal development: The latest chapter. *Symposium Presentation at European ABA in Enna, Sicily.*

Greer, R. D., Longano, J., Hbranchuk, K. S., Forinash, M. (2015). Comparing standard learn unit presentations for preschool children who are able to learn language incidentally. *Symposium Presentation at ABA-I Conference in San Antonio.*

Greer, R. D., Keohane, D. D., Longano, J., Cahill, C., Walsh, D., Young, K., Kracher, E., & Rothstein. (2006). Conditioning preferred activities and interests through a pairing procedure. *Presentation at ABA Conference in Atlanta.*

Greer, R. D., Keohane, D. D., Longano, J., Cummings, L. E. (2006). Testing the effects of peer tutoring on the acquisition of new operants by tutors and tutees. *Poster Presentation at ABA Conference in Atlanta.*

Greer, R. D., Longano, J., & Sterkin, V. (2007). The effects of an auditory match-to-sample repertoire on point-to-point correspondence of mands and tacts. *Poster Presented at ABA Conference in San Diego.*

Greer, R. D., Singer-Dudek, J., Longano, J., Delgado, J., Zrinzo, M. L. (2007). Conditioning vocal approvals as reinforcers as a function of observation. *Presentation at ABA Conference in San Diego.*

Hbranchuk, K.S., Greer, R.D., & Longano, J. (2015). The effects of multiple exemplar instruction across letter names and letter sounds on reading,

- typing, and writing novel CVC words for two preschool students. *Poster Presentation at ABAI Conference in San Antonio*
- Keohane, D. D., Longano, J., Eisenberg, S. (2005). Implementing an attending program to decrease learn units to criterion. *Poster Presentation at ABA Conference in Chicago.*
- Keohane, D. D., Longano, J., Roderick, R., & Wieche, P. (2006). The effects of sensory matching on a 6 yr-old male diagnosed with traumatic brain injury. (2006). *Poster Presentation at ABA Conference in Atlanta*
- Keohane, D. D., Longano, J., Young, K. V. (2006). The use of self-monitoring bracelets to decrease stereotypy in two children with autism. *Poster Presentation at ABA Conference in Atlanta.*
- Longano, J. (2006). Effects of auditory word-match to sample on echoic repertoire of students with language delays. *Presentation at ABA Conference in Atlanta.*
- Longano, J. & Greer, R. D. (2008). The effects of echoic behavior and a second order classical conditioning procedure on the reinforcement history of emergent naming. *Presentation at European ABA Conference in Madrid, Spain.*
- Longano, J., & Greer, R. D. (2008). An investigation of the source of reinforcement for naming. *Presentation at ABA Conference in Chicago.*
- Longano, J., & Kingsdorf, S. (2007). The effects of a yoked peer contingency game board on responding to observational learn units. *Poster Presentation at ABA Conference in San Diego.*
- Longano, J, O'Sullivan, D., Pereira, J., Yuan, L., Keohane, D. D., Nuzzolo-Gomez, N., Spilotras, R., & Singer-Dudek, J. (2004). Effective tactics for preschool, kindergarten and first grade students with early reader repertoires in CABAS® classrooms. *Presentation at ABA Conference in Boston.*
- O'Sullivan, D., Longano, J., Katz, L. (2006). Rapid toilet training for a five-year old autistic male. *Poster Presentation at ABA Conference in Atlanta.*

PUBLICATIONS
(PEER REFEREED)

- Longano, J. M. & Greer, R. D. (2014). Is the source of reinforcement for naming multiple conditioned reinforcers for observing responses? *The Analysis of Verbal Behavior, 31*, 96-117.
- Longano J. M. & Greer, R. D. (2006). The effects of a stimulus-stimulus pairing procedure on the acquisition of conditioned reinforcement on observing and manipulating stimuli by young children with autism. *Journal of Early Intensive Behavioral Intervention, 3*, 62-80.
- Longano, J., Hranchuk, K., Greer, R.D. (2018). Teaching preschool aged children to write to affect the behavior of a reader. *Behavioral Development, 23* (2), 106-117.
- 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*, 5-26.
- Greer, R. D. & Longano, J. (2010). A rose by Naming: How we may learn how to do it. *The Analysis of Verbal Behavior, 26*, 73-106.
- Hranchuk, K., Greer, R.D, Longano, J. (2017). Instructional demonstrations are more efficient than consequences alone for children with naming. *The Analysis of Verbal Behavior*. <https://doi.org/10.1007/s40616-018-0095-0> .
- Speckmen, J., Longano, J. M., & Syed, N. (2017, January 23). The effects of conditioning three-dimensional stimuli on identity matching and imitative responses in young children with autism spectrum disorder. *Behavioral Development Bulletin*. Advance online publication. <http://dx.doi.org/10.1037bdb0000025>.

REFERENCES

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