

CALDWELL PHD IN ABA OUTCOMES ASSESSMENT

Number of current PhD in ABA students (as of Jan. 2022) = 14

		Years				
		2021 1 year ago	2020 2 years ago	2019 3 years ago	2018 4 years ago	2017 5 years ago
1.	Number of students whose degrees were conferred by the program. <i>When reporting data for this question only include degrees conferred by the accredited program. For example, students earning Master's degrees while enrolled in an accredited doctoral program would not be counted.</i>	3	3	4	3	5
2.	Median years until graduation for students whose degrees were conferred by the program.	4.8	5.7	5.5	5.7	3.5
3.	Number of students enrolled in the program on January 1 st of the reporting year.	14	16	16	15	15
4.	Number of students no longer enrolled for any reason other than conferral of degree.	0	0	1	0	2
5.	Number of completed applications received. <i>Only report data for applications that included all materials required by the program. Data for partially completed applications should not be included.</i>	12	9	7	11	9
6.	Number of students admitted during the reporting year.	6	5	5	11	9
7.	Number of Core Program Faculty Members. <i>“Core Program Faculty” are faculty members who devote at least 50% of their professional time to program-related activities. This does not include broader department administration or teaching in programs outside the accredited program.</i>	5	6	6	6	6
8.	Number of Associated Program Faculty Members. <i>“Associated Program Faculty” are faculty who do not meet the criteria for core faculty but make a substantial contribution to the program (e.g., Faculty within the department that teach program courses).</i>	2	2	2	2	2
9.	Number of Other Contributors. <i>“Other Contributors” are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students (e.g., adjunct faculty, supervisors, seminar presenters, etc.</i>	1	1	1	1	1

10.	Number of first-time candidates sitting for their Board Certified Behavior Analyst (BCBA) examination. <i>Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.</i>	---	---	---	---	---
11.	Percentage of first time candidates passing the BCBA certification examination. <i>Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.</i>	---	---	---	---	---
12.	Number of graduates obtaining a master-level state license as a behavior analyst. <i>Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.</i>	---	---	---	---	---
13.	Number of first-time candidates sitting for their Board Certified Assistant Behavior Analyst (BCaBA) examination. <i>Only report data if the program is (re)applying for ABAI Accreditation Board Masters-level accreditation.</i>	---	---	---	---	---
14.	Percentage of first time candidates passing the BCaBA certification examination. <i>Only report data if the program is (re)applying for ABAI Accreditation Board Bachelor-level accreditation.</i>	---	---	---	---	---
15.	Number of graduates obtaining a bachelor-level state license as a behavior analyst. <i>Only report data if the program is (re)applying for ABAI Accreditation Board Bachelor-level accreditation.</i>	---	---	---	---	---
16.	Median undergraduate grade point average (GPA) for applicants admitted (report on a 4-point scale). <i>Only report data if the program is (re)applying for ABAI Accreditation Board masters or doctoral level accreditation.</i>	3.7	3.8	3.7	3.5	3.8
17.	Median graduate grade point average (GPA) for applicants admitted (report on a 4-point scale). <i>Only report data if the program is (re)applying for ABAI Accreditation Board doctoral level accreditation.</i>	3.7	3.7	3.8	3.8	3.7
18.	Median score on GRE*. *GRE is not required for Ph.D. in ABA program if the student has already successfully completed a Master's degree. <i>Only report data if the program is (re)applying for ABAI Accreditation Board masters or doctoral level accreditation. Add a new table row for any additional scores used in the consideration for admission into the program.</i>	N/A	N/A	N/A	N/A	N/A

Job placement of graduates.

List of paid job placements for recent graduates.

	Date (Month/Year)	Organization	Title
1.	8/2021	The May Institute (Adult Services)	Post-Doctoral Fellow
2.	12/2021	Western Connecticut State University	Assistant Professor
3.	6/2021	Alpine Learning Group, NJ	Behavior Analyst
4.	8/2018	Manhattanville College, Department of Special Education, NY	Assistant Professor (tenure track)
5.	8/2018	Hunter College, School of Education, NY	Assistant Professor (tenure track)
6.	8/2018	Purdue Global University	Adjunct Instructor
7.	8/2017	Drexel University, A. J. Drexel Autism Institute, PA	Assistant Research Professor (tenure track)
8.	8/2017	Somerset Hills Learning Institute, NJ	Instructor
9.	9/2017	Lebanon Township School District, NJ	District Behaviorist
10.	10/2017	Alta Families, Inc., CA	Owner/Director
11.	7/2017	Manhattan Children's Center, NY	BCBA Supervisor
12.	8/2016	Somerset Hills Learning Institute, NJ	Assistant Director
13.	7/2016	Kelly Ann Consulting, LLC, NJ	Owner/Director
14.	9/2016	Bridgewater-Raritan School District, NJ	District Behavior Specialist
15.	8/2014	Gold Coast Children's Center, LLC, CT	Co-Director
16.	6/2016	Alpine Learning Group, NJ	Director of Adult and Transition Services
17.	7/2015	Lojic Institute, Australia	Senior Behavior Analyst
18.	7/2014	The DATA Group, NJ	Owner/Director

List of final dissertations.

	Project Category	Project Title	Supervising Faculty	Completion Date (month/year)
1.	Doctoral Dissertation	An Evaluation of Prerequisite Skills to Establish Multiply Controlled Responses	Jason Vladescu	12/2021
2.	Doctoral Dissertation	Using Computer-Based Instruction to Teach Implementation of Behavioral Skills Training	Jason Vladescu	5/2021

3.	Doctoral Dissertation	Training Medical Students to Teach Safe Infant Sleep Environment Practices Using Pyramidal Behavioral Skills Training	Jason Vladescu	5/2021
4.	Doctoral Dissertation	Comparing Computer-Based Training and Lecture Formats to Teach Visual Analysis of Baseline-Treatment Graphs	Sharon Reeve	May 2019
5.	Doctoral Dissertation	Enhancement Effects of Acquired Function Stimuli on Stimulus Equivalence: Preliminary Membership in Functional or Equivalence Classes	Kenneth Reeve	May 2018
6.	Doctoral Dissertation	The Use of Assessment to Identify Learner-Specific Instructional Procedures for Children with Autism Spectrum Disorder	Jason Vladescu	May 2018
7.	Doctoral Dissertation	Influence of Instructive Feedback Presentation Schedule On Instructional Efficiency For Individuals With Autism Spectrum Disorder	Jason Vladescu	May 2019
8.	Doctoral Dissertation	Effects of Development-matched and Age-matched Targets on Play Skills of Children with Autism Spectrum Disorder	Tina Sidener	December 2018
9.	Doctoral Dissertation	Teaching Children with Autism Spectrum Disorder to Problem Solve Perspective Taking Tasks Using Video-Based Instruction	Sharon Reeve	May 2018
10.	Doctoral Dissertation	Comparing Match-to-Sample and Stimulus-Pairing Yes-No Responding Equivalence-Based Instruction to Teach Logical Fallacies to College Students	Kenneth Reeve	May 2018
11.	Doctoral Dissertation	Variables Affecting Stimulus Relatedness and Relational Preference within Equivalence Classes	Kenneth Reeve	May 2017
12.	Doctoral Dissertation	Use of Behavior Chain Interruption Strategy to Teach Children with Autism Multiply Controlled Mandas Using Adjectives	Sharon Reeve	May 2017
13.	Doctoral Dissertation	Using Behavioral Skills Training and Equivalence-Based Instruction to Teach Children Safe Responding to Dangerous Stimuli	Jason Vladescu	December 2017
14.	Doctoral Dissertation	Teacher-Implemented Trial-Based Functional Analyses for Students with Emotional/Behavioral Disorders	Ruth DeBar	August 2016
15.	Doctoral Dissertation	Using Equivalence-Based Instruction and Contextual Control to Teach Classes of Behavioral Pediatrics	Kenneth Reeve	May 2016
16.	Doctoral Dissertation	Teaching Children with Autism to Tact and Respond to Audience Behavior	Sharon Reeve	May 2016

17.	Doctoral Dissertation	Effects of Different Reinforcement Schedules during Maintenance Assessments	Tina Sidener	May 2016
18.	Doctoral Dissertation	Teaching Help Seeking When Lost to Individuals with Autism	Ruth DeBar	December 2015
19.	Doctoral Dissertation	A Comparison of Reinforcer Assessments with Social and Tangible Reinforcers with Individuals with Autism	Tina Sidener	May 2015
20.	Doctoral Dissertation	Establishing a Generalized Repertoire of Empathetic Responding with Children with Autism	Sharon Reeve	May 2015
21.	Doctoral Dissertation	Teaching Students with Autism Spectrum Disorders to Self-Administer Reinforcers	Ruth DeBar	May 2014
22.	Doctoral Dissertation	Effects of the Quantity of Comparison Stimuli in a Match-to-Sample Procedure	Kenneth Reeve	May 2014
23.	Doctoral Dissertation	Establishing a Generalized Repertoire of Initiating Joint Attending with Children with Autism	Sharon Reeve	May 2014

List of publications with students as authors or co-authors.

	Reference (APA style)	Doctoral Student Author Name(s)
1.		
2.		
3.		
4.		
5.		
6.	Campanaro, A., M., Vladescu, J. C., Kodak, T., DeBar, R. M., & Nippes, K. C. (2020). Comparing skill acquisition under varying onsets of differential reinforcement. <i>Journal of Applied Behavior Analysis, 53</i> (2) 690-706. https://doi.org/10.1002/jaba.615	Alexandra Campanaro
7.	Gutierrez, J., Reeve, S. A., Vladescu, J. C., DeBar, R. M., & Giannakakos, A. R. (2020). Evaluation of manualized instruction to train staff to implement a token economy. <i>Behavior Analysis in Practice, 13</i> , 158-168. https://doi.org/10.1007/s40617-019-00386-x	Jennifer Gutierrez; Antonia Giannakakos
8.	Gureghian, D. L., Vladescu, J. C., Gashi, R., & Campanaro, A. (2019). Reinforcer choice as an antecedent versus consequence during skill acquisition. <i>Behavior Analysis in Practice, 13</i> (2), 462-466. https://doi.org/10.1007/s40617-019-00356-3	Alexandra Campanaro

9.	Schnell, L. K., Vladescu, J. C., Kisamore, A. N., DeBar, R. M., Kahng, S., & Marano, K. (2020). Assessment to identify learner-specific prompt and prompt-fading procedures for children with autism spectrum disorder. <i>Journal of Applied Behavior Analysis</i> , 53(2), 1111-1129. https://doi.org/10.1002/jaba.623	Lauren Schnell; Katie Marano
10.	Marano, K., Vladescu, J. C., Reeve, K. F., & DiGennaro-Reed, F. D. (2019). Effects of conducting behavioral observations and ratings on staff implementation of a paired-stimulus preference assessment. <i>Journal of Applied Behavior Analysis</i> . https://doi.org/10.1002/jaba.584	Katie Marano
11.	Lee, N., Vladescu, J. C., Reeve, K. F., Peterson, K. M., & Giannakakos, A. (2019). Effects of behavioral skills training on the stimulus control of gun safety responding. <i>Journal of Behavioral Education</i> , 28, 187–203. https://doi.org/10.1007/s10864-018-9309-8	Antonia Giannakakos
12.	Ferman, D. M., Reeve, K. F., Vladescu, J. C., Albright, L. K., Jennings, A. M., & Domanski, C. (2019). Comparing stimulus equivalence-based instruction to a video lecture to increase religious literacy in middle-school children. <i>Behavior Analysis in Practice</i> . https://doi.org/10.1007/s40617-019-00355-4	Leif Albright; Adrienne Jennings
13.	Rozenblat, E., Reeve, K. F., Townsend, D. B., Reeve, S. A., & DeBar, R. M. (in press). Teaching joint attention skills to adolescents and young adults with autism using multiple exemplar training and script-fading procedures. <i>Behavioral Interventions</i> .	Eric Rozenblat
14.	Sainsbury, E. L., Sidener, T. M., Taylor-Santa, C., Reeve, K. F., & Sidener, D. W. (in press). A discrimination training procedure to establish praise as a conditioned reinforcer for children with autism. <i>Journal of Applied Behavior Analysis</i> .	Catherine Taylor-Santa
15.	Kay, J. C., Kisamore, A. N., Vladescu, J. C., Sidener, T. M., Reeve, K. F., & Taylor-Santa, C. (accepted). Effects of exposure to prompts on the acquisition of intraverbals in children with autism spectrum disorder. <i>Journal of Applied Behavior Analysis</i> .	Catherine Taylor-Santa
16.	Kisamore, A. N., Schnell, L. K., Taylor-Santa, C., Goodwyn, L. A., Carrow, J. N., & Vladescu, J. C. (2019). Behavior analytic perspectives on teaching complex social behavior to children with autism spectrum disorder. In C. McNeil, L. Quetsch C., & Anderson, C. M. (Eds.), <i>Handbook of Parent-Child Interaction Therapy for Children on the Autism Spectrum</i> (pp. 129–146). Springer.	Lauren Schnell; Catherine Taylor-Santa; Lauren Goodwyn
17.	Vladescu, J. C., Breeman, S. L., Marano, K. E., Carrow, J. N., Campanaro, A. M., & Kisamore, A. N. (2019). Behavioral approaches to early language training. In C. McNeil, L. Quetsch C., & Anderson, C. M. (Eds.), <i>Handbook of Parent-Child Interaction Therapy for Children on the Autism Spectrum</i> (pp. 109–127). Springer.	Samantha Breeman; Katie Marano; Alexandra Campanaro
18.	Gomes, S. R., Reeve, S. A., Brothers, K. J., Reeve, K. R., & Sidener, T. M. (2019). Establishing a generalized repertoire of initiating bids for joint	Sandra Gomes

	attention in children with autism. <i>Behavior Modification</i> , online first. doi: 10.1177/0145445518822499	
19.	Northgrave, J., Vladescu, J. C., DeBar, R. M., Toussaint, K. A., & Schnell, L. K. (2018). The effect of reinforcer choice on skill acquisition in children with autism spectrum disorder. <i>Behavior Analysis in Practice</i> . Advance online publication.	Lauren Schnell
20.	O'Grady, A. C., Reeve, S. A., Reeve, K. F., Vladescu, J. C., & Jostad Lake, C. M. (2018). Evaluation of computer-based training to teach adults visual analysis skills of baseline-treatment graphs. <i>Journal of Applied Behavior Analysis, 11</i> , 254–266. https://doi.org/10.1007/s40617-018-0266-4	Alexandra O'Grady
21.	Nottingham, C. L., Vladescu, J. C., Giannakakos, A. R., Schnell, L. K., & Lipschultz, J. L. (2017). Using video modeling with voiceover instruction plus feedback to train implementation of stimulus preference assessments. <i>Learning and Motivation, 58</i> , 37–47.	Lauren Schnell
22.	Nottingham, C. L., Vladescu, J. C., Kodak, T., & Kisamore, A. N. (2017). Incorporating multiple secondary targets into learning trials for individuals with autism spectrum disorder. <i>Journal of Applied Behavior Analysis, 50</i> , 653–661. doi:10.1002/jaba.396	Casey Nottingham
23.	Johnson, K., Vladescu, J. C., Kodak, T., Sidener, T. M., & Giannakakos, A. (2017). An assessment of differential reinforcement procedures for learners with autism spectrum disorder. <i>Journal of Applied Behavior Analysis, 50</i> , 290-303. doi: 10.1002/jaba.372	Antonia Giannakakos
24.	Gallant, E. E., Reeve, S. A., Brothers, K. J., & Reeve, K. F. (2017). Auditory script location does not affect acquisition and maintenance of vocal initiations by children with autism. <i>Behavioral Interventions</i> . doi: 10.1002/bin.1467	Emily Gallant
25.	Borlase, M. A., Vladescu, J. C., Kisamore, A. N., Reeve, S. A., & Fetzer, J. L. (2017). Analysis of precursors to multiply maintained problem behavior: A replication. <i>Journal of Applied Behavior Analysis, 50</i> , 668-674. doi: 10.1002/jaba.398	Jamie Fetzer; Megan Borlase
26.	Albright, L., Schnell, L., Reeve, K. F., & Sidener, T. M. (2016). Using stimulus equivalence-based instruction to teach graduate students in applied behavior analysis to interpret operant functions of behavior. <i>Journal of Behavioral Education</i> . DOI: 10.1007/s10864-016-9249-0	Leif Albright; Lauren Schnell
27.	Giunta, T., Reeve, S. A., DeBar, R. M., Vladescu, J. C., Reeve, K. F., & Carlile, K. A. (2016). Comparing continuous and discontinuous data collection during discrete trial teaching of tacting by children with autism. <i>Behavioral Interventions, 31</i> , 311–331. doi: 10.1002/bin1446	Kelly Carlile
28.	Albright, L., Reeve, K. F., Reeve, S. A., & Kisamore, A. N. (2015). Teaching statistical variability with stimulus equivalence-based instruction. <i>Journal of Applied Behavior Analysis, 48</i> , 883-894. doi: 10.1002/jaba.249	Leif Albright
29.	Giannakakos, A. R., Vladescu, J. C., Kisamore, A. N., & Reeve, S. A. (2015). Using video modeling with voiceover instruction plus feedback to	Antonia Giannakakos

	train staff to implement a direct teaching procedure. <i>Behavior Analysis in Practice</i> . doi: 10.1007/s40617-015-0097-5	
30.	Nottingham, C. L., Vladescu, J. C., & Kodak, T. M. (2015). Incorporating additional targets into learning trials for individuals with autism spectrum disorders. <i>Journal of Applied Behavior Analysis</i> , 48, 227–232. doi: 10.1002/jaba.179	Casey Nottingham
31.	Trucil, L. M., Vladescu, J. C., Reeve, K. F., DeBar, R. M., & Schnell, L. K. (2015). Improving portion-size estimation using equivalence-based instruction. <i>The Psychological Record</i> , 65, 761–770. doi: 10.1007/s40732-015-0146-z	Lauren Schnell
32.	Pane, H. M., Sidener, T. M., Vladescu, J. C., & Nirgudkar, A. (2015). Evaluating function-based Social Stories™ with children with autism. <i>Education and Treatment of Children</i> . doi: 10.1177/0145445515603708	Heather Pane
33.	Garcia-Albea, E., Reeve, S. A., Brothers, K. J., & Reeve, K. F. (2014). Using script fading and multiple-exemplar training to increase vocal interactions in children with autism. <i>Journal of Applied Behavior Analysis</i> , 47, 325-343. doi: 10.1002/jaba.125	Elena Garcia-Albea
34.	Taylor-Santa, C., Sidener, T. M., Carr, J. E., & Reeve, K. F. (2014). Evaluation of a discrimination training procedure to establish conditioned reinforcers for children with autism. <i>Behavioral Interventions</i> , 29, 157–176. doi: 10.1002/bin.1384	Catherine Taylor-Santa