

CURRICULUM VITAE
Gregory K. Reed, Ph.D., NCSP
 Associate Professor
 Director of School Psychology Masters and CAGS Programs
 Howard University

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EDUCATION

- 2003 Post-Doctoral Fellowship:** Marcus & Kennedy-Krieger Institutes
 The Johns Hopkins University School of Medicine
Area of Emphasis: Applied Behavior Analysis / Behavioral Pediatrics
- 2002 Doctorate:** *The University of Iowa*, Iowa City, IA
Degree: School Psychology (*APA Accredited Program*)
Area of Emphasis: Applied Behavior Analysis / Behavioral Pediatrics
- 1995 Bachelor of Science,** *Bowie State University, Bowie, MD*
Degree Emphasis: Psychology

HONORS AND DISTINCTIONS:

- Awarded *Certificate of Appreciation* by Howard SOE Student Council, 2006
- Executive Board, Maryland School Psychology Association (MSPA), 2005
- Laura Clark Student of the Year Award (ISPA), 2002
- James and Corretta Stroud Fellowship for Academic Excellence, 2002
- Co-President of School Psychology Student Association, 1997-1998
- National Honor Society in Psychology, 1995
- Alexander-Bouchet Honor Society for Academic Excellence, 1995
- Ronald E. McNair Fellowship for Academic Achievement, 1995

LICENSURES/CERTIFICATIONS

- Nationally Certified School Psychologist,
 - Licensed School Psychologist, District of Columbia—K-12
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PROFESSIONAL EXPERIENCES:

Associate Professor; Director of School Psychology Program (Masters/CAGS); Coordinator of Admissions, Field Training, & Testing Laboratory,

2008 School Psychology Program, School of Education, Howard University
to
present

Assistant Professor; Director of School Psychology Program (Masters/CAGS); Coordinator of Admissions, Field Training, & Testing Laboratory,

2005 School Psychology Program, School of Education, Howard University
to
2008 Graduate Teaching—primary courses include

- Individual Assessment of Cognitive Abilities I
- Cognitive Abilities II: Culturally Competent Assessment*
- PsychoEducational Assessment with Urban Youth*
- Psychodiagnostics of Urban youth*
- Seminar in Learning and Behavior Management
- Advanced Applied Behavior Analysis*
- Internship in School Psychology
- Practicum in School Psychology

Director of Outpatient Services,

2005 Pediatric Feeding Disorders Program, Marcus Institute and Emory
to University School of Medicine
2003

Internship in School Psychology / Behavioral Pediatrics

2002 The Children's Hospital of Iowa, Department of Pediatrics
to Behavioral Feeding Disorders Service; Pediatric Growth Clinic; &
2001 Bio-behavioral Outpatient Service (BBS)

RESEARCH

Editorial Experiences

- **Reviewer:** *Journal of Black Psychology*
- **Reviewer:** *Journal of Educational Foundations*
- **Reviewer:** Sattler, J., (2006-8) *Assessment of Children: Cognitive Applications* (5th Ed).
- **Board of Editors:** *Journal of Applied Behavior Analysis*
- **Reviewer:** *Journal of Applied Behavior Analysis*
- **Guest Reviewer:** *Journal of Social and Personal Relationships*

Recent Publications

1. Casey, Perrin, Lesser, Perrin, Casey, and **Reed** (2009). Using Descriptive Assessment in the Treatment of Bite Acceptance and Food Refusal. *Behavior Modification*
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2. Bachmeyer, M.H., Piazza, C., Fredrick, L.F., **Reed, G.K.**, Rivas, K.D., and Kadey, H., (2009). Functional Analysis and Treatment of Multiply Controlled Inappropriate Mealtime Behavior *Journal of Applied Behavior Analysis*.
3. **Reed, G.K.**, (2008). *Reinforcement*. In Clauss-Ehlers (Ed) The Encyclopedia of Cross-Cultural School Psychology. Springer Publishing: NJ
4. West, J., and **Reed, G.K.**, Jourdan-Kernery, L., Wright, Z. (2008). *Urban Schools and School Psychology*. In Clauss-Ehlers (Ed) The Encyclopedia of Cross-Cultural School Psychology. Springer Publishing: NJ
5. Patel. M., **Reed G.K.**, Piazza, C.C, Mueller, M., Bachmeyer, M., and Layer, S. (2007). Use of a High-Probability Instructional Sequence to Increase Food Acceptance. *Behavioral Interventions*. 22(4), 305-310

Recent Professional Presentations:

- Reed, G.K.** (2008). *Functional Analysis in the Schools: What is and is not possible?* Invited workshop for School Psychologists, teachers, and special educators at Friendship Edison Public Charter Schools Washington D.C.
- Gregory K Reed**, Sharon Johnson, Lakeisha Jourdan-Kearney, Sheila Mitchell. (2008). *Meeting the Needs of Urban School-Aged Children*. Invited workshop for School Psychologists at Friendship Edison Public Charter Schools, Washington D.C.
- Gregory K Reed** (2007). *Cognitive Assessment with Minority populations: An Introduction to the Cognitive Assessment System*. Seminar presented for School Psychologists, Friendship Edison Public Charter Schools Washington D.C
- Reed, G.K.** (2007). *Function-Based Assessment & Intervention in the Schools*. Invited workshop for the Annual VROOM Teaching Institute Conference, Washington, DC
- Reed. G.** (2007). *Assessment and Treatment of Feeding Problems: Reinforcer Manipulations and Applications to Alternative Settings*. Chaired Symposium at Annual Conference of the Association for Behavior Analysis, San Diego, CA.
- Murphy, K., **Reed, G.**, Piazza, C., Bachmeyer, M., (2007). *Ecological Validity and Functional Analysis of Inappropriate Mealtime Behavior: Parent vs. Therapist Effects*. Paper presented at Annual Conference of the Association for Behavior Analysis, San Diego, CA.
- Reed. G.** & Cooper-Brown (2006). *Further Advances in the Assessment and Treatment of Feeding Problems*. Chaired Symposium at Annual Conference of the Association for Behavior Analysis, Atlanta, GA.

AFFILIATIONS:

- Association for Behavior Analysis, 1998
 - American Psychological Association, Division 25, 2003
 - National Association of School Psychologist, 1997
 - Maryland School Psychology Association (MSPA), 2005
 - Iowa School Psychology Association, 1999 to 2002
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