

<b>Board Office Use: Legislative File Info.</b>	
File ID Number:	14-1574
Introduction Date:	08/13/2014
Enactment Number:	14-1458
Enactment Date:	8-13-14



# Memo

**To:** Board of Education  
**From:** ANTWAN WILSON, EdD, SUPERINTENDENT; By: MARIA SANTOS, Deputy Superintendent  
**Board Meeting Date:** 08/13/2014  
**Subject:** Professional Service Contract  
**Contractor:** CPS Initiative of Portland, ME  
**Services for:** 975-PROGRAMS FOR EXCEPTIONAL

**Board Action Requested and Recommendation:** Ratification by the Board of Education of a Professional Services Contract between the District and CPS Initiative, Portland, ME, for the latter to provide: certificated staff (administrator, teachers, psychologists and coordinators) direct teleconference training and coaching in Dr. Greene's model of solving problems collaboratively (as described in his books, Lost at School and the Explosive Child) for the period of 06/02/2014 through 06/30/2014 in an amount not to exceed \$8,150.00.

**Background:**  
 (A one paragraph explanation of why the consultant's services are needed.)

OUSD has been found disproportionate in its representation of African-American students who are suspended from school and who are identified as emotionally disturbed under special education criteria. CPS Initiative's services are needed to train teachers, school psychologists, site administrators to implement Dr. Greene's evidence-based model of Solving Problems Collaboratively (as describe in his books, Lost at School and The Explosive Child) that has been found to improve both teacher and student capacity to manage challenging behaviors, which reduces potential special education referrals and exclusionary discipline practices for challenging behaviors.

**Discussion:**  
 (QUANTIFY what is being purchased.)

certificated staff (administrator, teachers, psychologists and coordinators) direct teleconference training and coaching in Dr. Greene's model of solving problems collaboratively (as described in his books, Lost at School and the Explosive Child)

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**Fiscal Impact:** Funding resources below not to exceed \$8,150.00  
\$8,150.00 MEDI-CAL BILLING OPTION

**Attachments:** Professional Services Contract including Scope of Work  
Waiver Summary  
Resume / Statement of Qualifications  
EPLS Search Results Page  
Insurance Certification (if no Waiver was granted)

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OAKLAND UNIFIED  
SCHOOL DISTRICT

## PROFESSIONAL SERVICES CONTRACT 2013-2014

CPS Initiative

This Agreement is entered into between \_\_\_\_\_ (CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 06/02/2014, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$84,100.00 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$84,100.00, whichever is later. The work shall be completed no later than 06/30/2014.

- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Eight thousand one hundred fifty Dollars (\$8,150.00) [per fiscal year], at an hourly billing rate not to exceed \_\_\_\_\_ per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: No Reimbursements

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* NONE, which shall not exceed a total cost of \$0.00.

**5. CONTRACTOR Qualifications / Performance of Services:**

**CONTRACTOR Qualifications:** CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

**Standard of Care:** CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:



**OUSD Representative:**

Name: SHEILAGH ANDUJAR  
Site /Dept.: 975-PROGRAMS FOR EXCEPTIONAL  
Address: 2850 West Street  
Oakland, CA 94608  
Phone: 510-874-3700

**CONTRACTOR:**

Name: Ross Greene  
Title: Owner  
Address: P.O. Box 15353  
Portland, ME 04112  
Phone: 207-518-9135

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

CONTRACTOR is aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and will comply with such provisions before commencing the performance of the Work of this Contract.

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

**OR**

iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
17. **Termination:** OUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
18. **Conduct of CONTRACTOR:** CONTRACTOR will adhere to the following staff requirements and provide OUSD with evidence of staff qualifications, which include:
  1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
  2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.

In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.

19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
  1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
  2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

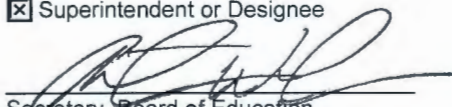
Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. **Conflict of Interest:** CONTRACTOR shall abide by and be subject to all applicable OUSD policies, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement.  
 CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.  
 Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.
- 24. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List. (<https://www.epls.gov/eplis/search.do>)
- 25. **Litigation:** This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement. If litigation is initiated, the prevailing party shall be entitled to reasonable attorney's fees and costs.
- 26. **Incorporation of Recitals and Exhibits:** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
- 27. **Integration/Entire Agreement of Parties:** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
- 28. **Counterparts:** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 29. **Signature Authority:** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.
- 30. **Contract Contingent on Governing Board Approval:** OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

OAKLAND UNIFIED SCHOOL DISTRICT

CONTRACTOR

MARIA SANTOS 06/19/2014  
 President, Board of Education Date  
 Superintendent or Designee  
  
 Secretary, Board of Education 8-13-14  
Date

Ross Greene 07/04/2014  
 Contractor eSignature Date  
 Ross Greene, Owner  
 Print Name, Title



2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

As an outcome of training in solving problems collaboratively, teachers, school administrators and psychologists will be able to:

- 1) articulate the premises and steps of the problem solving collaboratively process
- 2) facilitate a site assessment meeting to help analyze and specify students' lagging skills and unsolved problems
- 3) demonstrate the ability to complete the "Assessment of Lagging Skills and Unsolved Problems"
- 4) identify 3 common methods of dealing with challenging student behaviors along with their strengths/weaknesses and utility in different conditions
- 5) effectively facilitate a collaborative discussion with students to build their repertoire of skills in the areas of emotional/behavioral regulation and problem solving
- 6) more efficaciously manage challenging student behaviors

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract: (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Ensure a high quality instructional core                 | <input type="checkbox"/> Prepare students for success in college and careers |
| <input checked="" type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools     |
| <input checked="" type="checkbox"/> Create equitable opportunities for learning   | <input type="checkbox"/> Accountable for quality                             |
| <input type="checkbox"/> High quality and effective instruction                   | <input type="checkbox"/> Full service community district                     |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

**Action Item included in Board Approved CSSSP:** (no additional documentation required)

– Item Number(s): Not Applicable  
No Restricted Funds

**Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.

- 1. Relevant page of CSSSP with action item highlighted. Page must include header with the word “Modified”, modification date, school site name, both principal and school site council chair initials and date.
- 2. Meeting announcement for meeting in which the CSSSP modification was approved.
- 3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
- 4. Sign-in sheet for meeting in which the CSSSP modification was approved.



***ContractsOnline: Contract Waiver Summary***

**Site Number-Name: 975-PROGRAMS FOR EXCEPTIONAL**

**Principal / Department Head: SHEILAGH ANDUJAR**

**Contractor Name: Ross Greene**

**Business Name: CPS Initiative**

**Contract Type: Standard**

**Anticipated Start Date: 06/02/2014**

**Contract End Date: 06/30/2014**

**Rate Type: FLAT**

**Contract Amount: \$8,150.00**

***Applicable Waivers***

**Approved by Risk Management**

**Insurance-Reduction Waiver Status: WAIVED**

**Waiver-Reduction Type: WAIVED**

**Other Reduction Amount:**

**Approval Date: 06/04/2014**

**Approved by Deputy Superintendent**

**Billing Waiver Status: Approved**

**Approval Date: 06/18/2014**

**Fingerprint Waiver Status: Approved**

**Approval Date: 06/18/2014**

**TB Test Waiver Status: Approved**

**Approval Date: 06/18/2014**

## ABBREVIATED CURRICULUM VITA

**Ross W. Greene, Ph.D.**

**Mailing Address:** Lives in the Balance  
85 Exchange Street, Suite 201  
Portland, Maine 04101

**Telephone:** 207-518-9135

**E-mail:** DrRossGreene@gmail.com

**EDUCATION****Doctor of Philosophy, Clinical Psychology (child track)**

Virginia Polytechnic Institute & State University (APA Approved), Blacksburg, Virginia  
*May 5, 1989*

**Psychology Internship**

Department of Psychiatry, Children's Hospital National Medical Center/  
George Washington University Medical Center (APA Approved), Washington, DC  
*August, 1988 through July, 1989*

**Bachelor of Science, Psychology**

University of Florida, Gainesville, Florida  
*August 4, 1984*

**CURRENT POSITIONS:**

*May 2010 to present*

**Allied Health Professional Staff**

Division of Psychology, Department of Psychiatry  
Cambridge Health Alliance, Cambridge, Massachusetts

*September 2010 to present*

**Senior Lecturer**

School Psychology Program, Department of Education  
Tufts University, Medford, Massachusetts

*December 2009 to present*

**Adjunct Associate Professor**

Department of Psychology  
Virginia Polytechnic Institute & State University, Blacksburg, Virginia

*July 1993 to present:*

**Associate Clinical Professor** (October 2000 to present)

Assistant Professor (July 1997 to October 2000)

Instructor (July 1993 to July 1997)

Department of Psychiatry

Harvard Medical School, Boston, Massachusetts

## **PAST POSITIONS**

*January 2003 to January 2009:*

**Director and Co-Founder, Collaborative Problem Solving Institute**

Department of Psychiatry, Massachusetts General Hospital, Boston, Massachusetts

*September 1995 to August 1998:*

**Senior Research Consultant**

Center for Social Development and Education, University of Massachusetts, Boston, Massachusetts

*July 1993 to December 2004:*

**Director of Cognitive-Behavioral Psychology**

Clinical and Research Program in Pediatric Psychopharmacology

Department of Psychiatry, Massachusetts General Hospital, Boston, Massachusetts

*January 1992 to December 1993:*

**Assistant Professor in Psychiatry and in Pediatrics**

Attention Deficit Hyperactivity Disorder Clinic & Learning Disorders Clinic

University of Massachusetts Medical Center, Worcester, Massachusetts

*August 1989 to December 1991:*

**Visiting Assistant Professor**

Department of Psychology

Virginia Polytechnic Institute & State University, Blacksburg, Virginia

## **FUNDED RESEARCH**

Principal Investigator, *Combined and Relative Effects of Pharmacotherapy and Cognitive-Behavioral Therapy in the Treatment of Childhood Bipolar Disorder*. Stanley Medical Research Institute, August, 2001 through July, 2003. Massachusetts General Hospital/Harvard Medical School.

Principal Investigator, *Prevention of Substance Abuse in High-Risk ADHD Children*. Mentored Clinical Scientist Development Award, National Institute of Mental Health, May, 2000 through May, 2005. Massachusetts General Hospital/Harvard Medical School.

Principal Investigator, *Investigation of the Effectiveness of a Family-Based, Individualized Approach to Cognitive-Behavioral Therapy for Oppositional, Aggressive Behavior in Children with Mania*. Stanley Medical Research Institute, August, 1999 through July, 2001. Massachusetts General Hospital/Harvard Medical School.

Principal Investigator, *The Influence of Teacher Characteristics on the Academic Performance and Behavioral Adjustment of Students with Attention-Deficit/Hyperactivity Disorder*. U.S. Department of Education, Office of Special Education Programs; September, 1995 through August, 1998. Center for Social Development and Education, University of Massachusetts/Boston.

### **PUBLICATIONS (BOOKS)**

Greene, R. W. (1998, 2001, 2005, 2010). *The explosive child: A new approach for understanding and parenting easily frustrated, "chronically inflexible" children*. New York: HarperCollins.

Greene, R. W., & Ablon, J.S. (2006). *Treating explosive kids: The Collaborative Problem Solving approach*. New York: Guilford Press.

Greene, R.W. (2008, 2009). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.

### **PUBLICATIONS (JOURNAL ARTICLES AND CHAPTERS)**

Ollendick, T. H., & Greene, R. W. (1990). Behavioral assessment of children. In G. Goldstein & M. Hersen (Eds.), *Handbook of Psychological Assessment* (2nd Edition). New York: Pergamon.

Ollendick, T. H., Greene, R. W., Weist, M. D., & Oswald, D. P. (1990). The predictive validity of teacher nominations: A five-year follow-up of "at-risk" youth. *Journal of Abnormal Child Psychology*, 18, 699-713.

Ollendick, T. H., Greene, R. W., Francis, G., & Baum, C. G. (1991). Sociometric status: Its stability and validity among rejected, neglected, and popular children. *Journal of Child Psychology and Psychiatry*, 32, 525-534.

Ollendick, T. H., Weist, M. D., Borden, M. C., & Greene, R. W. (1992). Sociometric status and academic, behavioral, and psychological adjustment: A five year longitudinal study. *Journal of Consulting and Clinical Psychology*, 60(1), 80-87.

Greene, R. W., & Ollendick, T. H. (1993). Evaluation of a multidimensional program for sixth graders in transition from elementary to middle school. *Journal of Community Psychology*, 21, 162-176.

Greene, R. W. (1995). Students with ADHD in school classrooms: Teacher factors related to compatibility, assessment, and intervention. *School Psychology Review*, 24(1), 81-93.

Greene, R. W. & Barkley, R. A. (1995). Clinic-based assessment of Attention-Deficit/ Hyperactivity Disorder. Monograph Series, *Advances in Psychoeducational Assessment: Assessment of Attention-Deficit/Hyperactivity Disorder*, *Journal of Psychoeducational Assessment*, 61-73.

Biederman, J., Faraone, S. V., Milberger, S., Garcia, J., Chen, L., Mick, E., Greene, R. W., & Russell, R. (1996). Is childhood oppositional defiant disorder a precursor to adolescent conduct disorder? Findings from a four-year follow-up study of children with ADHD. *Journal of the American Academy of Child and Adolescent Psychiatry*, 35(9), 1193-1204.

Greene, R. W. (1996). Students with ADHD and their teachers: Implications of a goodness-of-fit perspective. In T.H. Ollendick & R. J. Prinz (Eds.), *Advances in Clinical Child Psychology*, pp. 205-230. New York: Plenum.

Greene, R. W. & Barkley, R. A. (1996). Attention-Deficit/Hyperactivity Disorder: Diagnostic, developmental, and conceptual issues. In M. Breen & C. Fiedler (Eds.), *Behavioral Approach to Assessment of Youth with Emotional/Behavioral Disorders: A Handbook for School-based Practitioners*, pp. 413-449. Austin, TX: Pro-Ed.

Greene, R. W., Biederman, J., Faraone, S. V., Ouellette, C. A., Penn, C., & Griffin, S. (1996). Toward a new psychometric definition of social disability in children with Attention-Deficit Hyperactivity Disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 35(5), 571-578.



Abidin, R. R., & Greene, R. W. (1997). The Index of Teaching Stress: A measure of student-teacher transactions. In C. P. Zalaquett & R. J. Wood (Eds.), *Evaluating Stress: A Book of Resources*, pp. 165-175. Lanham, MD: Scarecrow Press.

Greene, R. W., Abidin, R. R., & Kmetz, C. (1997). The Index of Teaching Stress: A measure of student-teacher compatibility. *Journal of School Psychology*, 35(3), 239-259.

Greene, R. W., Biederman, J., Faraone, S. V., Sienna, J., & Garcia-Jetton, J. (1997). Adolescent outcome of boys with attention-deficit/hyperactivity disorder and social disability: Results from a 4-year longitudinal follow-up study. *Journal of Consulting and Clinical Psychology*, 65(5), 758-767.

Ollendick, T. H., & Greene, R. W. (1998). Principles and practices of behavioral assessment with children. In A. S. Bellack & M. Hersen (Eds.), *Comprehensive Clinical Psychology*, 4, 131-155. New York: Elsevier.

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Greene, R.W., Ablon, S.A., & Goring, J.C. (2003). A transactional model of oppositional behavior: Underpinnings of the Collaborative Problem Solving approach. *Journal of Psychosomatic Research*, 55, 67-75.

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Ollendick, T. H., Alvarez, H.K., & Greene, R.W. (2004) Behavioral assessment: History of underlying concepts and methods. In S.N. Haynes & E. M. Heiby (Eds.), *Comprehensive Handbook of Psychological Assessment, Volume 3: Behavioral Assessment*. New York: John Wiley & Sons, pp. 19-36.

Greene, R.W., Ablon, J.S., Monuteaux, M., Goring, J., Henin, A., Raezer, L., Edwards, G., & Markey, J., & Rabbitt, S. (2004). Effectiveness of Collaborative Problem Solving in affectively dysregulated youth with oppositional defiant disorder: Initial findings. *Journal of Consulting and Clinical Psychology*, 72, 1157-1164.

Greene, R.W., & Ablon, J.S. (2005). The aggressive, explosive child. In S. Parker, B. Zuckerman, & M. Augustyn (Eds.), *Behavioral and Developmental Pediatrics: A Handbook for Primary Care (2<sup>nd</sup> Ed.)*. Baltimore: Lippincott, Williams, & Wilkins, 96-98.

Greene, R.W. (2005). Oppositional defiant disorder. In R. T. Ammerman (Ed.), *Comprehensive Handbook of Personality and Psychopathology, Volume III: Child Psychopathology*. New York: John Wiley & Sons, 285-298.

Greene, R.W., Ablon, S.A., & Martin, A. (2006). Innovations: Child Psychiatry: Use of Collaborative Problem Solving to reduce seclusion and restraint in child and adolescent inpatient units. *Psychiatric Services*, 57(5), 610-616.

Wolff, J. C., Greene, R.W., & Ollendick, T.H. (2008). Differential responses of children with varying degrees of reactive and proactive aggression to two forms of psychosocial treatment. *Child and Family Behavior Therapy*, 30, 37-50.

Greene, R.W., & Ablon, S.A. (2009). Frequent tantrums: Oppositional behavior in a young child. In C.A. Galanter & P.S. Jensen (Eds.), *DSM-IV-TR Casebook and Treatment Guide for Child Mental Health*. Washington, DC: American Psychiatric Publishing, 349-351.

Greene, R.W. (2010). Conduct disorder and oppositional defiant disorder. In J. Thomas & M. Hersen (Eds.), *Handbook of Clinical Psychology Competencies*. New York: Springer Publishing, 1329-1350.

Greene, R. W. (2010). Collaborative Problem Solving. In R. Murrihy, A. Kidman, & T. Ollendick (Eds.), *Clinician's Handbook for the Assessment and Treatment of Conduct Problems in Youth*. New York: Springer Publishing, 193-220.

Greene, R.W. (2011). The aggressive, explosive child. In M. Augustyn, B. Zuckerman, & E. B. Caronna (Eds.), *The Zuckerman Parker Handbook of Behavioral and Developmental Pediatrics for Primary Care (3<sup>rd</sup> Ed.)*. Baltimore: Lippincott, Williams, & Wilkins, 282-284.

## **SELECTED CONFERENCES, INVITED PRESENTATIONS, AND GRAND ROUNDS**

Greene, R.W. (1999). *Toward an alternative social learning conceptualization of oppositional-defiant behavior: Implications for violence prevention*. Presentation at symposium, *Importance of violence prevention in early childhood*, 107<sup>th</sup> Annual Meeting of the American Psychological Association, Boston, MA.

Greene, R.W. (1999). Symposium Chair, *Childhood bipolar disorder – myth or reality?*, 107<sup>th</sup> Annual Meeting of the American Psychological Association, Boston, MA.

Greene, R.W. (1999). *Explosive/noncompliant children and adolescents*. Pre-conference symposium presented at the 107<sup>th</sup> Annual Meeting of the American Psychological Association, Boston, MA.

Greene, R.W. (1999). *Social disability in children with ADHD: Implications for assessment and treatment*. Grand Rounds, Children's National Medical Center, Department of Psychiatry, Washington, DC.

Greene, R.W., & Henin, A. (1999). *Pilot data on the effectiveness of a family-based, individualized approach to cognitive-behavioral therapy for children with oppositional-defiant disorder*. Presented at symposium, *Advances in behavioral interventions for children with disruptive behavior disorders: Focusing on community, cognition, and individualization to enhance effectiveness*, Annual Meeting of the Association for Advancement of Behavior Therapy, Toronto, Ontario.

Greene, R.W. (2000). *Oppositional defiant disorder as a developmental skill deficit: Implications for assessment, treatment, and research*. Grand Rounds, New York University Child Study Center, New York, NY.

Greene, R.W. (2001). *New research on the characterization and treatment of oppositional defiant disorder*. Grand Rounds, Department of Psychiatry, University of Medicine and Dentistry of New Jersey/University Behavioral HealthCare, Behavioral Research and Training Institute, New Brunswick, NJ.

Greene, R.W. (2001). Invited Address: *New trends in the characterization and treatment of oppositional defiant disorder*. 109<sup>th</sup> Annual Meeting of the American Psychological Association, San Francisco, CA.

Greene, R.W. (2002). Symposium Chair, *New research in oppositional defiant disorder: Comorbidity, familiarity, and treatment*. 49<sup>th</sup> Annual Meeting of the American Academy of Child and Adolescent Psychiatry, San Francisco, CA.

Greene, R.W. (2003). *Cognitive theory and treatment of oppositional defiant disorder: The Collaborative Problem Solving approach*. Swedish Institute for Children with Neurodevelopmental Disorders/Pediatric Department of Huddinge University Hospital/Department of Child and Adolescent Psychiatry of the University Hospital of Uppsala, Stockholm, Sweden.

Greene, R.W. (2003). *Cognitive theory and treatment of oppositional defiant disorder: The Collaborative Problem Solving approach*. Department of Child Neuropsychiatry, Queen Sylvia's Children's Hospital/Department of Child and Adolescent Psychiatry of Goteborg University, Goteborg, Sweden.

Greene, R.W. (2003). *Children's oppositional behavior as a learning disability: Implications for advice pediatricians should be giving parents*. 21<sup>st</sup> Annual Meeting of the Society for Developmental and Behavioral Pediatrics, Pittsburgh, PA.

Greene, R.W. (2003). *Children's oppositional behavior as a learning disability: Advice pediatricians should be giving parents*. Grand Rounds, Department of Pediatrics, Floating Hospital for Children, Tufts-New England Medical Center, Boston, MA.

Hassuk, B., Greene, R.W., Ablon, J.S., Regan, K., Johansson, R., & Santana, E. (2003). *Elimination of restraint and seclusion in inpatient child psychiatry*. Symposium presented at 50<sup>th</sup> Annual Meeting of the American Academy of Child and Adolescent Psychiatry, Miami Beach, FL.

Greene, R.W. (2003). *Collaborative Problem Solving: Cognitive-Behavioral Treatment of Oppositional Behavior*. Presentation at Institute *The Fundamentals of Child and Adolescent Violence*. 50<sup>th</sup> Annual Meeting of the American Academy of Child and Adolescent Psychiatry, Miami Beach, FL.

Greene, R.W. (2003). Symposium Chair, *Characterization and treatment of conduct problems: New research*. 37<sup>th</sup> Annual Meeting of the Association for Advancement of Behavior Therapy, Boston, MA.

Greene, R.W. (2004). *Cognitive underpinnings of oppositional behavior: Implications for assessment and intervention*. Grand Rounds, Department of Psychology, University of Massachusetts, Boston, MA.

Greene, R.W. (2004). *Collaborative Problem Solving Therapy for Aggressive Youth*. Presented at symposium, *Diagnosing and managing aggressive mood-dysregulated youth*, 157<sup>th</sup> Annual Meeting of the American Psychiatric Association, New York, NY.

Greene, R.W. (2004). *Effectiveness of Collaborative Problem Solving: Findings from outpatient and inpatient samples*. Grand Rounds, Department of Psychiatry and Behavioral Sciences, Northwestern University Medical School/Department of Psychiatry, Children's Memorial Hospital, Chicago, IL.

Greene, R.W. (2004). *Elimination of Seclusion and Restraint in Inpatient Settings*. Grand Rounds, Division of Child and Family Psychiatry, Brown University School of Medicine/Bradley Hospital, Providence, RI.

Greene, R.W. (2004). *The Explosive Child*. Deficits in Attention, Motor Control, and Perception (DAMP-foreningen), Copenhagen, Denmark.

Greene, R.W. (2004). *The Explosive Child*. University of Helsinki, Helsinki, Finland.

Greene, R.W., Hassuk, B. (Co-chairs), Huckshorn, K.A., LeBel, J., Regan, K., & Curie, C.G. (2004). Seminar, *Elimination of restraint and seclusion: National, state, and program initiatives* presented at 51<sup>st</sup> Annual Meeting of the American Academy of Child and Adolescent Psychiatry, Washington, DC.

Greene, R.W. (2005). *The Explosive Child*. Deficits in Attention, Motor Control, and Perception (DAMP-foreningen), Nyborg, Denmark.

Greene, R.W. (2008). *Oppositional behavior as a developmental delay: Implications for assessment and treatment*. Grand Rounds, New York University Child Study Center, New York, NY.

Greene, R.W. (2008). *Oppositional behavior as a developmental delay: Implications for assessment and treatment*. Grand Rounds, Department of Psychiatry, University of Rochester Medical Center, Rochester, NY.

Greene, R.W. (2008). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. New Jersey Psychological Association, Iselin, NJ.

Greene, R.W. (2008). *Youth with oppositional defiant disorder and conduct disorder*. National Conference of the American Academy of Pediatrics, Boston, MA.



Greene, R.W. (2008). *Challenging Behavior as a developmental delay: Transforming what we think and do*. Opening Plenary, 20<sup>th</sup> International Conference on Children and Adults with Attention Deficit Disorder (CHADD), Anaheim, CA.

Greene, R.W. (2009). *Oppositional behavior as a developmental delay: Implications for assessment and treatment*. Grand Rounds, Department of Psychiatry, Miami Children's Hospital, Miami, FL.

Greene, R.W., & Murphy, C. (2009). *Beyond function: Implementation of Collaborative Problem Solving in a public school system*. Presented at the annual conference of the National Association of School Psychologists, Boston, MA.

Greene, R.W. (2009). *Collaborative Problem Solving: Helping parents make it a reality*. Developmental-Behavioral Pediatrics: Clinical Problems in Primary Care, Boston University School of Medicine, Cambridge, MA.

Greene, R.W. (2009). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. Danish Centre for Autism, Copenhagen, Denmark.

Greene, R.W. (2009). *Comorbidity of anxiety disorders and conduct problems and the application of the Collaborative Problem Solving approach for reducing both*. Presented at symposium, *Youth with comorbid anxiety and conduct problems: Epidemiology, assessment, and treatment*, 43<sup>rd</sup> Annual Meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Greene, R.W. (2010). *Challenging behavior as a developmental delay: Implications for assessment and treatment*. Grand Rounds, Department of Psychiatry, Emerson Hospital, Concord, MA.

Greene, R.W. (2010). *Transforming school discipline: Bringing challenging students back from the brink*. Presented at *School Mental Health: Treating Students K-12*. Cambridge Health Alliance/Harvard Medical School Department of Continuing Education, Boston, MA.

Greene, R.W. (2010). *Challenging behavior as a developmental delay: Implications for understanding, assessing, and helping challenging kids*. Grand Rounds, Department of Psychiatry, University of Massachusetts Medical Center, Worcester, MA.

Greene, R.W. (2010). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. Annual Conference of the National Alliance for the Mentally Ill, Washington, DC.

Greene, R.W. (2010). *Diagnosis and treatment of externalizing behavior disorders*. American Academy of Pediatrics, Chicago, IL.

Greene, R.W. (2011). *Collaborative Problem Solving: What Happens When Children's Behavioral Challenges are Understood as a Developmental Delay*. Grand Rounds, Department of Psychiatry, Cambridge Hospital, Cambridge, MA.

Greene, R.W., & Murphy, C. (2011). *Transforming School Discipline Practices: The Collaborative Problem Solving Approach*. Session presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.

Greene, R.W. (2011). *Challenging behavior as a developmental delay: Implications for understanding, assessing, and helping challenging kids*. Grand Rounds, Department of Pediatrics, Tufts New England Medical Center, Boston, MA.

Greene, R.W. (2011). *Challenging behavior as a developmental delay: Implications for understanding, assessing, and helping challenging kids*. Grand Rounds, Department of Psychiatry, University of Arkansas for Medical Sciences, Little Rock, AR.

Greene, R.W. (2011). *Challenging behavior as a developmental delay: Implications for understanding, assessing, and helping challenging kids*. Grand Rounds, Department of Psychiatry, New Hampshire Hospital, Concord, NH.

Greene, R.W. (2011). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids (2-day training)*. Pressto and the National Centre for Handicap and Social Psychiatry, Copenhagen, Denmark.

Greene, R.W. (2011). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. The Department for Children and Young People, Aarhus Municipality, Aarhus, Denmark.

Greene, R.W. (2011). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. Social Thinking Providers Conference, San Francisco, CA.

Greene, R.W. (2011). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. Annual Conference of the Maryland Association of School Psychologists, San Francisco, CA.

Greene, R.W. (2012). *Challenging behavior as a developmental delay: Implications for understanding, assessing, and treating challenging kids*. Grand Rounds, Department of Psychiatry, Baystate Medical Center, Springfield, MA.

Greene, R.W. (2012). *Collaborative Problem Solving: Parenting, teaching, and treating challenging kids*. Annual Conference of the National Association of School Psychologists, Philadelphia, PA.

Greene, R.W. (2012). *Challenging behavior as a developmental delay: Implications for understanding, assessing, and treating challenging kids*. Grand Rounds, Department of Psychiatry, Vanderbilt University.

### **SELETED ARTICLES IN PROFESSIONAL JOURNALS**

Greene, R. W. (2008). Kids do well if they can. *Phi Delta Kappan*, 161-167.

Greene, R. W. (2010). Student behavior problems: Time to rethink and retool. *Our Children, The National PTA Magazine*. 11-12.

Greene, R.W. (2010). Collaborative Problem Solving. *NAMI Beginnings*, 3-4.

Greene, R.W. (2010). Calling all frequent flyers. *Educational Leadership*, 68(2), 28-34.

### **COURSES DIRECTED**

*School Mental Health: Treating Students K-12*. Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School Department of Continuing Education, Boston, MA, January, 2013.

*School Mental Health: Treating Students K-12*. Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School Department of Continuing Education, Boston, MA, January, 2012.

*School Mental Health: Treating Students K-12*. Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School Department of Continuing Education, Boston, MA, January, 2011.

*School Mental Health: Treating Students K-12*. Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School Department of Continuing Education, Boston, MA, January, 2010.

*Aggressive, Resistant, and Delinquent Youths: Meeting the Treatment Challenge*. Department of Psychiatry, Massachusetts General Hospital/Harvard Medical School Department of Continuing Education, Boston, MA, 2004.

*Aggressive, Resistant, and Delinquent Youths: Meeting the Treatment Challenge*. Department of Psychiatry, Massachusetts General Hospital/Harvard Medical School Department of Continuing Education, Boston, MA, 2002.

### **PROFESSIONAL HONORS/APPOINTMENTS**

1998-99: Program Chair, Division 12 (Society of Clinical Psychology), 107<sup>th</sup> Annual Meeting of the American Psychological Association, Boston, Massachusetts  
 2002 to 2004: Member, Advisory Board, Adoptive Families Together, Boston, Massachusetts  
 2004 to 2007: Member, Professional Advisory Board, Tourette Syndrome Foundation of Canada  
 2010 to present: Member, Professional Advisory Board, The Community School, Teaneck, NJ  
 2011 to present: Member, Honorary Advisory Board, Mary Lyons Foundation

### **EDITORIAL REVIEW BOARDS**

Clinical Child and Family Psychology Review (2008-2011)  
 Journal of the American Academy of Child and Adolescent Psychiatry (2005-2006)  
 Journal of Clinical Child (and Adolescent) Psychology (1997 to 2001)  
 Journal of Psychoeducational Assessment (1996 to 2000)  
 Cognitive and Behavioral Practice (1997-98)  
 New England Journal of Medicine (ad-hoc)  
 Journal of Consulting and Clinical Psychology (ad-hoc)  
 Journal of Clinical Psychology (ad hoc)  
 Journal of Abnormal Child Psychology (ad hoc)  
 Behavior Therapy (ad-hoc)

### **LICENSURE**

August 1991 to August 2002 - Clinical Psychologist, Commonwealth of Virginia Board of Medicine  
 May 1992 to present - Psychologist, Commonwealth of Massachusetts  
 August 2012 to present – National Register of Health Service Psychologists  
 July 2013 to present – Psychologist, State of Maine

### **PROFESSIONAL AFFILIATIONS**

American Psychological Association  
 - Division 12 (Society of Clinical Psychology)  
 - Division 53 (Child Psychology)  
 International Society for Research in Child and Adolescent Psychopathology  
 National Association of School Psychologists