

VITA FOR STEPHEN GREENSPAN

Address: 9424 Erin Lane

Littleton, CO 80127 USA
office/ home: 303/ 948-3452 fax:303/ 948-3451
stephen.greenspan@gmail.com cell: 720/ 341-5404
website: www.stephen-greenspan.com

Personal: U.S. Citizen, Excellent Health

Married (Helen Aphthorp), two children (Alex, Eli)

Education: Bronx H.S. of Science

Johns Hopkins University, BA (Liberal Arts)
Northwestern University, MA (History)
Univ. of Rochester, MA, PhD (Developmental Psychology)
UCLA, Post-Doc (Developmental Disabilities)

Employment: U.S. Army, Private soldier (Artillery), 1965-66

Research Analyst, Rochester Center for Governmental
Research, 1966-1970.
Pre-Doc Fellow, U of Rochester, 1970-76
Post-Doc Fellow, UCLA, 1976-77
Assistant Professor of Psychology, George Peabody College
for Teachers of Vanderbilt University, 1977-1979.
Scientist, Boys Town Center for the Study of Youth
Development, Omaha, NE, 1979-1985. Also Visiting
Assistant Professor (Ed. Psychology and Psychiatry),
University of Nebraska, 1979-1985.
University of Connecticut, Department of Educational
Psychology. Assoc. Prof., 1985-1997. Tenure granted 1989.
Promoted to Professor, 1997. Emeritus status, 1998-present.
University of Colorado Health Sciences Center, Clinical
Professor of Psychiatry, 1999-present.

Scholarly Interests:

Adaptive Behavior/ Social Intelligence/ Gullibility in Intellectual
Disabilities and related developmental disorders.
Classification Issues in Human Services
Parenting competence, particularly in people w/ disabilities
Ethics and professionalism in education and human services

Professional Affiliations:

American Psychological Association (Fellow)
American Association on Intell. & Dev. Disabilities (formerly AAMR),
Fellow) National Bd. member, 1997-1998. President of Region 10, 97-98.
Academy on Mental Retardation, Board Member ('90-'99) President (95-97)

Certifications:

Licensed Psychologist, State of Nebraska (#100295, exp. 2009).
Licensed Psychologist, State of Tennessee (#P-636) inactive status.

References: A list of references will be furnished upon request.

Administrative/ Grant Experience:

Scientist, John F. Kennedy Center for Research on Education and Human Development, Peabody College of Vanderbilt University, 1977-1979 (Project Director for part of NICHD Program Project Grant).
Research Scientist, Boys Town Center for the Study of Youth Development, Omaha, Nebraska, 1979-1985. (Project Director for "social competence research program" funded through Boys Town endowment).
Director of Special Services, Father Flanagan HS (Boys Town Urban Program, 1982-1985).
Principal Investigator, "A comprehensive school-based approach to adolescent pregnancy and parenthood". Grant awarded by US Office of Adolescent Pregnancy Programs (HHS) to the Boys Town Urban Program for period 1983-86. Total awarded: \$382,906.
Acting Director, Connecticut's University Affiliated Program on Developmental Disabilities. 1987-1988. (Principal Investigator for several Federal and state grants and contracts).
Acting Director, A.J. Papanikou Center on Special Education and Rehabilitation, University of Connecticut, 1988-1990 (oversaw several million dollars in outside funding).
Principal Investigator, contract to evaluate foster care transition projects, CT Dept. of Child and Youth Services, \$35,000, 1990.
Principal Investigator, contract to conduct utilization review of community residential services, CT Department of Mental Retardation, \$30,000, 1991.
Principal Investigator, contract with Washington Legisl. Budget Comm. to study deinstitutionalization in the State of Washington, \$60,000, 1992.
Coordinator, Program in Special Education, UConn, 1996-1998.

Editorial Work:

Special Services in the Schools, Editorial Bd., 1985-1989.
Newsletter of the Academy on Mental Retardation,
Editor. 1991-1993.
Exceptional Children, Associate Editor, 1981-1984.
American Journal on Mental Retardation, Consulting
Editor, 1978-80; 1993-1995.
Occasional editorial reviewing for:
Developmental Psychology, Child Development,
School Psychology Review, Research in Developmental
Disabilities, Int'l. J of Disability, Development &
Education, Mental Retardation.
International Review of Research in Mental Retardation
Monograph Series of AAMR, Member Ed. Adv. Comm., 1995-1997.

Major Consultancies/ Volunteer Activities

Chairperson, Behavior Programming Review Committee,
Eastern Neb. Community Office on Retardation, '79-'81
Chief Hearing Officer for Client Appeals, Eastern Nebraska
Community Office on Retardation, 1981-82.
Member, Nebraska Foster Care Review Board, 1982-1985.
Member, Program Review Committee, Mansfield Training
School, CT Dept. of Mental Retardation, 1986-1987.
Member of Board, Connecticut Association of Residential
Facilities, 1988-1989.
Peer Reviewer, National Institute for Child Health
and Human Development, 1990.
Peer Reviewer, National Institute for Disability and
Rehabilitation Research, 1985-1989, 1993- .
Panel member for selecting exemplary secondary schools,
U.S Department of Education, 1991.
Board member, Hartford ARC, 1994-1996.
Member of Science and Policy Advisory Committee, for 1995
Int'l Spec. Olympics Summer Games, 1993-1995.
Diss. Examiner, Sydney & Adelaide Universities, '92 & '94
Member, Connecticut Developmental Disabilities Planning
Council (Gubernatorial appointment), 1994-1998.
Chair, Connecticut Office of Protection and Advocacy
for Persons with Disabilities (Governor's Appointment) 1997-1998.
Expert Witness in several Atkins (death penalty exemption) cases.
Charter Member, The Friends of Richard Lapointe, 1992 to present.

Corporate Status

Managing partner, Ethical Service Systems, LLC (a consulting firm providing
psychological services around disability, family and organizational issues).

Community Service

Former president and lay leader, Beth Ami-Colorado Congregation for Humanistic Judaism, Denver and Boulder, Colorado.

Service to Own Institution

Member, Human Subjects Comm., Peabody College, 1978-1979.
Member, Boys Town Human Rights Review Committee (Institutional Review Board), 1980-85.
Member, Curriculum & Courses Committee of the UConn School of Education, 1986-1989, (Secretary in 1986-87), 1995- present.
Member, Promotion, Tenure & Reappointment Committee, Dept. of Educ. Psych., Univ. of Conn., '86-87.
Member, Graduate Faculty Council, University of Connecticut, 1988-1993.
Member, Executive Committee of the Graduate School, University of Connecticut, 1989-1993.
Chair, Committee on Faculty Standards, University of Connecticut Graduate Faculty Council, 1989-1993.
Chair, Blue Ribbon Panel on the Future of Doctoral Studies, University of Connecticut School of Education, 1989-1990.
Member, Ad-Hoc Review Panel on Visiting Lectureships, University of Connecticut Research Foundation, 1990.
Chair, Area Review Committee (Dissertation Prospectus Review Committee) in Education, 1990-1993.
Member, University Senate, University of Connecticut, Fall semester, 1990.
Chair, Harris Kahn Memorial Scholarship Committee, Department of Educational Psychology, 1991-1998.
Member, Committee on Research Misconduct, U Conn, 1994-1996.

Theoretical Contributions

Comprehensive model of personal competence and adaptive behavior (incorporating the tripartite model of intelligence)
Model of caregiver competence (incorporating the nine-principle ABC theory of discipline)
Action model of gullibility and foolish behavior

Honors

New York State Regents' Scholarship (declined)
Woodrow Wilson Fellowship (Honorable Mention)
U.S. Public Health Service Predoctoral Fellow
National Institutes of Health Postdoctoral Fellow
Government Research Association, Prize for Best Research
Eric Denhof Memorial Lecturer, Brown University
Elected Fellow, American Psychological Association

Elected Fellow, American Psychological Society
Elected Fellow, American Assn. on Mental Retardation
Willowbrook Memorial Lecturer, CUNY-Staten Island
Dybwad Award for Humanitarianism, Amer. Assn. on Intellectual
and Developmental Disabilities.

Doctoral Advisees (Completed Only)

Gwyn Brown, EdD (Human Development), Vanderbilt, 1982
Mary Ellen Javel, PhD (Ed. Psych.), U. of Nebraska, 1983
Susan Gregory, PhD (Special Education), U Conn, 1988
James Granfield, PhD (Special Education), U Conn, 1990
Tom Callahan, PhD (Special Education), U Conn, 1993
Diane Twachtman, PhD (Special Education), U Conn, 1994
Sally Swanson, PhD (School Psychology), U Conn, 1995
Elsy Negron, PhD (Special Education), U Conn, 1996
Timothy Shriver, PhD (Special Education), U Conn, 1997
Deborah Fritz, PhD (Special Education), U Conn, 1997.
Jean Gillen, PhD (School Psychology), U Conn, 1997.
Timothy Musheno, PhD (Special Education), U Conn, 1998.
Shira Yalom-Chamovitz, PhD (Special Education), UConn, 1999
John Driscoll, PhD (Ed Psych), U Conn, 2000
Peter Love, PhD (Special Ed), U Conn, 2002

PUBLICATIONS

Books, Monographs, Dissertation

Greenspan, S. (1976). Relationship between socio-emotional competence of preschoolers and maternal responses to overt and symbolic expressions of children's defiance. Unpublished doctoral dissertation, University of Rochester.

Greenspan, S. (1978). Maternal affect-allowance and limit-setting appropriateness as predictors of child adjustment. Genetic Psychology Monographs, 98, 83-111.

Karan, O. & Greenspan, S. (Eds.) (1995). Community rehabilitation services for persons with disabilities. Boston, MA: Butterworth-Heinemann Publishers.

Switzky, H. & Greenspan, S. (Eds.) (2003). What is mental retardation?: Ideas for an Evolving Disability Category. Washington, DC: AAMR (e-book accessible through www.disabilitybooksonline.com).

Switzky, H.N. & Greenspan, S. (Eds.) (2006). What is Mental Retardation?: Ideas for an evolving disability in the 21st century. (Rev. ed.) Washington: AAIDD.

Greenspan, S. (2008). Elements of discipline: A unifying theory for parents and teachers. Under review by a publisher.

Greenspan, S. (2009). Annals of gullibility: Why we are duped and how to avoid it. Westport, CT: Praeger/ Greenwood.

Greenspan, S. (in preparation). Gullibility and Disability: Foolish action in brain-based disorders.

Greenspan, S. (in preparation). Anatomy of foolish action: Types and causes of unwise behavior.

Greenspan, S. (in preparation). Bad parenting advice: Why being tough is not enough.

Chapters in Books

Greenspan, S. (1979). Social intelligence in the retarded. In N.R. Ellis (Ed.), Handbook of mental deficiency: Psychological theory and research. Second edition. Hillsdale, N.J.: Erlbaum.

Greenspan, S. (1981). Defining childhood social competence: A proposed working model. In B.K. Keogh (Ed.), Advances in Special Education. Volume 3. Greenwich, CT: JAI Press.

Greenspan, S. (1981). Social competence and handicapped individuals: Practical implications of a proposed model. In B.K. Keogh (Ed.), Advances in Special Education. Vol. 3. Greenwich, CT: JAI.

Budd, K.S. and Greenspan, S. (1984). Mentally retarded mothers. In E.A. Blechman (Ed.), Behavior modification with women. New York: Guilford.

Greenspan, S. and Budd, K.S. (1986). Research on mentally retarded parents. In J.J. Gallagher & P. Vietze (Eds.), Families of handicapped persons: Current research, treatment and policy issues. Baltimore: Paul Brookes & Co.

Karan, O.C., Lambour, G. & Greenspan, S. (1990). Issues in transition. In R.L. Schalock (Ed.), Quality of life: Perspectives and issues. Washington, D.C.: Amer. Assn. on Mental Retardation.

Greenspan, S. & Love, P. (1995). Ethical challenges in supporting persons with disabilities. In O. Karan & S. Greenspan, S. Community rehabilitation services for persons with disabilities. Newton, MA: Heinemann.

Greenspan, S. & Love, P. (1995). Elements for a code of everyday ethics in disability services. In O. Karan & S. Greenspan, (Eds.), Community rehabilitation services for persons with disabilities. Newton, MA: Heinemann-Butterworth Publishers.

Greenspan, S. (1995). There is more to intelligence than IQ. In D.C. Connery (Ed.), Convicting the innocent. Brookline Books.

Greenspan, S., Switzky, H & Granfield, J. (1996). Everyday intelligence and adaptive behavior: A theoretical framework. In J. Jacobson & J. Mulick (Eds.), Manual on diagnosis and professional practice in mental retardation (pp. 127-135). Washington, D.C.: American Psychological Association.

Switzky, H., Greenspan, S & Granfield, J. (1996). Adaptive behavior, everyday intelligence and the constitutive definition of mental retardation. In A. F. Rotatori, J.O. Schwenn & S. Burkhardt (Eds.), Advances in special education, Vol. 10 (pp.1-24). Greenwich, CT: JAI Press.

Greenspan, S. & Love, P. F. (1997). Social intelligence and developmental disorder: Mental retardation, learning disabilities and autism. In W.F. MacLean, Jr. (Ed.) Ellis' handbook of mental deficiency, 3rd ed. Mahwah, NJ: Erlbaum.

Greenspan, S. & Driscoll, J. (1997). The role of intelligence in a broad model of personal competence. In D.P. Flanagan, J. Genshaft & P. Harrison (Eds.), Contemporary intellectual assessment: Theories, tests and issues. New York: Guilford.

Greenspan, S. (1998). Dandy-Walker syndrome. In L. Phelps (Ed.) Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating. Washington, DC: American Psychological Association.

Greenspan, S. (1998). A contextualist perspective on adaptive behavior. In R. Schalock (Ed.), Measuring adaptive behavior. Washington, DC: American Association on Mental Retardation.

Greenspan, S., Loughlin, G. & Black, R. (2001). Credulity and gullibility in persons with mental retardation. In L.M. Glidden (Ed.), Intern'l Rev. of Res. in Mental Retardation. New York: Academic Press.

Greenspan, S. (2003). Vulnerability as an overlooked aspect of the mental retardation phenotype. In H. Switzky & S. Greenspan (Eds.), What is mental retardation? Washington, DC: AAMR.

Greenspan, S. & Switzky, H. (2003). Forty years of AAMR manuals. In H. Switzky & S. Greenspan (Eds.), What is mental retardation? : AAMR.

Switzky, H. & Greenspan, S. (2003). Paradigms of mental retardation: Implications for an evolving definition. In H. Switzky & S. Greenspan (Eds.), What is mental retardation? Washington, DC: AAMR. (e-book).

Greenspan, S. (2004). Why Pinocchio was victimized: Factors contributing to social failure in people with Developmental Disabilities. In H. Switzky (Ed.), Personality and motivation processes in at-risk children. New York: Academic..

Greenspan, S. (2005). Credulity and gullibility in service providers: An attempt to understand why snake oil sells. In J. Jacobson, J. Mulick & R. Foxx, (Eds.). Controversial therapies in developmental disabilities: Fads, fashion and science. Erlbaum.

Greenspan, S. & Switzky, H.N. (2006). Forty-four years of AAMR manuals. In H.N. Switzky & S. Greenspan (Eds.), What is Mental Retardation?: Ideas for an evolving disability in the 21st century. (pp. 3-28). Washington: AAMR.

Greenspan, S. & Switzky, H.N. (2006; rev. ed.). Lessons from the Atkins decision for the next AAMR manual. In H.N. Switzky & S. Greenspan (Eds.), What is Mental Retardation?: Ideas for an evolving disability in the 21st century. (pp. 281-300). AAMR.

Greenspan, S. (2006). Mental retardation in the real world. Why the AAMR definition is not there yet. In H.N. Switzky & S. Greenspan (Eds.), What is MR?: Ideas for an evolving disability in the 21st century. (pp. 165-184). Washington: AAMR

Switzky, H. & Greenspan, S. (2006). Can so many diverse ideas be integrated?: Multiparadigmatic models of understanding mental retardation in the 21st century. In H.N. Switzky & S. Greenspan (Eds.), What is Mental Retardation?: Ideas for an evolving disability in the 21st century. (pp. 341-358). Washington: AAMR.

Greenspan, S. (2009). Foolish action in adults with Intellectual Disabilities: The forgotten problem of risk-unawareness. In L. M. Glidden (Ed.), International Review of Research in Mental Retardation. Vol. 36 (pp. 147-194). NY: Elsevier.

Published Conference Proceedings

Greenspan, S. (1978). Operational and pre-operational parenting: A Piagetian view of discipline. In R. Weizmann, R. Brown, P.J. Levinson, & P.A. Taylor (Eds.), Piagetian theory and its implications for the helping professions: Proceedings of the seventh interdisciplinary conference (Vol. 1). Univ. of So. Calif. Bookstore.

Greenspan, S. (1991). A universal approach to measuring disability severity: Implications of a model of general competence. In F. Hafferty, S.C. Hey, G. Kiger & D. Pfeiffer (Eds.), Translating disability: At the individual, institutional and societal levels. Portland: Willamette University & Soc. for Dis. Studies (127-132).

Tests

Greenspan, S. (1976). Matrix test of referential communication. In O.G. Johnson (Ed.), Tests and measures in child development: A handbook II. San Francisco: Jossey-Bass.

Greenspan, S. and Barenboim, C. (1976). A matrix test of referential Rochester, N.Y. (ERIC Doc. ED 125784)

Bradley, K. & Greenspan, S. (in preparation). The Parent Needed Supports Scale: A framework for evaluating and devising support plans for marginal caregivers.

Greenspan, S. & Duffy, S. (in preparation). Awareness-Based Rating of Adaptive Behavior (ABRAB). Unpublished manuscript. Littleton, Colorado.

Greenspan, S. & Patton, J. (in preparation). Test of Practical and Social Intelligence (TOPSI): A direct measure of adaptive functioning potential. Unpublished manuscript: Littleton, Colorado.

Articles in Newsletters

Greenspan, S. (1982). Personal competence as a guide to educational placement. New Perspectives in Special Education, 3, (No. 3), 1-3.

Greenspan, S. (1982, Fall). On the trail of social competence: The case of mental retardation. Newsletter for Division 7 of the American Psychological Association, 19-23.

Greenspan, S. (1985). Promoting the growth of social competence in individuals with Down syndrome. Down Syndrome News, 9, 32-33.

Greenspan, S., Granfield, J.M. & Becker, S. (1991). Toward an outcome-based definition of mental retardation. AAMR Psychology Divison Newsletter, 1, 27-29.

Kehle, T.J., Nastasi, B.K. & Greenspan, S. (1992). School psychology at the University of Connecticut, Connecticut School Psychology.

Dunaway, J. & Greenspan, S. (1992). Ethical decision-making for human services| The need to broaden the scope. Pappanikou Center Brief, 4, 2.

Greenspan, S. (1992). Normalization si, SRV no. Pappanikou Center Brief, 4, 8-9.

Greenspan, S. (1992). Parenting: The ultimate dignity of risk. Pappanikou Center Brief, 4, 10-12.

Greenspan, S. (1995). Dilemmas involving the criminal justice system, HARC Today.

Greenspan, S. (1995). Beware of fads and miracle cures. HARC Today, 16 (1), 5-5,9.

Negron, E. & Greenspan, S. (in press). Ethical dilemmas viewed by school psychologists. School Psychology in Connecticut.

Greenspan, S. (1995-1997). Qualitative and quantitative research in mental retardation (series of four Presidential columns). Newsletter of the Academy on Mental Retardation.

Greenspan, S. (1997). President's column. The Reporter (newsletter of Region 10 chapter of AAMR).

Greenspan, S. (1998),. Is it better to have LD or MR? Or, what's in a label? HARC Today.

Greenspan, S. (2001). When should a skeptic be a believer? Rocky Mountain Skeptics.

Greenspan, S. (2002). Vulnerability as the key to a revised definition of mental retardation. Newsletter of Division 33 of the American Psychological Assn.

Miscellaneous Publications and Technical Reports

Gilg, J.E. and Greenspan, S. (1981). A "normalized" educational alternative for high-risk youth: Description and rationale of the Boys Town Urban Program. Omaha, Nebraska. (ERIC Document Reproduction Service No. ED 206 781).

Greenspan, S. (1987). Social competence and job performance. In L. Rood (Ed.), Job Match- together for good business: Accomodating individuals with special needs in the workplace. Omaha: Center for Applied Urban Research.

Greenspan, S. (1988). Afterword. In M.B. Rosenberg, Finding a way: Living with exceptional brothers and sisters. NY: Lothrop.

Dunaway, J., Granfield, J., Norton, K. & Greenspan, S. (1992). Costs and benefits of privately-operated residential services for persons with mental retardation in Connecticut. East Hartford, CT: Pappanikou Center of The University of Connecticut. (Final Report to CT Department of Mental Retardation, July, 1992).

Dunaway, J., Norton, K., Bear, J.D., Greenspan, S. & Granfield, J. (1992). Residential services for persons with developmental disabilities in the State of Washington. South Windsor, CT: Pappanikou Center of The University of Connecticut. (Final Report to Washington State Legislative Budget Committee, November, 1992).

Reviews

Wandersman, A. and Greenspan, S. (1979). The promise of interactional psychology. Contemporary Psychology, 24, 991-992. (Review).

Greenspan, S. (1981). Review of Gottlieb's "Educating mentally retarded persons in the mainstream". Applied Research in Mental Retardation, 2, 383-384.

Greenspan, S. (1981). Review of F. Earls (Ed.), "Studies of children: Monographs in psychosocial epidemiology, Vol. 1". American Journal of Mental Deficiency, 86, 214-215.

Greenspan, S. (1985). The organism's role in atypical development. Contemporary Psychology, 30, 763-765. (Review of E.S. Gollin (Ed.), Malformations of Development).

Greenspan, S. (1987). Review of N. J. Anastasiow, "Development and Disability". Exceptional Children, 54, 176.

Greenspan, S. (1987). Review of B. Blatt, "The conquest of mental retardation". Exceptional Children, 54, 182-183.

Greenspan, S. (1992). Review of "Pathways to success: Training for independent living" by S. Stump. American Journal on Mental Retardation.

Greenspan, S. (1994). Review of 1992 AAMR Manual. American Journal on Mental Retardation, 98, 544-549.

Greenspan, S. (1995). Review of Kirk and Kutchins' "The selling of DSM: The rhetoric of science in psychiatry". AJMR, 99, 683-685.

Greenspan, S. (1997). Am I jealous or is it my stupid amygdala? (Review of D. Goleman, "Emotional Intelligence"). Contemporary Psychology.

Greenspan, S. (2002). Review of the documentary "The Collector of Bedford Street". The Coleman Institute on Cognitive Disabilities, University of Colorado.

Articles in Refereed Journals

Chandler, M.J. and Greenspan, S. (1972). Ersatz egocentrism: A reply to H. Borke. Developmental Psychology, 7, 104-106.

Chandler, M.J., Greenspan, S., and Barenboim, C. (1973). Judgments of intentionality in response to videotaped and verbally presented moral dilemmas: The medium is the message. Child Development, 44, 315-320.

Chandler, M.J., Greenspan, S., and Barenboim, C. (1974). The assessment and training of role-taking and referential communication skills in institutionalized emotionally disturbed children. Developmental Psychology, 10, 546-533.

Greenspan, S., Burka, A., Zlotlow, S. and Barenboim, C. (1975). A manual of referential communication games. Academic Therapy, 11, 97-106.

Greenspan, S., Barenboim, C. and Chandler, M.J. (1976). Empathy and pseudo-empathy: Affective judgments of first- and third-grade children. Journal of Genetic Psychology, 129, 77-88.

Greenspan, S. and Simeonsson, R.J. (1978). Effect of adult prohibition style on moral judgments of children. Developmental Psychology, 14, 431-432.

Monson, L.B., Greenspan, S., and Simeonsson, R.J. (1979). Correlates of social competence in retarded children. American Journal of Mental Deficiency, 83, 627-630.

Greenspan, S. (1980). Is social competence synonymous with school performance? American Psychologist, 35, 938-939.

Greenspan, S. and Shoultz, B. (1981). Why mentally retarded adults lose their jobs: Social competence as a factor in work adjustment. Applied Research in Mental Retardation, 2, 23-38.

- Greenspan, S., Shoultz, B., and Weir, M.M. (1981). Social judgment and work success of mentally retarded adults. Applied Research in Mental Retardation, 2, 335-346.
- Greenspan, S. (1983). A unifying framework for educating caregivers about discipline. Child Care Quarterly, 12, 5-27.
- Greenspan, S. and Delaney, K. (1983). Personal competence of institutionalized adult males with or without Down syndrome. American Journal of Mental Deficiency, 88, 218-220.
- Javel, M.E. and Greenspan, S. (1983). Influence of personal competence profiles on mainstreaming recommendations of school psychologists. Psychology in the Schools, 20, 459-465.
- Johnson, R.R., Greenspan, S., and Brown, G.M. (1984). Children's ability to recognize and improve upon socially inept communications. Journal of Genetic Psychology, 144, 255-264.
- Brown, G.M. and Greenspan, S. (1984). Effect of social foresight training on interpersonal adjustment of pre-delinquent youth. Child Study Journal, 14, 61-77.
- Greenspan, S. (1985). An integrative model of caregiver discipline. Child Care Quarterly, 14, 30-47.
- Flood, M.F., Greenspan, S. and Mundorf, N. (1985). School-based services for pregnant and parenting adolescents. Special Services in the Schools, 2, 27-44.
- Budd, K.S. and Greenspan, S. (1985). Parameters of successful and unsuccessful interventions with parents who are mentally retarded. Mental Retardation, 23, 269-273.
- Greenspan, S. & Cerreto, M. (1989). Normalization, deinstitutionalization and the limits of research: Comment on Landesman and Butterfield. American Psychologist, 44, 448-449.
- Greenspan, S., Apthorp, H. & Williams, P. (1991). Work success and social competence of LD college students. Journal of Post-Secondary Education and Disability. 9, 227-234.
- Greenspan, S. & Granfield, J.M. (1992). Reconsidering the construct of mental retardation: Implications of a model of social competence. Am. J. on Mental Retardation, 96, 442-453.

Greenspan, S. and Negron, E. (1994). Ethical obligations of special services personnel. Special Services in the Schools, 88, 185-209.

Greenspan, S. & McGrew, K. (1996). Response to Mathias and Nettlebeck on the structure of competence: Need for theory-based methods to test theory-based questions. Research in Developmental Disabilities, 17, 145-152.

Switzky, H., Greenspan, S. Granfield, J. (1996). Adaptive behavior, everyday intelligence and the constitutive definition of mental retardation. In A. F. Rotatori, J.O. Schwenn & S. Burkhardt (Eds.), Advances in special education, Vol. 10 (pp.1-24). Greenwich, CT: JAI Press.

Greenspan, S. (1997). Dead manual walking?: Why the AAMR definition needs redoing. Education and Training in Mental Retardation and Developmental Disabilities, 32, 179-190.

Greenspan, S. (1999). What is meant by mental retardation? International review of Psychiatry, 11, 6-18.

Greenspan, S. (2002). A sex police for adults with mental Retardation? Comment on Spiecker and Steutel. Journal of Moral Education, 31,171-179.

Greenspan, S. & Switzky, H.N. (2003). Execution exemption should be based on actual vulnerability, not disability label. Ethics and Behavior. (for a special issue on the Atkins v. Virginia decision).

Yalon-Chamovitz, S., & Greenspan, S. (2005). Ability to identify, explain and solve problems in everyday tasks: preliminary validation of a direct video measure of practical intelligence. Research in Dev. Disabilities, 26(3), 219-230.

Greenspan, S. (2006). Issues in the use of the “Flynn effect” to adjust IQ scores when diagnosing MR. Psychology in Mental Retard’n & Devel.Disabilities, 31 (3), 3-7.

Greenspan, S. (2006). Rethinking “harmonious parenting” in light of a three-factor model of discipline. Child Care in Practice, 12 (1), 5-12.

Greenspan, S. (2006). Gullibility in Persons with High-Functioning Autism. Autism Spectrum Quarterly, 8, 14-16

Greenspan, S. (2006). Functional concepts in mental retardation: Finding the natural essence of an artificial category. Exceptionality, . 14 (4), 205-224.

Greenspan, S. (2006). Tips for helping people with autism to become less gullible. Autism Spectrum Quarterly.

Pinsker, D.M., Stone, V., Pachana, N. & Greenspan, S. (2006). Social vulnerability scale for older adults: Validation study. Clinical Psychology, 10 (3), 117-127.

Greenspan, S. (2008). Flynn-Adjustment is a Matter of Basic Fairness: Response to Roger B. Moore, Jr. Psychology in Mental Retardation and Developmental Disabilities

Greenspan, S. (in press).. Introduction to the Special issue on “Assessment of Mental Retardation in Death Cases”. Applied Neuropsychology.

Suen, H. & Greenspan, S. (under review). Serious problems with the Mexican norms for the WAIS-III: Why the US norms should be used in assessing mental retardation in capital cases. Applied Neuropsychology.

Greenspan, S. (in press). Humanitarian implications of the quest to dethrone “King IQ”. Perspectives: Intellectual Disabilities. (remarks given on receiving AAIDD’s Dybwad Award for Humanitarianism)

Suen, H. & Greenspan, S. (2008). Linguistic sensitivity does not require one to use grossly deficient norms: Why US norms should be used with the Mexican WAIS-III in capital cases. Psychology in Mental Retardation and Developmental Disabilities.

Greenspan, S. (2009). Fooled by Ponzi (and Madoff): How Bernard Madoff made off with my money. Skeptic (posted electronically on eSkeptic in December 2008 at www.skeptic.com/eskeptic/08-12-23.html#feature).

j

www.skeptic.com/eskeptic/08-12-23.html#feature