

Catia Cividini-Motta, Ph.D., BCBA-D

(ORCID: 0000-0001-5679-9294)

PRESENT TITLE: Assistant Professor
University of South Florida

WORK ADDRESS: 13301 Bruce B. Downs Blvd, MHC 2333
Tampa, FL 33612-3807
Office Telephone: (813) 974-2484
E-mail: catiac@usf.edu

ACADEMIC APPOINTMENTS

- 2021-present Associate Director of the ABA Program, Child and Family Studies, University of South Florida
- 2022-present Assistant Professor in the ABA Program, Child and Family Studies, University of South Florida
- 2021-present Affiliate Faculty (Courtesy Appointment), Florida Center for Inclusive Communities, University of South Florida
- 2021-2022 Authorized Continuing Education (ACE) Coordinator, ABA Program, Child and Family Studies, University of South Florida
- 2019-2021 Adjunct Faculty, Instituto Nacional de Ensino e Pesquisa (Brazil)
- 2015-2022 Practicum Coordinator in the Master of Science in ABA, Child and Family Studies, University of South Florida
- 2015-2022 Assistant Professor of Instruction in the Master of Science in ABA, Child and Family Studies, University of South Florida
- 2015-2022 Verified Course Sequence (VCS) Coordinator
- 2015-2017 Adjunct Faculty in the Master of Arts in ABA, Child and Family Studies, University of South Florida
- 2016-2017 Interim Practicum Coordinator in the Master of Arts in ABA, Child and Family Studies, University of South Florida
- 2015 Adjunct Faculty, Regis College

EDUCATION AND TRAINING

- 2009-2014 Western New England University
Degree: Ph.D. in Behavior Analysis
Dissertation: Teaching verbal behavior: A systematic comparison of commonly used echoic teaching procedures
Chair & Faculty Advisor: William H. Ahearn, Ph.D.

- 2007-2009 Northeastern University
Degree: M.S. in Applied Behavior Analysis
Thesis: Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency
Chair & Faculty Advisor: William H. Ahearn, Ph.D.
- 2004-2006 Mount Holyoke College
Degree: B.A. in Psychology
- 2001-2004 Bristol Community College
Degree: A.A. in General Studies

PROFESSIONAL CERTIFICATION AND LICENSURE

Board Certified Behavior Analyst, BCBA-D, 2009-Current, Certificate No. 1-09-6454

HONORS AND AWARDS

- 2024 Outstanding Graduate Mentor Award, College of Behavior and Community Sciences, University of South Florida
- 2023 Outstanding Team Award for Outstanding Achievement in Grant Success, Department of Child and Family Studies, University of South Florida
- 2018-2019 Top Downloaded Paper in the journal *Behavioral Interventions*
- 2015 Outstanding Achievement Award, Awarded by the Department of Child and Family, University of South Florida

RESEARCH AND PROJECTS

CURRENT EXTERNALLY FUNDED RESEARCH

- 2023-2027 Institute of Education Sciences – R324A230118 (**Co-Principal Investigator**) *Development and Pilot Testing of a Virtual Prevent-Teach-Reinforce Coaching Model (ePTR Coach) for Children with Emotional and Behavioral Disorders* (PI: K-S. C. Blair)
Total funding: \$1,999,409
- 2023-2027 US Department of Education: Office of Elementary and Secondary Education, Office of Safe and Supportive Schools – S184X230042 (**Principal Investigator/Project Director**)
Project MABAS: Enhancing the Promotion of Mental Health Wellbeing of Children and Youth in High-Need Schools through Preparing School-Based Behavior Analysts and Social Workers
Total funding: \$3,903,396

2020-2025 US Department of Education: Office of Special Education Programs – H325K200051 (**Principal Investigator/Project Director**) *Project iSED: Advancing Interdisciplinary Services for Students with Severe Emotional and Behavioral Disorders*
Total funding: \$1,196,421

COMPLETED EXTERNALLY FUNDED RESEARCH

2017-2023 US Department of Education: Office of Special Education Programs – H325K170085 (**Co-Principal Investigator/Project Co-Director**) *Project EBAS: “Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders”* (PI: K-S. C. Blair)
Total funding: \$1,116,825

2016-2017 James A. Haley Veteran’s Hospital –5830150300 (**Co-Principal Investigator**) *“Therapeutic Containment Project”* (PI: S. Bloom)
Total funding: \$16,532

UNFUNDED EXTERNAL PROPOSALS

2023 Society for the Advancement of Behavior Analysis (SABA) (**Principal Investigator**)
Functional Communication Training in Multiple Language Contexts
Total funding requested: \$4,500

2022 US Department of Education: Office of Special Education and Rehabilitative Services (**Co-Principal Investigator/Project Co-Director**)
Project LABAs: Preparation of Leaders in Applied Behavior Analysis to Advance School-Based Interventions
Total funding requested: \$1,227,497

2022 US Department of Education: Office of Elementary and Secondary Education, Office of Safe and Supportive Schools (**Principal Investigator/Project Director**)
Project MABAS: Enhancing the Promotion of Mental Health Wellbeing of Children and Youth in High-Need Schools through Preparing School-Based Behavior Analysts and Social Workers
Total funding requested: \$3,686,702

2021 US Department of Education: Office of Special Education and Rehabilitative Services (**Co-Principal Investigator/Project Co-Director**)
Project LABAs: Preparation of Leaders in Applied Behavior Analysis to Advance School-Based Interventions
Total funding requested: \$1,225,373

- 2020 Institute of Education Sciences (**Co-Principal Investigator**)
ePTR Coach: Development and Pilot Testing of a Virtual Prevent-Teach-Reinforce Coaching Model for Children with Emotional and Behavior Disorders
Total funding requested: \$1,999,407
- 2019 US Department of Education: Office of Special Education and Rehabilitative Services (**Co-Principal Investigator/Project Co-Director**)
Project nLIBI: Preparing the Next Generation of Leaders in Intensive Behavior Intervention
Total funding requested: \$2,321,251
- 2018 The Spencer Foundation (**Principal Investigator**)
Evaluating the Effects of Kahoot! on Student Academic Performance in University Classrooms
Total funding requested: \$49,901
- 2016 National Institutes of Health: National Institute of Mental Health (**Co-Principal Investigator**)
Development of Culturally Responsive Interventions for Hispanic Children with Autism
Total funding requested: \$660,039

UNFUNDED INTERNAL RESEARCH PROPOSALS

- 2017 University of South Florida (**Principal Investigator**) *The Military and Veterans Verbal Operant and Learning Channel Assessment*
Total funding requested: \$9,949
- 2016 College of Behavioral and Community Science, University of South Florida (**Principal Investigator**) *The Military and Veterans Verbal Operant and Learning Channel Assessment*
Total funding requested: \$19,440
- 2015 College of Behavioral and Community Science, University of South Florida (**Principal Investigator**) *Teaching Children with Autism to Communicate: An Evaluation of Alternative Communication Modality, Potential Pre-Requisite Skills, and Impact on Vocal Speech*
Total funding requested: \$18,268

PUBLICATIONS**REFEREED ARTICLES** (*student author)

- *MacNaul, H., **Cividini-Motta, C.**, & Randall, K. (2024). Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations. *Behavioral Sciences*, 14(7), 546. <https://doi.org/10.3390/bs14070546>
- *Gural, I., **Cividini-Motta, C.**, *Del Vecchio, M. L., & *Risse, M. R. (2024). Evaluating the effects of self-monitoring of performance with a peer component on disruptive behavior and task completion of children with autism spectrum disorder. *Behavioral Sciences*, 14(7), 547. <https://doi.org/10.3390/bs14070547>
- Cividini-Motta, C.**, Livingston, C., & *Efaw, H. (2024). Systematic review of differential reinforcement in skill acquisition. *Behavior Analysis in Practice*, 17(2), 401-416. <https://doi.org/10.1007/s40617-023-00903-z>
- *Wilson, S., **Cividini-Motta, C.**, *MacNaul, H., Salinas, R., & Ferrer, G. (2024). Preference for social stimuli: A comparison of stimulus modes used in preference assessments. *Behavioral Interventions*, e2034. <https://doi.org/10.1002/bin.2034>
- *MacNaul, H., Nguyen, A., *Wilson, S., **Cividini-Motta, C.**, & *Mandel, N. (2024). Evaluating two iterations of a paired stimulus preference assessment. *Behavioral Interventions*, 39(1), e1977. <https://doi.org/10.1002/bin.1977>
- *Orozco, D., **Cividini-Motta, C.**, Campos, C., Brolmann, H. A. (2023). Teaching mands: Correspondence among acquisition, recommendations of the Essential for Living Communication Modality Assessment, and preference. *Behavior Analysis Practice*, 16(3), 812-825. <https://doi.org/10.1007/s40617-022-00764-y>
- *Braren, J. T. B., Samaha, A. L., Livingston, C., **Cividini-Motta, C.**, & DePaolo, K. S. (2022). Extending abbreviated error-correction assessments to adults with intellectual or developmental disabilities. *Behavioral Interventions*, 37(4), 1013-1029. <https://doi.org/10.1002/bin.1900>
- *Mandel, N. R., **Cividini-Motta, C.**, Schram, J., & MacNaul, H. (2022). Emergence of auditory-visual discrimination and tacts through exclusionary responding. *Journal of Applied Behavior Analysis*, 55(3), 919-933. <https://doi.org/10.1002/jaba.927>

- *Schulz, T., **Cividini-Motta, C.**, Blair, K.C., & *MacNaul, H. (2022). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior. *The Journal of Special Education*, 31(2), 243-264.
<https://doi.org/10.1007/s10864-020-09393-3>
- *Mandel, N. R., **Cividini-Motta, C.**, & Schram, J. (2022). An evaluation of the impact of stimulus mode on acquisition, maintenance, and generalization of tacts of actions. *Behavioral Interventions*, 37(1), 5-18. <https://doi.org/10.1002/bin.1792>
- *Canfield, D., & **Cividini-Motta, C.** (2022). The effects of a daily behavior report card intervention: Inclusion of a peer mediator. *Journal of Behavioral Education*, 31(1), 614-634. <https://doi.org/10.1007/s10864-020-09416-z>
- *Zuniga, A. N., & Cividini-Motta, C. (2022). Using class pass intervention to decrease disruptive behavior in young children. *Journal of Behavioral Education*, 31(1), 524-542.
<https://doi.org/10.1007/s10864-020-09411-4>
- *Chance, S., Cividini-Motta, C., & Livingston, C. (2021). Assessing the effects of observational conditioning and response-contingent pairing on the vocalizations of children with autism spectrum disorder. *The Analysis of Verbal Behavior*, 37(2), 194-216.
<https://doi.org/10.1007/s40616-021-00157-2>
- *MacNaul, H., **Cividini-Motta, C.**, *Wilson, S., & Di Paola, H. (2021). A systematic review of research on stability of preference assessment outcomes across repeated administrations. *Behavioral Interventions*, 36(4), 962-983. <https://doi.org/10.1002/bin.1797>
- *MacNaul, H., Garcia, R., **Cividini-Motta, C.**, & Thacker, I. (2021). Effect of assignment choice on student academic performance in an online class. *Behavior Analysis in Practice*, 14(1), 1074-1078. <https://doi.org/10.1007/s40617-021-00566-8>
- Cariveau, T., Robbins, H., **Cividini-Motta, C.**, & Delfs, C. (2020). Citation analysis of *The Analysis of Verbal Behavior* (2008-2018). *The Analysis of Verbal Behavior*, 36(1), 87-101. <https://doi.org/10.1007/s40616-020-00128-z>
- *O'Connor, E., **Cividini-Motta, C.**, & *MacNaul, H. (2020). Treatment of food selectivity: An evaluation of video modeling of contingencies. *Behavioral Interventions*, 35(1), 57-75.
<https://doi.org/10.1002/bin.1693>

- *Suberman, R., & **Cividini-Motta, C.** (2020). Teaching caregivers to implement mand training: Evaluating the efficacy of behavioral skills. *Journal of Applied Behavior Analysis*, 53(2), 1097-1110. <https://doi.org/10.1002/jaba.630>
- Cividini-Motta, C.**, Moore, K., Fish, L. M., Priehs, J. C., & Ahearn, W. H. (2020). Reducing public masturbation in individuals with ASD: An assessment of response interruption procedures. *Behavior Modification*, 44(3), 429-448. <https://doi.org/10.1177%2F0145445518824277>
- Cividini-Motta, C.**, *Garcia, A. R., *Livingston, C., & *MacNaul, H. L. (2019). The effect of response interruption and redirection with and without a differential reinforcement of alternative behavior component on stereotypy and appropriate responses. *Behavioral Interventions*, 34(1), 3-18. <https://doi.org/10.1002/bin.1654>
- *McNamara K., & **Cividini-Motta, C.** (2019). Further evaluation of treatments for vocal stereotypy: Response interruption and redirection and response cost. *Behavioral Interventions*, 34(2), 189-197. <https://doi.org/10.1002/bin.1657>
- Cividini-Motta, C.**, Scharrer, N., & Ahearn, W. H. (2017). An assessment of three procedures to teach echoic responding. *The Analysis of Verbal Behavior*, 33(1), 41-63. <https://doi.org/10.1007/s40616-016-0069-z>
- Moore, K., **Cividini-Motta, C.**, Clark, K., & Ahearn, W. H. (2015). Sensory integration as a treatment for automatically-maintained stereotypy. *Behavioral Interventions*, 30(2), 95-111. <https://doi.org/10.1002/bin.1405>
- Cividini-Motta, C.**, Clark, K., & Ahearn, W. H. (2013). Effects of two variations of differential reinforcement on prompt dependency. *Journal of Applied Behavior Analysis*, 46(3), 640-650. <https://doi.org/10.1002/jaba.67>
- Karsten, A. M., Andrade, M., **Cividini-Motta, C.**, Conde, K. A., Donnelly, M. G., McConnell, K.,... & Vanselow, N. (2012). A review of the book *Behavioral foundations of effective Autism treatment* by E.A. Mayville & J.A. Mulick. *Behavior Analysis in Practice*, 5(1), 47-52. <https://doi.org/10.1007/BF03391817>

MANUSCRIPTS UNDER REVIEW

- *Rodriguez, B., **Cividini-Motta, C.**, & *Martinez, A. (Under review). Using instructive feedback to expand second language of children with autism spectrum disorder. *The Analysis of Verbal Behavior*.

- *Flores, A., & **Cividini-Motta, C.** (Under review). High-probability instructional sequence: A survey on design and implementation practices. *Behavior Analysis in Practice*.
- *Benevides, J., **Cividini-Motta, C.**, & Mandel, N. R. (Under review). Teacher-implemented accumulated and distributed reinforcement in the classroom setting. *Journal of Behavioral Education*.
- *Lawson, C., **Cividini-Motta, C.**, & McCammon, M. N. (Under review). Teaching caregivers to implement the picture exchange communication system: An evaluation of video modeling. *Behavior Analysis in Practice*.
- *Flores, A., **Cividini-Motta, C.**, Denette, H. N., & Angelucci, L. T. (Under review). Review of current procedural variations of the high-probability instructional sequence. *Behavioral Interventions*.
- *Rojas, A., **Cividini-Motta, C.**, & *Llinás, M. (Under review). Contextual fit of interventions for vocal stereotypy: A systematic literature review of research evaluating antecedent-based interventions. *Behavior Analysis in Practice*.

BOOK CHAPTERS

- Esch, B. E. & **Cividini-Motta, C.** (in press). Echoics. In J. C. Vladescu & A. N. Kisamore (Eds.), *Promoting language for learners with autism spectrum disorder: A guide for applied behavior analysis practitioners*. Routledge/Taylor & Francis.
- Cividini-Motta, C.**, & Mandel, N. R. (in press). Shaping Complex Verbal Behavior Across the Lifespan. In D. Mitteer (Eds.), *Toward durability and generalization when supporting individuals with autism*. Springer Nature.
- Cividini-Motta, C.**, McCammon, M., Zern, B., & *Martinez, A. (2024). Autism. In J. L. Matson (Eds.), *Handbook of psychopathology in intellectual disability* (2nd). Springer Nature.
- Cividini-Motta, C.**, Livingston, C. P., *Flores, A. M., & McMillan, N. M. (2023). History and overview of Applied Behavior Analysis. In J. L. Matson (Eds.), *Handbook of ABA for children with autism: Clinical guide to assessment and treatment*. Springer Nature.
- Cividini-Motta, C.**, MacNaul, H., Mandel, N., *Rojas, A., & Ahearn, W. (2023). Automatic reinforcement. In J. L. Matson (Eds.), *Applied behavior analysis: A comprehensive handbook*. Springer Nature.

*Melletti, H., & **Cividini-Motta, C.** (2023). A aplicação de ferramentas de OBM (Organizational Behavior Management) com equipes que realizam intervenção para indivíduos com TEA. In D. Canovas & E. J. F. Gama (Eds.), *Temas em Análise do Comportamento Aplicada*.

Cividini-Motta, C., MacNaul, H., Steinhauser, H. M. K., & Ahearn, W. (2022). Response interruption and redirection. In J.B. Leaf, J. Cihon, J. Ferguson, & M.J. Weiss (eds.), *Handbook of applied behavior analysis interventions for Autism*. Springer Nature.

Cividini-Motta, C., Bloom, S. E., & *Campos, C. (2017). Challenging behavior. In L. L. Matson (Eds.), *Handbook of social behavior and skills in children* (pp. 19-47). Gewerbestrasse, Switzerland: Springer International Publishing.

PRESENTATIONS

INVITED PRESENTATIONS

Sump, L. (Host). (2022-present). *E quando há dependência de dica? Com a Dra. Cátia Cividini-Motta* [Audio podcast]. Apple. <https://podcasts.apple.com/us/podcast/76-e-quando-h%C3%A1-depend%C3%Aancia-de-dica-com-a-dra/id1613277109?i=1000656354462>

Cividini-Motta, C. (2021, October). *Maximizing instruction efficiency: Lessons from research on instructional procedures*. [Invited presentation]. 16th Annual Thompson Center Autism Conference, St Louis, Missouri.

Cividini-Motta, C. (2021, September). *Antecedent interventions* [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Cividini-Motta, C. (2020, November). *Preference and reinforcer assessments* [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Cividini-Motta, C. (2020, December). *Introduction to functional behavior assessment* [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Parry-Cruwys, R., Parry-Cruwys, Diana, & MacDonald, J. (Hosts). (2016-present). *Prompt dependency with Dr. Catia Cividini-Motta* [Audio podcast]. Spotify. <https://www.abainsidetrack.com/home/2020/7/8/episode-131-prompt-dependence>

Cividini-Motta, C. (2020, August). *Avaliação e intervenção para dependência em dicas em pessoas com TEA (Identification of and interventions for prompt dependency in persons with ASD)* [Invited presentation]. Instituto Lahmiei Autismo. São Carlos, Brazil.

Cividini-Motta, C. (2019, February). *Procedures for measuring behavior, assessing preference, and evaluating quality of data*. [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Cividini-Motta, C. (2019, February). *Avaliação e intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. [Invited workshop]. INESP Universidade/Grupo Metodo, São Paulo, SP, Brazil.

Cividini-Motta, C. (2019, August). *Avaliação e Intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. [Invited workshop]. 3rd encontro Brasil & EUA de autismo (3rd Brasil & USA conference on autism), Recife, Brazil.

CONFERENCE PRESENTATIONS

Note: ABAI = Association for Behavior Analysis International; APBA = Association for Professional Behavior Analysts; BABAT = Berkshire Association for Behavior Analysis and Therapy; FABA = Florida Association for Behavior Analysis; OSEP = Office of Special Education Programs; TxABA = Texas Association for Behavior Analysis.

Cividini-Motta, C., Iovannone, R., Crosland, C., & Blair, K. C. (Chair). (2024, September). *Coaching for classroom success: Empowering Teachers with students with challenging behavior* [Panel presentation]. Annual FABA conference.

Gural, I., Cividini-Motta, C., Martinez, A., Del Vecchio, M. L., & Risse, M. R. (2024, September). *Evaluating the effects of self-monitoring with a peer component on task completion and disruptive behavior* [Paper presentation]. Annual FABA conference.

Nguyen, A., MacNaul, H., & Cividini-Motta, C. (2024, September). *Response interruption and redirection: A quality review* [Poster presentation]. Annual FABA conference.

Rodriguez, B., Cividini-Motta, C., & Martinez, A. (2024, September). *Using instructive feedback to expand second language of children with autism spectrum disorder* [Paper presentation]. Annual FABA conference.

Benevides, J. & Cividini-Motta, C. (2024, September). *Teacher-implemented accumulated and distributed reinforcement in the classroom setting* [Paper presentation]. Annual FABA conference.

Llinás, M. & Cividini-Motta, C. (2024, September). *The usage of the term “noncontingent reinforcement” in behavior analytic journals since 1962* [Paper presentation]. Annual FABA conference.

White, B., McCammon, M., & Cividini-Motta, C. (2024, September). *The effects of scenic pictures and progressive delay on varied intraverbal responding* [Paper presentation]. Annual FABA conference.

- Cividini-Motta, C. (Chair). (2024, September). *Improving communication skills of children with autism* [Symposium presentation]. Annual FABA conference.
- Flores, A., Cividini-Motta, C., Martinez, A., & Efaw, H. (2024, September). *Evaluación de los efectos del entrenamiento con ejemplares múltiples sobre la transferencia de tectos a mandos en niños con autismo* [Paper presentation]. Annual FABA conference.
- Martinez, A. & Cividini-Motta, C. (2024, September). *Una revisión de la adquisición y surgimiento de una segunda lengua* [Paper presentation]. Annual FABA conference.
- Cividini-Motta, C. (Chair). (2024, May). *Further examination of the role of response-independent schedules and punishment* [Symposium presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Panelist). (2024, May). *Great together: Three models of interdisciplinary graduate training in Applied Behavior Analysis* [Panel presentation]. Annual ABAI conference.
- Martinez, A., Gural, I., & Cividini-Motta, C. (2004, May). *Evaluating the effects of self-monitoring with a peer component on disruptive behavior and task completion* [Paper presentation]. Annual ABAI conference.
- Flores, A., Cividini-Motta, C., Martinez, A., & Efaw, H. (2024, May). *Evaluating the effects of multiple exemplar training on tact-to-mand transfer in children with autism* [Paper presentation]. Annual ABAI conference.
- Pearson, B. T., Blair, K. C., & Cividini-Motta, C. (2024, May). *Using active student responding via Kahoot! to improve student academic engagement at college level* [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C., Iovannone, R., Crosland, C., & Blair, K. C. (2023, September). *Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED* [Paper presentation]. Annual FABA conference.
- Campos, C., Brolman, H., Cividini-Motta, C. & Orozco, D. (2023, September). *Teaching mands: Correspondence between acquisition, recommendations from Essential for Living communication modality assessment, and preference* [Paper presentation]. Annual FABA conference.
- Blair, K. C., Crosland, K., Cividini-Motta, C., & Castillo, J. (2023, September). *Evaluation of an interdisciplinary training project for school-based behavior analysts and school psychologists* [Paper presentation]. Annual FABA conference.
- Han, J. B., Bloom, S., Giambrone, J. & Cividini-Motta, C. (2023, September). *Using repeated-latency measures to assess functional relationships* [Paper presentation]. Annual FABA conference.

- Flores, A. & Cividini-Motta, C. (2023, September). *Evaluating the effects of multiple exemplar training on tact-to-mand transfer in children with autism* [Poster presentation]. Annual FABA conference.
- Rojas, A., Cividini-Motta, C., Ahearn, W., & De Man, T. S. L. (2023, September). *Subtyping stereotypy: Do subtypes predict treatment outcomes?* [Paper presentation]. Annual FABA conference.
- Martinez, A., & Cividini-Motta, C. (2023, September). *Learning by exclusion in children with autism: A literature review* [Paper presentation]. Annual FABA conference.
- Cividini-Motta, C., Blair, K. C., Salloum, A., Crosland, C., & Gilbert-Smith, T. (2023, July). *Interdisciplinary collaboration via the Prevent-Teach-Reinforce (PTR) model* [Poster presentation]. Annual OSEP Director's Conference.
- Martinez, A. & Cividini-Motta, C. (2023, May). *A review of learning by exclusion* [Paper presentation]. Annual ABAI conference.
- Campos, C., Orozco, D., & Cividini-Motta, C. (2023, May). *Teaching mands: Correspondence between acquisition, recommendations of communication modality assessment, and preference* [Paper presentation]. Annual ABAI conference.
- Wilson, S., Salinas, R., Ferrer, G. N. A., MacNaul, H. L., & Cividini-Motta, C. (2023, May). *Preference for social stimuli: A comparison of stimulus modes used in preference assessments* [Paper presentation]. Annual ABAI conference.
- Rojas, A., Cividini-Motta, C., de Man, T. S. L., & Ahearn, W. H. (2023, May). *Subtyping stereotypy: Do subtypes predict treatment outcomes?* [Paper presentation]. Annual ABAI conference.
- Flores, A., Cividini-Motta, C., & Torres, A. (2023, May). *Evaluating the impact of preference on the efficacy of the high probability instructional sequence* [Paper presentation]. Annual ABAI conference.
- Blair, K. C., Cividini-Motta, C., & Crosland, K. (2023, May). *Evaluation of an interdisciplinary training project for school-based behavior analysts and school psychologists*. [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C., Blair, K. C., Crosland, K., Salloum, A., & Iovannone, R. (2023, May). *Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2023, May). *An evaluation of distributed and accumulated reinforcer arrangements on skill acquisition, preference, and interfering behaviors* [Paper presentation]. Annual ABAI conference.

- MacNaul, H., Garcia, R., Cividini-Motta, C., & Thacker, I. (2023, January). *Effect of assignment choice on student academic performance in an online class* [Poster presentation]. Annual National Institute on the Teaching of Psychology.
- Cividini-Motta, C, Blair, K. C., Crosland, K., Salloum, A., & Iovannone, R. (2022, September). *Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED* [Paper presentation]. Annual FABA conference.
- Whitaker, K., & Cividini-Motta, C. (2022, September). *Using Prevent-Teach-Reinforce strategies to decrease a student's task refusal* [Paper presentation]. Annual FABA conference.
- Gingras, A., Cividini-Motta, C., & Mandel, N. (2022, September). *A Comparison of accumulated and distributed reinforcer arrangements in a classroom* [Poster presentation]. Annual FABA conference.
- Martinez, A., Cividini-Motta, C., & Mandel, N. (2022, September). *A Review of learning by exclusion* [Poster presentation]. Annual FABA conference.
- Cividini-Motta, C., Salloum, A., & Iovannone, R. (2022, July). *Interdisciplinary collaboration via the Prevent-Teach-Reinforce (PTR) model* [Poster presentation]. Annual OSEP Director's Conference.
- Blair, K. C., Cividini-Motta, C., & Crosland, K. (2022, July). *School-based behavior analytic consultation* [Poster presentation]. Annual OSEP Director's Conference.
- Cividini-Motta, C. (2022, May). Discussant. In H. L. MacNaul (Chair). *Recent advances in the measurement, assessment, and treatment of stereotypy*. Symposium presented at the annual ABAI conference.
- Flores, A. M., & Cividini-Motta, C. (2022, May). *Survey study on current practices designing and implementing high-probability instructional sequences* [Paper presentation]. Annual ABAI conference.
- Livingston, C., Efaw, H., & Cividini-Motta, C. (2022, May). *Review of the use of differential reinforcement in skill acquisition* [Paper presentation]. Annual ABAI conference.
- Rojas, A., & Cividini-Motta, C. (2022, May). *Antecedent-based interventions for motor stereotypy: A systematic review* [Paper presentation]. Annual ABAI conference.
- Wilson, S., MacNaul, H. L., Cividini-Motta, C., & Nguyen, A. (2022, May). *Evaluation of a brief paired stimulus preference assessment* [Poster presentation]. Annual ABAI conference.

- Wilson, S., Cividini-Motta, C., MacNaul, H. L., Ferrer, G., & Salinas, R. (2022, May). *Preference for social stimuli: A comparison of stimulus modes used in preference assessments* [Poster presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Chair). (2021, September). *The use of antecedent-based interventions to decrease disruptive behavior and increase appropriate responses* [Symposium presentation]. Annual FABA conference.
- Rojas, A., Mulligan, O. R., & Cividini-Motta, C. (2021, September). *Pre-class physical activity: Does choice expand its effect on disruptive behavior?* [Paper presentation]. Annual FABA conference.
- Flores, A. M., Cividini-Motta, C., & Denette, H. (2021, September). *High-probability instructional sequence: A literature review of procedural variations.* [Paper presentation]. Annual FABA conference.
- Cividini-Motta, C., Blair, K. C., Crosland, K., Castillo, J., Dart, E., & Iovannone, R. (2021, September). *Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS* [Paper presentation]. Annual FABA conference.
- Iovannone, R., Blair, K. C., Crosland, K., Cividini-Motta, C., Castillo, J., & Dart, E. (2021, September). *Interdisciplinary collaboration using the Prevent-Teach-Reinforce model for children with disabilities.* [Paper presentation]. Annual FABA conference.
- Cividini-Motta, C., Blair, K. C., Crosland, K., Ginns, D., & Iovannone, R. (2021, May). *Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS* [Paper presentation]. Annual ABAI conference.
- Blair, K. C., Iovannone, R., Cividini-Motta, C., Crosland, K., & Ginns, D. (2021, May). *Interdisciplinary collaboration using the prevent-teach-reinforce model for children with disabilities* [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Chair) (2021, May). *Advances in the treatment of stereotypy in persons with Autism* [Symposium presentation]. Annual ABAI conference.
- Hodnett, J. M., Zuniga, A. N., & Cividini-Motta, C. (2021, May). *Using the prevent-teach-reinforce model to improve classroom behavior* [Paper presentation]. Annual ABAI conference.
- Livingston, C. P., Chance, S., & Cividini-Motta, C. (2021, May). *Conditioning vocalizations as reinforcer: A comparison of observational conditioning and response-contingent pairing* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2021, May). *An evaluation of the impact of stimulus mode on acquisition, maintenance, and generalization of tacts of actions* [Paper presentation]. Annual ABAI conference.

- MacNaul, H. L., & Cividini-Motta, C. (2021, May). *Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations* [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C., Mandel, N., MacNaul, H. L., & Rojas, A. (2021, May). *An evaluation of the effects of matched stimulation on stereotypy and skill acquisition* [Paper presentation]. Annual ABAI conference.
- Flores, A., & Cividini-Motta, C. (2021, May). *High-probability instructional sequence: A review on current procedural variations* [Poster presentation]. Annual ABAI conference.
- MacNaul, H., Cividini-Motta, C., Wilson, S., & Di Paola, H. (2021). *A systematic review of research on stability of preference across repeated assessments*. [Poster presentation]. Annual TxABA conference.
- MacNaul, H., Wilson, S., Cividini-Motta, C., & Nguyen, A. (2021). *Evaluation of a brief paired stimulus preference assessment* [Poster presentation]. Annual TxABA conference.
- Cividini-Motta, C., & MacNaul, H. L. (2021, January). *Kahoot! a fun way to incorporate active responding in the classroom*. [Poster presentation]. Sunshine State Teaching & Learning conference.
- MacNaul, H. L., Scalzo, R., Cividini-Motta, C., & Wilson, S. (2020, May). *Evaluating the effect of assignment choice on student academic performance in an online class* [Paper presentation]. Annual ABAI conference.
- MacNaul, H. L., Cividini-Motta, C., & Williams, K. (2020, May). *Evaluating the effect of active student responding and competition on student academic performance* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2020, May). *A comparison of behavior-specific praise and general praise with instructive feedback* [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Chair). (2020, May). *Evaluations of innovative procedures aimed at improving behavior in classrooms and clinical settings* [Symposium presentation]. Annual ABAI conference.
- Singer, L., Cividini-Motta, C., Blair, K. C., MacNaul, H. L. (2020, May). *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior* [Paper presentation]. Annual ABAI conference.
- Zuniga, A. N., Flores, A., & Cividini-Motta, C. (2020, May). *Using class pass intervention to decrease disruptive behavior in children with ADHD* [Paper presentation]. Annual ABAI conference.

- Schram, J., Mandel, N., & Cividini-Motta, C. (2020, May). *Acquisition of non-target tacts and receptive identification through discrete trial instruction* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2019, October). *Comparison of behavior-specific and general praise with instructive feedback on skill acquisition*. Poster presented at the annual BABAT conference, Worcester, MA.
- Greenbaum, J., Cividini-Motta, C., & Mandel, N. (2019, October). *Evaluating the effects of access to music on vocal stereotypy and skill acquisition*. Paper presented at the annual BABAT conference, Worcester, MA.
- Randall, T., Cividini-Motta, C., & Mandel, N. (2019, September). *Teaching individuals with an ASD to tact and comment on emotions: An evaluation of OiGO©*. Paper presented at the annual BABAT conference, Worcester, MA.
- Cividini-Motta, C. (2019, September). Discussant. In K. Albert (Chair), *Assessing and treating stereotypy in children with autism spectrum disorder*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Cividini-Motta, C. (Chair). (2019, September). *Variables that influence rate of skill acquisition*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Greenbaum, J., Cividini-Motta, C., & Mandel, N. (2019, September). *Evaluating the effects of access to music on vocal stereotypy and skill acquisition*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- MacNaul, H. L., Wilson, S., & Cividini-Motta, C. (2019, September). *Preference stability across repeated administrations: A systematic review and meta-analysis*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Schulz, T., Cividini-Motta, C., & Blair, K. C. (2019, September). *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2019, September). *Comparison of behavior-specific and general praise with instructive feedback on acquisition*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Blair, K. C., Iovannone, R., Ginns, D., Cividini-Motta, C., & Crosland, K., (2019, September). *Overview and preliminary data for project Enhancing Behavior Analytic Services (EBAS)*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Hodnett, J., Zuniga, A., & Cividini-Motta, C. (2019, September). *Using the Prevent-Teach-Reinforce (PTR) model to improve classroom behavior*. Paper presented at the annual FABA conference, Ponte Vedra, FL.

- Zuniga, A., & Cividini-Motta, C. (2019, September). *Using Class Pass Intervention (CPI) to decrease disruptive behavior in children with ADHD*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- MacNaul, H., & Cividini-Motta, C. (2019, September). *An evaluation of magnitude and delay value sensitivity assessments*. Poster presented at the annual FABA conference, Ponte Vedra, FL.
- Parry-Cruwys, D., Macdonald, J. M., & Cividini-Motta, C. (2019, May). Employee of the Month, the Compliment Sandwich, and Mandatory Fun: What Works When Supervising Direct Service Staff. Workshop presented at the annual ABAI conference, Chicago, IL.
- Nelson, H., Mandel, N., Cividini-Motta, C. (2019, May). *Evaluation of acquisition and generalization of tacts across three stimulus modes*. Paper presented at the Association of Behavior Analysis International conference. Chicago, IL.
- MacNaul, H. L., Wilson, S., & Cividini-Motta, C. (2019, May). *Preference stability across repeated administrations: A systematic review and meta-analysis*. Paper presented at the annual ABAI conference. Chicago, IL.
- McNamara, K., & Cividini-Motta, C. (2018, May). *Further evaluation of treatments for vocal stereotypy: Respond interruption redirection and response cost*. Paper presented at the annual ABAI conference, San Diego, CA.
- Suberman, R., & Cividini-Motta, C. (2018, May). *Teaching caregivers to implement speech-generating device-based mand training: Evaluating the efficacy of behavioral skills training*. Paper presented at the annual ABAI conference, San Diego, CA.
- Priehs, J., Kishbaugh, A., Steinhauser, H., Cividini-Motta, C., & Ahearn, W. H. (2018, May). *Reducing public masturbation in individuals with autism spectrum disorder: An assessment of overcorrection and response blocking*. Paper presented at the annual ABAI conference, San Diego, CA.
- Cividini-Motta, Garcia, A., Livingston, C. P., & MacNaul, H. (2018, May). *An evaluation of RIRD, DRA, and RIRD Plus DRA on levels of stereotypy and appropriate play*. Paper presented at the annual ABAI conference, San Diego, CA.
- MacNaul, H., Garcia, A., Livingston, C., and Cividini-Motta, C. (2018, September). *Response interruption and response redirection (RIRD): A comparison of iterations of RIRD*. Paper presented at the annual FABA conference, Bonita Springs, FL.
- Cividini-Motta, C. (2017, October). Discussant. In C. Hannula (Chair). *Training caregivers and staff to implement behavioral interventions*. Symposium presented at the annual FABA conference, Daytona Beach, FL.

- Cividini-Motta, C., Moore, K., Priehs, J., Fish, L., & Ahearn, W. H. (2016, September). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Florida Association for Behavior Analysis, Fort Lauderdale, FL.
- Cividini-Motta, C., Moore, K., Priehs, J., Fish, L., & Ahearn, W. H. (2016, May). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Chicago, IL.
- Cividini-Motta, C., Moore, K., Fish, L., Priehs, J., & Ahearn, W. H. (2015, May). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Chicago, IL.
- Cividini-Motta, C., Scharrer, N., Camp, S., Sheridan, D., & Ahearn, W. H. (2015, May). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, San Antonio, TX.
- Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2014, October). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.
- Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2013, October). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.
- Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2013, March). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.
- Cividini-Motta, C., Clark, K. M., & Ahearn, W. H. (2012, January). *Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency*. Poster presented at the Sao Paulo School for Advanced Science: Advances in Research and Treatment of Autistic Behavior, Sao Carlos, SP, Brazil.
- Cividini-Motta, C., Horton, K. & Toran, T. (2011, May). *Reducing duration of exclusionary timeout through systematic fading*. Paper presented at the Annual meeting of the Association for Behavior Analysis, Denver, CO.

Cividini-Motta, C., Clark, K. & William, W. H. (2010, May). *Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency*. Paper presented at the Annual meeting of the Association for Behavior Analysis, St. Antonio, TX.

Cividini-Motta, C., Clark, K. & William, W. H. (2009, October). *Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Williford, T., Clark, K. & William, W. H. (2009, May). *Establishing joint attention responses using social stimuli as reinforcers while providing opportunities to tact*. Paper presented at the Annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

MEDIA COVERAGE

Meketa, T. (2023, May 2). U.S. Department of Education awards USF researchers \$8 million to enhance school-based mental health programs. *University Communications and Marketing*. U.S. Department of Education awards USF researchers \$8 million to enhance school-based mental health programs I USF News

Coffey, L. (2023, May 3). USF gets \$8M federal grants to boost mental health care for children. *Tampa Bay Business Journal*. <https://www.bizjournals.com/tampabay/news/2023/05/03/usf-federal-grants-childrens-mental-health.html>

Lewis, J. (2023, May 5). USF researchers awarded \$8 million in grants for school mental health programs. *Fox 13 News*. <https://www.fox13news.com/news/usf-researchers-awarded-8-million-in-grants-for-school-mental-health-programs>

ACADEMIC ADVISING / MENTORING

Dissertation Committees (Chair)

*Ford, Kimberly. PhD Candidate. Expected Graduation 2027.

*Nguyen, Anh. PhD Candidate. Expected Graduation 2026.

*Llinas, Max. PhD Candidate. Expected Graduation 2026.

*Martinez, Ariadna. PhD Candidate. Expected Graduation 2025.

*Flores, Amalix. PhD Candidate. Expected Graduation 2025.

*Rojas, Alyssa. PhD Candidate. Expected Graduation 2025.

*Mandel, Natalie. *An evaluation of distributed and accumulated reinforcer arrangements on skill acquisition and preference*. Graduation 2021.

*MacNaul., Hannah. *Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations*. Graduation 2020.

Dissertation Committees (Committee Member)

Milor, Erica. PhD Candidate. Expected Graduation 2025.

Hans, Justin. *Using repeated -latency measures to assess functional relationship*. Graduation 2023.

Cook, Jennifer. *The role of antecedent music in the running routines of experienced runners*. Graduation 2021.

Concepcion, Anthony. *Temporal discounting and the assessment and treatment of academic procrastination*. Graduation 2020.

Weyman, Jennifer. *An application of the trial-based functional analysis to assess problem behavior evoked by ritual interruption*. Graduation 2019.

Campos, Claudia. *Development and validation of the Waiting Assessment Interview Tool (WAIT) and evaluation of individualized waiting durations in signaled reinforcement*. Graduation 2018.

Livingston, Cynthia. *Comparison of conditioning procedures to condition praise as a reinforcer for children with Autism*. Graduation 2018.

Dissertation Committees / Ad Hoc Reviewer (Non-USF Students)

Maeda, Vivian Yuri. PhD Candidate at Pontifícia Universidade Católica (PUC), São Paulo, Brazil. Expected Graduation 2025.

Val, Henrique Costa. *IISCA baseada em performance: Avaliação e tratamento de comportamentos-problema de crianças com TEA*. Graduation 2023.

Costa, Malena Russelakis Carneiro. PhD Candidate at University Federal do Pará, Brazil.

Doctoral Student Intern (Non-USF Students)

Maeda, Vivian Yuri. PhD Candidate at Pontifícia Universidade Católica (PUC), São Paulo, Brazil. October 2024 - February 2025.

Master's Thesis Committees (Chair or Co-Chair*)

Andrea Babb. MS Candidate. Expected Graduation 2025.

Tionne Morgan. MS Candidate. Expected Graduation 2025.

Alexandra Pruitt. MS Candidate. Expected Graduation 2025.

*Vasiliki Kallivrousis. MS Candidate. Expected Graduation 2025.

Ellen Ratliff. MS Candidate. Expected Graduation 2025.

*Julia Chase. MS Candidate. Expected Graduation 2025.

Jessica Benevides. *Teacher-implemented accumulated and distributed reinforcement in the classroom setting*. Graduation 2024.

Carlie Lawson. *Teaching caregivers to implement the picture exchange communication system: An evaluation of video modeling*. Graduation 2024.

Breanna White. *The effects of scenic pictures and progressive time delay on varied intraverbal responding*. Graduation 2024.

Barbara Rodriguez. *Using instructive feedback to expand second language of children with autism spectrum disorder*. Graduation 2024.

Megan Baumgartner. *Comparison of contingent vocal imitation with and without supplemental reinforcement on vocalizations of children with ASD*. Graduation 2024.

Isabella Gural. *Evaluating self-monitoring of performance with a peer component on disruptive behavior and task completion of students with emotional and behavioral disorder*. Graduation 2023.

*Brittany Pearson. *Using active student responding and competition via Kahoot! to improve student academic engagement at college level*. Graduation 2023.

Alexandra Gingras. *A comparison of accumulated and distributed reinforcer arrangements in a classroom*. Graduation 2022.

Alexandria Torres. *Case study: Evaluating the impact of preference on the efficacy of the high probability instructional sequence*. Graduation 2022.

Kiersten Whitaker. *A case study in Applied Behavior Analysis: Using Prevent-Teach-Reinforce strategies to decrease a student's task refusal*. Graduation 2022.

Nicole Zamorano. *A case study in Applied Behavior Analysis: Increasing color receptive identification using positional prompts*. Graduation 2022.

Shannon Wilson. *Preference for social stimuli: A comparison of stimulus modes used in preference*. Graduation 2021.

Taylin Byerly. *Assessing the validity of the automatic reinforcement screening assessment*. Graduation 2021.

Hannah Efaw. *Review of the use of differential reinforcement in skill acquisition*. Graduation 2021.

Peigelyn A. Dorno. *A review of the class pass intervention: A derivative of bedtime pass*. Graduation 2021.

Lindsey Snyder. *Case study: Using a contingency-based delay procedure to decrease tantrums during periods of delayed reinforcement*. Graduation 2021.

Stephanie Almendarez. *Procedural variations of RIRD: A systematic review of the literature*. Graduation 2020.

Resa Barhold. *Evaluating the effects of reinforcement delay on acquisition during discrete trial training: A literature review*. Graduation 2020.

Deanna Canfield. *The effects of a daily behavior report card intervention: Inclusion of a peer mediator component*. Graduation 2019.

Andrea Zuniga. *Using Class Pass Intervention (CPI) to decrease disruptive behavior in children*. Graduation 2019.

Santiira Williams. *Evaluating the effects of multiple exemplar training on mand-to-tact transfer in children with Autism*. Graduation 2020.

Olivia Mulligan. *Pre-Class physical activity: Does choice expand its effect on disruptive behavior?* Graduation 2020.

Sydni Chance. *Assessing the effects of observational conditioning and response-contingent pairing on the vocalizations of children with Autism*. Graduation 2019.

*Thomas Schulz. *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior*. Graduation 2019.

Joel Greenbaum. *Evaluating the effects of matched stimulation on vocal stereotypy and skill acquisition*. Graduation 2019.

Kiersty McNamara. *Further evaluation of treatments for vocal stereotypy: Response interruption redirection and response cost*. Graduation 2018.

Haley Nelson. *Comparison of acquisition and generalization of tacts across three stimulus modes: A replication across skill levels*. Graduation 2018.

Daniela Orozco. *Teaching mands to individuals with autism spectrum disorder: An evaluation of the essential for living communication modality assessment*. Graduation 2018.

Taylor Randall. *Teaching individuals with an ASD to tact and comment on emotions: An*

evaluation of OiGO©. Graduation 2018.

Erin O'Connor. *Treatment of food selectivity: An evaluation of video modeling of contingencies.* Graduation 2017.

Rachel Suberman. *Teaching caregivers to implement speech-generating device-based mand training: Evaluating the efficacy of behavioral skills training.* Graduation 2017.

Master's Thesis Committees (Committee Member)

Rachel Krueger; Emily Escher; Breanne Leppma; Norma Guillen; Carey Walls; Grace Maxwell; Kaleigh Cernosek; Christine Colon; Claudia Reyes; Garrit Dubois; Marqueline Cenatus; Sarah Loupe; Zach Grossman; Chelsea Barzycki; Ashley Frankenfield; Butler Braren; Christine Ropper; Codye Manning; Danielle Russo; Emma Wick; Laura Whitman; Mallamy Camargo; Nicole Harris; Peyton Stipes; Sara Hordges; Sarah Gonzalez; Tiana Evans; Corinne Bloom; Ashley Caliri; Chelsea Carr; Ellie Morosohk; Karie John; Jessica Ritzman; Margaret Green; Margaret Orner; Melissa Giblin; Stacy Pamphile; Paula Petit-Frere; Monique Litchmore; Trevor Maxfield; Lori Kollin; Kelsey O'Neil; Chelsea Palumbo; Katherine Pena; Faith Reynolds; Sara Snapp; Paige Talhelm; Kelsie Thompson; Morgan Scarff.

SERVICE

University of South Florida Governance

2018-2022 USF CFS Governance Council Member
2018-2020 USF CFS Governance Council Chair

Service to the University of South Florida

2024 ABA Instructor Search Committee Member
2023-2024 CBCS DEI Committee Member
2022-2023 CBCS DEI Committee Chair
2022-2023 ABA Instructor Search Committee Chair
2020 ABA Instructor Search Committee Member
2019 USF BullsIRB Champions Committee Member
2019 ABA Instructor Search Committee Member
2016-2018 CBCS Special Event Committee Member
2016 Reviewer for USF 3MT Competition & Research Symposium
2015-2017 USF ASDnet member

Service to the Profession

2023-present Tiered Model Recognition Committee Member; Association for Behavior Analysis International
2023-present Accreditation Board Committee Member; Association for Behavior Analysis International
2023-present University of Texas at San Antonio Project Early Advisory Board Member

- 2021 Practice Standards Workgroup; Behavioral Health Center of Excellence®
 2021 Subject Matter Committee Member; Behavior Analysis Certification Board®
 2020-2021 Connecting the Dots Blogger; Association for Behavior Analysis International
 2019-2022 Program Accreditation Site Visitor; Association for Behavior Analysis
 International
 2017-2020 Membership Coordinator; Association for Behavior Analysis International Verbal
 Behavior Special Interest Group
 2011-2015 Volunteer at the Annual Conference of the Association of Professional
 Behavior Analysts
 2010-2014 Volunteer at the Annual Conference of the Berkshire Association for Behavior
 Analysis and Therapy

Service to the Community

- 2018 Mother of Preschoolers (MOPS) Guest Speaker
 2024 Madeira Beach Fundamental Parent-Teacher-Student Association (PSTA)
 Speaker

EDITORIAL EXPERIENCE

Editorial Board

- 2024-current *Behavior Analysis in Practice*
 2017-current *Behavioral Interventions*
 2022-current *The Analysis of Verbal Behavior*

Ad Hoc Reviewer

- 2024 *Behavioral Sciences*
 2023 *Routledge/Taylor & Francis, Book Proposal*
 2023 *Brazilian Journal of Behavior Analysis*
 2022, 2023 *Journal of Developmental and Physical Disabilities*
 2022 *Perspective on Behavior Science*
 2021-2023 *Behavior Analysis in Practice*
 2021 *Journal of Behavioral Education*
 2021-2023 *European Journal of Behavior Analysis*
 2020, 2022 *Journal of Applied Behavior Analysis*
 2020, 2021 *Journal of Autism and Developmental Disorders*
 2019-2022 *The Analysis of Verbal Behavior*
 2014-2017 *Behavioral Interventions*

PROFESSIONAL AFFILIATIONS

- 2024-current The Berkshire Association of Behavior Analysis and Therapy
2015-present Florida Association for Behavior Analysis
2009-present Association for Behavior Analysis International
2011-2017 Association of Professional Behavior Analysts
2010-2015 The Berkshire Association of Behavior Analysis and Therapy

OTHER RESEARCH, TRAINING, AND PROFESSIONAL DEVELOPMENT

- 2024 Students' Mental Health; IEP Workshops from the Center for Innovative Teaching and Learning; University of South Florida
2024 Time Management and Healthy Habit Building; IEP Workshop from the Center for Innovative Teaching and Learning; University of South Florida
2022 NSF Career Proposal Workshop, USF Faculty Honors Program, University of South Florida
2022 The TRUTH Framework: Teach; IEP Workshops from the Center for Innovative Teaching and Learning; University of South Florida
2022 The TRUTH Framework: Transform; IEP Workshops from the Center for Innovative Teaching and Learning; University of South Florida
2022 NIH Grant Writing Training Seminar, College of Public Health, University of South Florida
2022 Responding to Negative and Anger in the Workplace; Training from Magellan Healthcare
2021 National Institute Conference on the Teaching of Psychology
2018 Group Work: How to Design and Facilitate Productive Group Work; Trainings from the Academy for Teaching and Learning Excellence, University of South Florida
2018 Beat the Cheats: Dealing with Academic Misconduct; Trainings from the Academy for Teaching and Learning Excellence, University of South Florida
2018 Service-Learning: Engaging Student through Community-Based Learning; Trainings from the Academy for Teaching and Learning Excellence, University of South Florida
2018 Canvas Tune-Up; Trainings from the Academy for Teaching and Learning Excellence, University of South Florida
2018 Online Instructor Certification Course, Innovative Education, University of South Florida
2017 Go Global, Pump Your Presentation, Creative Commons Resources for Education; Trainings from the Academy for Teaching and Learning Excellence, University of South Florida
2016 2nd Annual Research Boot Camp, University of South Florida & Sisters of the Academy Institute