

Curriculum Vitae
Catia Cividini-Motta, PhD, BCBA-D

Pronouns: She/her/hers

January 2024

Department of Child and Family Studies
University of South Florida; MHC2333 13301 Bruce B. Downs Blvd. Tampa, FL 33612
Phone: (813) 974-2484
Email: catiac@usf.edu or cividinimotta.c@gmail.com

EDUCATION

PhD - Western New England University, Springfield MA (August 2014). Behavior Analysis

MS - Northeastern University, Boston MA (August 2009). Applied Behavior Analysis

BA - Mount Holyoke College, South Hadley, MA (May 2006). Psychology

PROFESSIONAL CERTIFICATIONS AND LICENSURES

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

AWARDS

- Department of Child and Family Studies (CFS) Outstanding Achievement Award, November 2016.
- Department of Child and Family Studies (CFS) Outstanding Team Award for Outstanding Achievement in Grant Success, November 2023.

APPOINTMENTS

- Affiliate Faculty - Florida Center for Inclusive Communities (FCIC), University of South Florida
- Adjunct Faculty - Instituto Nacional de Ensino e Pesquisa (INESP; Brazil)

TEACHING AND CLINICAL POSITIONS

University of South Florida, Tampa, FL

- Associate Director of the ABA Program – July 2021 – present
 - Facilitate the development and implementation of the ABA DEI plan
 - Assist the director of the program with various activities, including:
 - Program related decisions
 - Mentoring of new ABA instructors
 - Organizing and conducting faculty meetings and trainings
- Assistant Professor in the ABA Program – August 2022 – present
 - Teach undergraduate courses in ABA
 - Behavioral Assessment & Intervention Planning in ABA
 - Teach graduate courses in ABA
 - ABA and Developmental Disabilities
 - Behavior Theory
 - Functional Analysis & Function-Based Intervention
 - Mentorship of master's and doctorate students
- Practicum Coordinator in the Master's of Science in ABA – August 2015 – August 2022
 - Organization of practicum fair
 - Organization of Community Application of Behavior Analysis (CABA) poster session
 - Organization of practicum roundtable discussion

- Liaison for ABA students, ABA program, and community partners
- Oversight of review and approval process of practicum supervisors and community partners
- Facilitate placement of ABA students within an approved practicum site
- Managing of Registered Behavior Technician (RBT) course
- Managing of fellowships for ABA students sponsored by community partners
- Assistant Professor of Instruction in the Masters of Science in ABA – August 2015 - Present
 - Master’s level courses developed: Practicum Seminar I, II, III, IV, V; Supervision & Training in ABA
 - Master’s level courses taught: Practicum Seminar I, II, III, IV, V
 - Doctoral level courses developed: Functional Analysis & Function-Based Intervention
 - Doctoral level courses taught: Functional Analysis & Function-Based Intervention
- Verified Course Sequence (VCS) Coordinator - August 2015 - Present
 - Oversight of approval and annual renewal by the BACB®/ABAI of our undergraduate and graduate courses leading to BCaBA or BCBA certification (VCSs)
 - Assist students with applications to sit for the BCaBA or BCBA exams
 - Facilitates the approval of instructors by ABAI
 - Disseminate to students and faculty information regarding upcoming changes to course work and fieldwork experience requirements
- Adjunct Faculty in the Masters of Arts in ABA - August 2016 - August 2017
 - Courses developed: Practicum Seminar I, II, III, IV, V
 - Courses taught: Practicum Seminar I, II, III
- Interim Practicum Coordinator in the Masters of Arts in ABA - August 2016 - August 2017
 - Oversight of review and approval process of practicum supervisors and community partners

Regis College

- Adjunct Faculty, Spring 2015
 - Course taught: Autism and Related Disabilities

New England Center for Children, Southborough, MA

- Program Specialist- Residential & Severe Program, June 2010 - August 2015
- Day Coordinator - Residential Program, August 2008 - June 2010
- Residential Coordinator - Residential Program, August 2007 - August 2008
- Teacher - Residential Program, June 2006 - August 2007

PUBLICATIONS

Refereed Journal Articles

- 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>

- 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>
- Cividini-Motta, C., Livingston, C., & Efav, 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>
- 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.1792>

- 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*, 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., 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>
- Cividini-Motta, C., Moore, K., Fish, L. M., Priehs, J. C., & Ahearn, W. H. (2019). 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>
- 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*, 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

- Benevides, J., Cividini-Motta, C., & Mandel, N. (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. *Journal of Applied Behavior Analysis*.

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*.

MANUSCRIPTS IN PREPARATION

Rojas, A., Cividini-Motta, C., & Raaymakers, T. *Systematic literature review of antecedent-based interventions to address motor stereotypy*.

Rodriguez, B., Cividini-Motta, C., & Martinez, A. *Using instructive feedback to expand second language of children with autism spectrum disorder*.

White, B., McCammon, M. N., & Cividini-Motta, C. *The effects of scenic pictures and progressive time delay on varied intraverbal responding*.

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. (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. (in press). 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.

Melleti, 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., Steinhauer, 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 (Ed.), *Handbook of social behavior and skills in children* (pp. 19-47). Gewerbestrasse, Switzerland: Springer International Publishing.

EXTERNAL RESEARCH AWARDS – CURRENT

Project # H325K200051 Project *iSED*: “Advancing Interdisciplinary Services for Students with Severe Emotional and Behavioral Disorders”

Principal Investigator

Funder: US Department of Education: Office of Special Education Programs (OSEP).

Dates: 9/2020-9/2025

Amount: \$1.19 million

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”

Principal Investigator

Funder: US Department of Education: Office of Elementary and Secondary Education, Office of Safe and Supportive Schools.

Dates: 2023-2027

Amount: \$3,903 million

Development and Pilot Testing of a Virtual Prevent-Teach-Reinforce Coaching Model (ePTR Coach) for Children with Emotional and Behavioral Disorders.

Co-Primary Investigator

Funder: Institute of Education Sciences (IES).

Submitted: 2023-2027

Amount: \$1,999 million.

EXTERNAL RESEARCH AWARDS - COMPLETED

Project # H325K170085 Project EBAS: “Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders”

Co-Primary Investigator

Funder: US Department of Education: Office of Special Education Programs (OSEP).

Dates: 2017-2023

Amount: \$1.11 million

Project #5830150300: “Therapeutic Containment Project at James A. Haley Veteran’s Hospital”

Co-Investigator

Funder: James A. Haley Veteran’s Hospital

Amount: \$12,005.00

Dates: 10/1/2016-9/30/2017

EXTERNAL RESEARCH PROPOSALS – UNFUNDED

Project LABAs: “Preparation of Leaders in Applied Behavior Analysis to Advance School-Based Interventions”

Co-Primary Investigator

Funder: US Department of Education: Office of Special Education and Rehabilitative Services (OSERS).

Dates: 2022-2026

Submitted: April 2022

Amount: \$1.22 million

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”

Principal Investigator

Funder: US Department of Education: Office of Elementary and Secondary Education, Office of Safe and Supportive Schools.

Dates: 2022-2027

Submitted: November 2022

Amount: \$3,903 million

Project LABAs: “Preparation of Leaders in Applied Behavior Analysis to Advance School-Based Interventions”

Co-Primary Investigator

Funder: US Department of Education: Office of Special Education and Rehabilitative Services (OSERS).

Dates: 2021-2025

Submitted: June 2021

Amount: \$1.22 million

“ePTR Coach: Development and Pilot Testing of a Virtual Prevent-Teach-Reinforce Coaching Model for Children with Emotional and Behavior Disorders”

Co-Primary Investigator

Funder: US Department of Education – Institute of Education Sciences (IES).

Dates: 7/2021-6/2025

Submitted: August 2020

Amount: \$1.99 million

Disposition: unfunded

Project nLIBI: “Preparing the Next Generation of Leaders in Intensive Behavior Intervention”

Co-Primary Investigator

Funder: US Department of Education: Office of Special Education and Rehabilitative Services (OSERS).

Dates: 2019-2023

Amount: \$2.33 million

Disposition: unfunded

“Evaluating the Effects of Kahoot! on Student Academic Performance in University Classrooms”

Sponsor: Spencer Small Research Grant

Principal Investigator

Submitted: October 2018

Amount: \$49,901.00

Disposition: unfunded

“Development of Culturally Responsive Interventions for Hispanic Children with Autism”

Co-Primary Investigator

Sponsor: National Institutes of Health: National Institute of Mental Health

Submitted: June 2016

Amount: \$660,039.00

Disposition: unfunded

INTERNAL RESEARCH PROPOSALS - UNFUNDED

“Teaching Children with Autism to Communicate: An Evaluation of Alternative Communication Modality, Potential Pre-Requisite Skills, and Impact on Vocal Speech”

Principal Investigator

CBCS Internal Grant Program

Submitted: November 6, 2015

Total Costs: \$18,268.00

Disposition: unfunded

“The Military and Veterans Verbal Operant and Learning Channel Assessment”

Principal Investigator

CBCS Internal Grant Program

Submitted: November 4, 2016

Total Costs: \$19,440.00

Disposition: unfunded

“The Military and Veterans Verbal Operant and Learning Channel Assessment”

Principal Investigator

USF Internal Grant Program

Submitted: March 6, 2017

Total Costs: \$9,949.00

Disposition: unfunded

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.

DISSERTATION COMMITTEES: USF (*CHAIR OR CO-CHAIR)

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

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

*Llinas, Max. PhD Candidate. Expected Graduation 2025.

*Martinez, Ariadna. PhD Candidate. Expected Graduation 2024.

*Flores, Amalix. PhD Candidate. Expected Graduation 2024.

*Rojas, Alyssa. PhD Candidate. Expected Graduation 2024.

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

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

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

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

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.

MASTER'S THESIS COMMITTEES: USF (CHAIR OR CO-CHAIR*)

Vasiliki Kallivrousis. MS Candidate. Expected Graduation 2025. *

Andrea Babb. MS Candidate. Expected Graduation 2025.

Tionne Morgan. MS Candidate. Expected Graduation 2025.

Alexandra Pruitt. MS Candidate. Expected Graduation 2025.

Ashley Barall. MS Candidate. Expected Graduation 2024.

Ellen Ratliff. MS Candidate. Expected Graduation 2024.

Julia Chase. MS Candidate. Expected Graduation 2024. *

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: USF (COMMITTEE MEMBER)

Carey Walls; Grace Maxwell; Kaleigh Cernosek; Christine Colon; Claudia Reyes; Garrit Dubois; Marqueline Cenatus; Sarah Loupe; Zach Grossman; Chelsea Barzycki; Ashley Caliri; 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.

PROFESSIONAL PRESENTATIONS

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., Efav, 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 Association of Behavior Analysis International 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., Steihauser, 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.

SERVICE

University Governance

CFS Governance Council Member, 8/2018 - 8/2022

USF CFS Governance Council Chair, 8/2018 - 5/2020

Service to the Profession

ABAI Tiered Model Recognition Committee Member, 1/2023- current

ABAI Accreditation Board Committee Member, 1/2023- current

UTSA Project Early Advisory Board Member, 1/2023- current

BHCOE Practice Standards Workgroup, 6/2021

BACB[®] Subject Matter Committee Member, 4/2021

ABAI Connecting the Dots Blogger, 1/2020 - 5/2021

ABAI Program Accreditation Site Visitor, 6/2019 - 12/2022

Membership Coordinator, ABAI VB SIG, 2017 - 2020

Volunteer at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy (BABAT), Amherst, 2010 - 2014

Service to the University

CBCS DEI Committee Member, 8/2023 - current

CBCS DEI Committee Chair, 8/2022 - 8/2023

ABA Instructor Search Committee Member, 2019, 2020, 2022/2023

USF BullsIRB Champions Member - 2019

CBCS Special Event Committee Member, 1/2016 - 1/2018

Reviewer for USF 3MT Competition & Research Symposium - 2016

USF ASDnet member, 2015 - 2017

Service to the Community

Pontifícia Universidade Católica (PUC), São Paulo, *Brazil*, *dissertation* committee member – 2019; 2022; 2023

Mother of Preschoolers (MOPS) Guest Speaker, 2018

Volunteer at the Annual Conference of the Association of Professional Behavior Analysts (APBA) 2011 - 2015

REVIEWER/EDITORIAL EXPERIENCE

Editorial Board, *Behavior Analysis in Practice*, 2024 - current

Editorial Board, *Behavioral Interventions*, 2017 - current

Editorial Board, *The Analysis of Verbal Behavior*, 2022 - current

Book Proposal Reviewer, Routledge/Taylor & Francis, 2023

Reviewer, *Behavioral Sciences*, 2024

Reviewer, *Brazilian Journal of Behavior Analysis*, 2023

Reviewer, *Journal of Autism and Developmental Disorders*, 2020, 2021

Reviewer, *The Analysis of Verbal Behavior*, 2019, 2020, 2021, 2022, 2023

Reviewer, *Behavioral Interventions*, 2014 - 2017
Reviewer, *Journal of Applied Behavior Analysis*, 2013, 2017, 2020, 2022
Reviewer, *Behavior Analysis in Practice*, 2021, 2022, 2023
Reviewer, *European Journal of Behavior Analysis*, 2021, 2022, 2023
Reviewer, *Journal of Developmental and Physical Disabilities*, 2022, 2023
Reviewer, *Journal of Behavioral Education*, 2021
Reviewer, *Perspective on Behavior Science*, 2022

PROFESSIONAL AFFILIATIONS

Florida Association for Behavior Analysis, 2015 - Present
Association for Behavior Analysis International, 2009 - Present
Association of Professional Behavior Analysts, 2011 - 2017
The Berkshire Association of Behavior Analysis and Therapy, 2010 - 2015