

# Lindsay M. Fallon, Ph.D., BCBA-D

Updated 9.18.2023

## CURRENT POSITION

**Associate Professor, School Psychology**  
**Director of Training, School Psychology Ph.D. Program**  
Department of Counseling and School Psychology  
College of Education and Human Development  
University of Massachusetts Boston

## CONTACT INFORMATION

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## EDUCATION

- 2013                    **Ph.D., Educational Psychology, Concentration in School Psychology**  
University of Connecticut  
Committee: Lisa M. H. Sanetti, Ph.D., BCBA-D (Chair); Sandra Chafouleas, Ph.D.,  
Michael Fagella-Luby, Ph.D., Megan Welsh, Ph.D., Amy Briesch, Ph.D.  
Dissertation: *Direct training to increase inter-rater agreement between an observer's  
and teachers' self-report ratings of treatment integrity*
- 2009                    **M.A., Educational Psychology, Concentration in School Psychology**  
University of Connecticut
- 2007                    **M.S.Ed., Special Education**  
Queens College, City University of New York  
*Completed as part of the NYC Teaching Fellows*
- 2004                    **B.A., Psychology, Legal Studies**  
University of Wisconsin-Madison

## LICENSES & CERTIFICATIONS

- 2016                    Licensed Psychologist, Commonwealth of Massachusetts (License #: 10299)  
2013                    Board Certified Behavior Analyst, Doctoral Level (Certificant #: 1-13-14588)

## HONORS, AWARDS & RECOGNITIONS

- 2023                    Society for Improving Psychological Science (SIPS) Commendation for "Addressing  
White Privilege in Psychology Research" (Grapin & Fallon, 2022)
- 2023                    2022 Outstanding Reviewer Award, *School Psychology Review*
- 2022                    Honorable Mention, Article of the Year, *School Psychology*

2021	Invited Catalyst Scholar, School Psychology Research Collaboration Conference (SPRCC), Society for the Study of School Psychology
2021	Nominee, Manning Prize for Excellence in Teaching, UMASS Boston
2020	Lightner Witmer Award, American Psychological Association, Division 16
2019	Honorable Mention, Article of the Year, <i>Assessment for Effective Intervention</i>
2019	Selected Participant, Conference on Reducing Suspensions and Expulsions of Students with Disabilities, sponsored by the Spencer Foundation
2019	Invited Panelist, School Psychology Research Collaboration Conference (SPRCC), Society for the Study of School Psychology
2018	2017 Outstanding Reviewer Award, <i>School Psychology Review</i>
2017	Early Career Scholar, School Psychology Research Collaboration Conference (SPRCC), Society for the Study of School Psychology
2016	Selected Participant, Advanced Training Institute on Single-Case Research Design, sponsored by the American Psychological Association
2010, 2011	Scholarship Travel Award, Neag Graduate Student Association, UCONN
2005, 2007	Service Learning Award & Eli Segal Educational Award, AmeriCorps
2004	New York City Teaching Fellowship, New York City Teaching Fellows

## FUNDED GRANTS & SPONSORED PROJECTS

### External Funding

2023 – 2027	Principal Investigator (Co-PIs: Brian Daniels, Tamika La Salle-Finley, and Jennifer Green). <i>Advancing Equity in the Implementation of Comprehensive Behavioral Health Supports For Youth With or at Risk For Disabilities</i> . Funded: \$1,999,991 over 4 years (Score: 1.61). National Center for Special Education Research, Institute of Education Sciences.
2023 – 2027	Principal Investigator (Co-PIs: Amy L. Cook, Stacy L. Bender, Laura A. Hayden, Tracy Paskiewicz, and Tim Poynton). <i>Project Beacon SEAS: Advancing Student Equity, Access, and Success (SEAS) in School Mental Health</i> . Funded: \$5,659,982 over 5 years. U.S. Department of Education. Mental Health Service Professional (MHSP), Demonstration Grant Program (CFDA 84.184X).
2023 – 2026	Co-Principal Investigator (PI: Amy Cook). <i>Transforming Boston Access to Mental Health (BAMH)</i> . Funded: \$2,499,996 over 3 years. Improving Youth Behavioral Health Outcomes in Boston through Behavioral Health Workforce Expansion Grant, Boston Public Health Commission.
2017 – 2023	Principal Investigator (Mentor: George Sugai, Ph.D., Breda O’Keeffe, Ph.D., Takuya Minami, Ph.D.), <i>Validation of the Assessment of Culturally and Contextually Relevant Supports (ACCRoS): Supporting educators of diverse students with or at risk for disabilities</i> . Funded: \$398,722 over 6 years (Score = 1.70). National Center for Special Education Research, Institute of Education Sciences.
2018 – 2020	Principal Investigator, <i>Fostering special educators’ instructional growth in McKinley Middle and High School</i> . Funded: \$86,429 over 2 years (Subaward to Boston University: \$38,902). School Community Partnership Office, Boston Public Schools.
2017 – 2019	Principal Investigator, <i>Brockton Public Schools Special Education Program Evaluation</i> , Funded: \$33,411 over 2 years. Office of Special Education, Brockton Public Schools.

2017 – 2019 Principal Investigator (Mentor: Amanda Marcotte, Ph.D.), *The Impact of the Good Behavior Game on Writing Quantity And Quality*. Funded: \$19,249 over 1 year. Early Career Award Competition, Society for the Study of School Psychology.

### Internal Funding

- 2023 Principal Investigator, *Phillis Wheatley Peters Emerging Scholars*. Funded: \$500 over 1 semester. Diversifying Faculty Small Grant Award, Dean of Faculty and the Director of the Office for Faculty Development, University of Massachusetts Boston.
- 2021 – 2022 Co-Investigator, *Determining Strategies for Managing Resistance in Academia*. Funded: \$3,900 over 1 year. College of Education and Human Development Racial Justice Committee Fund, University of Massachusetts Boston.
- 2021 – 2022 Principal Investigator, *Summer Scholars: Promoting Inclusion and Mentorship in a Research Community*. Funded: \$4,000 over 1 year. College of Education and Human Development Racial Justice Committee Fund, University of Massachusetts Boston.
- 2019 – 2020 Co-Investigator, *Fostering Student Engagement Amongst High School Students with Emotional and Behavioral Disorders*. Funded: \$5,000 over 1 year. Boston University Consortium Grant, Boston University.
- 2016 – 2017 Principal Investigator, *Toward Excellence in Diverse Public School Classrooms: Field Testing the Assessment of Culturally Relevant Supports (ACReS)*. Funded: \$7,460 over 1 year. Joseph P. Healey Research Grant, University of Massachusetts Boston
- 2015 – 2016 Principal Investigator, *Culturally and Contextually Relevant Positive Behavioral Interventions And Supports (CCR-PBIS): Developing The Teacher Self-Assessment Tool*. Funded: \$1,790 over 1 year. Center for Advancement of Research and Scholarship Small Faculty Grant, Bridgewater State University
- 2014 – 2015 Principal Investigator, *Maximizing Student Engagement Online: Integrating Multimedia Video Lectures Into Special Education Courses*. Funded: \$3000 over 1 year. Office of Teaching and Learning, Bridgewater State University
- 2014 – 2015 Principal Investigator, *Using iPads to Administer and Score Academic Achievement Tests: Exploration and Adoption of a New Course Procedure*. Funded: \$500 over 1 year. Office of Teaching and Learning, Bridgewater State University
- 2011 – 2012 Student Investigator (PI: Lisa Sanetti, University of Connecticut), *Direct Training to Increase Inter-Rater Agreement Between an Observer's and Teachers' Self-Report Ratings of Treatment Integrity*. Funded: \$2000 over 1 year. Doctoral Dissertation Fellowship Competition, University of Connecticut.

### PUBLICATIONS

\*Denotes student/mentee co-author; †invited submission or commentary

#### Referred Journal Articles (n = 57)

Cook, A. L., Murphy, K., **Fallon, L. M.**, \*Ervin, A., \*Iun, A., & \*Whitehouse, A. (accepted) Exploring the application of dialogic reading strategies and mixed reality simulations in supporting social-emotional learning among young students in an after-school setting. *Contemporary School Psychology*.

- \*Luh, H., \*LaBrot, Z. C., Cobek, C., \*Sunda, R., & **Fallon, L. M.** (accepted). School-based consultation training in school psychology programs: An analysis of syllabi. *Journal of Educational and Psychological Consultation*.
- Harris, B., Thomson, M., **Fallon, L. M.**, & Sullivan, A. L. (2023). Commentary on the racial, ethnic, and gender disparities in school psychology praxis exam outcomes. *NASP Research Reports*.
- McKenney, E. L. W., Heidelberg, K., **Fallon, L. M.**, McPherson, E. C., Sipior, C., & \*Sunda, R. (2023). Micro-level advocacy toward socially just multi-tiered systems of support: Knowledge and values. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2023.2197502>
- Fallon, L. M.**, \*Robinson-Link, P., \*Womack, T., \*Alba, L., \*Sunda, R., \*Ballard, S., \*Veiga, M., & Johnson, A. H. (2023). Learning to decenter whiteness in schools through teacher professional development: A systematic review. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2023.2194236>
- \*Zhang, Y., Cook, C., **Fallon, L.**, Corbin, C., Ehrhart, M., Brown, E., Locke, J., & Lyon, A. (2023). The interaction between general and strategic leadership and climate on their cross-level associations with implementer attitudes toward universal prevention programs for youth mental health: A multilevel cross-sectional study. *Administration and Policy in Mental Health and Mental Health Services Research*. <https://doi.org/10.1007/s10488-022-01248-5>
- Harris, B., Jenkins, L., & **Fallon, L. M.** (2023). Thriving as midcareer faculty: Promoting environments that help faculty stay engaged, productive and fulfilled. *School Psychology Training and Pedagogy*.
- Fallon, L. M.**, \*Cathcart, S. C., Johnson, A. H., Minami, T., O’Keeffe, B. V., \*DeFouw, E. R., & Sugai, G. (2023). A teacher self-assessment of culturally relevant practice to inform educator professional development decisions in MTSS contexts. *Assessment for Effective Intervention*, 48(2), 100-112. <https://doi.org/10.1177/15345084221111338>
- Morizio, L. J., Cook, A. C., Collier-Meek, M. A., **Fallon, L. M.**, Bender, S. L. & Famolare, G. (2022). Creating compassion: Creatively-focused explicit behavioral instruction for empathy development. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2022.2109060>
- Kurtz, K. D., Barrasso, M. B., \*Ervin, A., & **Fallon, L. M.** (2022). School psychologists as systems change advocates: Beginning the efforts in a stressed system. *Research and Practice in the Schools*, 9(1), 5-15. [https://www.txasp.org/assets/docs/tasp-journal/Vol\\_9\\_Issue\\_1\\_Complete%20Issue.pdf](https://www.txasp.org/assets/docs/tasp-journal/Vol_9_Issue_1_Complete%20Issue.pdf)
- Grapin, S. & **Fallon, L. M.** (2022). Conceptualizing and dismantling white privilege in school psychology research: An ecological model. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1963998>
- Fallon, L. M.** & \*Veiga, M. B., \*Susilo, A., & Kilgus, S. P. (2022). Do teachers’ perceptions of high cultural responsiveness predict better student behavioral outcomes? *Behavioral Disorders*. <https://doi.org/10.1177/01987429211067217>
- Fallon, L. M.**, \*DeFouw, E. R., \*Cathcart, S. C., \*Berkman, T. S., O’Keeffe, B. V., & Sugai, G. (2022). Supports to improve academic outcomes with racially and ethnically minoritized youth: A review of research. *Remedial and Special Education*, 43(4), 237-254. <https://doi.org/10.1177/07419325211046760>

- Fallon, L. M., \*Veiga, M., & Sugai, G. (2021).** Strengthening MTSS for behavior (MTSS-B) to promote racial equity. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1972333>
- Sullivan A. L., Harris, B., Miller, F., **Fallon, L. M.**, Malone, C. M., Kulkarni, T., Weeks, M., Proctor, S., Johnson, A. H., & Rossen, E. (2021). A call to action for school psychology to address COVID-19 health disparities. *School Psychology*. <https://doi.org/10.1037/spq0000463>
- Daniels, B., Bender, S., Briesch, A. M., \*Susilo, A., & **Fallon, L. M.** (2021). Expanding daily report card intervention to the preschool setting: Evaluation of effectiveness and usability for teachers and parents. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-021-00387-0>
- Fallon, L. M., \*Cathcart, S. C., & Johnson, A. H. (2021).** Assessing differential item functioning in a teacher self-assessment of cultural responsiveness. *Journal of Psychoeducational Assessment*, 39(7), 816-831. <https://doi.org/10.1177/07342829211026464>
- Fallon, L. M., \*Veiga, M., \*Susilo, A., \*Robinson-Link, P., \*Berkman, T., Minami, T., & Kilgus, S. P (2021).** Exploring the relationship between teachers' perceptions of culturally relevant supports, student risk, and classroom behavior. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22568>
- Fallon, L. M., \*DeFouw, E. R., \*Cathcart, S. C., \*Berkman, T., \*Robinson-Link, P., O'Keeffe, B. V., & Sugai, G. (2021).** School-based supports and interventions to improve social and behavioral outcomes with racially and ethnically minoritized youth: A review of recent quantitative research. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-021-09436-3>
- Fallon, L. M., Collier-Meek, M. A., \*Famolare, G. M., \*DeFouw, E. R., & Gould, K. M. (2021).** Electronically delivered support to promote implementation fidelity: A research synthesis. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2020.1853485>
- Fallon, L. M., Marcotte, A. M., Hamsho, N. F., \*Robinson-Link, P., & Ferron, J. M. (2021).** The impact of the good behavior game on writing quantity and quality. *School Psychology*, 36(4), 255–260. <https://doi.org/10.1037/spq0000436>
- Bender, S. L., **Fallon, L. M.**, Pearrow, M. M., Cook, A. L., Paskiewicz, T., Daniels, B. & Collier-Meek, M. A. (2020). Building a school psychology program committed to social justice: Structure and outcomes at University of Massachusetts Boston. *Trainers' Forum: Journal of the Trainers of School Psychologists*, 37(2), 54-72.
- Fallon, L. M., Marcotte, A. M., & Ferron, J. M. (2020).** Measuring academic output during the Good Behavior Game: A single case design study. *Journal of Positive Behavior Interventions*, 22(4), 246–258. <https://doi.org/10.1177/10983007198727>
- Fallon, L. M. & Feinberg, A. B. (2020).** Fading students from individual break plans to small group breaks: A preliminary study of a Tier 2 intervention. *International Journal of Positive Behavioural Support*, 10(1), 32–43.
- Fallon, L. M., \*Cathcart, S. C., & Sanetti, L. M. H. (2020).** Assessing parents' treatment fidelity: A survey of practitioners in home settings. *Focus on Autism and Other Developmental Disabilities*, 35(1), 15-25. <https://doi.org/10.1177/1088357619866192>
- Collier-Meek, M. A., Sanetti, L. M. H., **Fallon, L. M.**, & Chafouleas, S. M. (2020). Exploring the influences of assessment method, intervention steps, intervention sessions, and observation timing on treatment

- fidelity estimates. *Assessment for Effective Intervention*, 46, 1-13.  
<http://doi.org/10.1177/1534508419857228>
- Collier-Meek, M. A., **Fallon, L. M.**, & \*DeFouw, E. R. (2020). Assessing implementation of the Good Behavior Game: Comparing estimates of adherence, quality, and exposure. *Assessment for Effective Intervention*, 45(2), 95-109. <http://doi.org/10.1177/1534508418782620>
- Pearrow, M. M. & **Fallon, L. M.** (2020). Integration of social justice and advocacy into training psychologists: A practical demonstration. *Psychological Services*, 17(S1), 30–36. <https://doi.org/10.1037/ser0000384>
- Fallon, L. M.**, Collier-Meek, M. A., & \*Kurtz, K. D. (2019). Feasible coaching supports to promote teachers' classroom management in high-need settings. *School Psychology Review*, 48(1), 3-17. <http://doi.org/10.17105/SPR-2017-0135.V48-1>
- Fallon, L. M.**, & \*Kurtz, K. D. (2019). Coaching teachers to implement the Good Behavior Game: A direct training approach. *TEACHING Exceptional Children*, 51(4), 296–304. <https://doi.org/10.1177/0040059918808765>
- Fallon, L. M.**, \*Cathcart, S. C., & Feinberg, A. B. (2019). Understanding home-based treatment fidelity assessment and promotion: Implications for school psychologists. *Contemporary School Psychology*, 23(4), 455–465. <https://rdu.be/9GDZ>
- Fallon, L. M.**, Collier-Meek, M. A., \*Kurtz, K. D., & \*DeFouw, E. R. (2018). Emailed implementation supports to promote treatment integrity: Comparing the effectiveness and acceptability of prompts and performance feedback. *Journal of School Psychology*, 68, 113-128. <https://doi.org/10.1016/j.jsp.2018.03.001>
- Collier-Meek, M. A., **Fallon, L. M.**, & \*Gould, K. (2018). How are treatment integrity data assessed? Reviewing the performance feedback literature. *School Psychology Quarterly*, 33(4), 517-526. <http://dx.doi.org/10.1037/spq0000239>
- Fallon, L. M.**, Sanetti, L. M. H., Chafouleas, S. M., Faggella-Luby, M. N., & Briesch, A. M. (2018). Direct training to increase agreement between teachers' and observers' treatment integrity ratings. *Assessment for Effective Intervention*, 43, 196-211. <https://doi.org/10.1177/15345084177387>
- Fallon, L. M.**, \*Kurtz, K. D., & \*Mueller, M. R. (2018). Direct training to improve educators' treatment integrity: A systematic review of single-case design studies. *School Psychology Quarterly*, 33(2), 169–181. <http://dx.doi.org/10.1037/spq0000210>
- Fallon, L. M.**, \*Cathcart, S. C., \*DeFouw, E. R., O'Keeffe, B. V., & Sugai, G. (2018). Promoting teachers' implementation of culturally and contextually relevant classwide behavior plans. *Psychology in the Schools*, 55, 278–294. <http://doi.org/10.1002/pits.22107>
- Collier-Meek, M. A., **Fallon, L. M.**, & \*DeFouw, E. R. (2017). Toward feasible implementation support: Emailed prompts to promote teachers' treatment integrity. *School Psychology Review*, 46, 379–394. <http://doi.org/10.17105/SPR-2017-0028.V46-4>
- Collier-Meek, M. A., Sanetti, L. M. H., & **Fallon, L. M.** (2017). Applied Behavior Analysis to assess and support treatment integrity. *Psychology in the Schools*, 54, 446-460. <http://doi.org/10.1002/pits.22001>
- Fallon, L. M.**, & \*Mueller, M. R. (2017). Culturally responsive wraparound supports: Collaborating with



families to promote students' behavior regulation across settings. *Contemporary School Psychology*, 21, 201-210. <http://doi.org/10.1007/s40688-016-0116-8>

- Fallon, L. M.,** & Feinberg, A. B. (2016). Implementing a tier 2 behavioral intervention in a therapeutic alternative high school program. *Preventing School Failure*, 61, 189-197. <http://dx.doi.org/10.1080/1045988X.2016.1254083>
- Kilgus, S. P., **Fallon, L. M.,** & Feinberg, A. B. (2016). Function-based modification of Check-In/Check-Out to influence escape-maintained behavior. *Journal of Applied School Psychology*, 32, 24-45. <https://doi.org/10.1080/15377903.2015.1084965>
- Fallon, L. M.,** Collier-Meek, M. A., Sanetti, L. M. H., Feinberg, A. B., & Kratochwill, T. K. (2016). Brief report: Implementation planning to promote parents' treatment integrity of home-based behavioral interventions for children with autism. *Journal of Educational and Psychological Consultation*, 26, 87-109. <https://doi.org/10.1080/10474412.2015.1039124>
- Fallon, L. M.,** O'Keeffe, B. V., Gage, N., & Sugai, G. (2015). Brief report: Assessing attitudes toward culturally and contextually relevant school-wide positive behavior support strategies. *Behavioral Disorders*, 40, 251-260. <https://doi.org/10.17988/0198-7429-40.4.251>
- Fallon, L. M.,** Collier-Meek, M. A., Maggin, D. M., Sanetti, L. M. H., & Johnson, A. J. (2015). Is performance feedback an evidence-based practice? A systematic review and evaluation. *Exceptional Children*, 81, 227-246.
- Sanetti, L. M. H., Chafouleas, S. M., **Fallon, L. M.,** & Jaffery, R. (2014). Increasing teachers' treatment integrity when implementing a class-wide intervention through performance feedback provided by a school-based consultant: A case study. *Journal of Educational and Psychological Consultation*, 24, 239-260. <https://doi-org.ezproxy.lib.umb.edu/10.1080/10474412.2014.923734>
- Fallon, L. M.,** McCarthy, S. R., & Sanetti, L. M. H. (2014). School-wide positive behavior support (SWPBS) in the classroom: Assessing perceived challenges to consistent implementation in Connecticut schools. *Education and Treatment of Children*, 37, 1-24. <http://www.jstor.org/stable/44820715>
- Collier-Meek, M. A., **Fallon, L. M.,** Sanetti, L. M. H., & Maggin, D. M. (2013). Focus on implementation: Strategies for problem-solving teams to assess and promote treatment fidelity. *TEACHING Exceptional Children*, 45, 52-59.
- Sanetti, L. M. H., **Fallon, L. M.,** & Collier-Meek, M. A. (2013). Performance feedback provided by school personnel to increase teachers' intervention implementation: An evaluation of effectiveness, procedural integrity, and feasibility. *Psychology in the Schools*, 50(2), 134-150. <https://doi-org.ezproxy.lib.umb.edu/10.1002/pits.21664>
- Simonsen, B., MacSuga, A. S., **Fallon, L. M.,** & Sugai, G. (2013). Teacher self-monitoring to increase specific praise rates. *Journal of Positive Behavior Interventions*, 15, 5-15. <https://doi-org.ezproxy.lib.umb.edu/10.1177/1098300712440453>
- Fallon, L. M.,** O'Keeffe, B. V., & Sugai, G. (2012). Consideration of culture and context in school-wide positive behavior support: A review of current literature. *Journal of Positive Behavior Interventions*, 14(4), 209 – 219. <https://doi.org/10.1177/1098300712442242>
- Maggin, D. M., **Fallon, L. M.,** Sanetti, L. M. H., & Roberto, L. M. (2012). Training paraprofessionals to implement a group contingency protocol: Direct and collateral effects. *Behavioral Disorders*, 38, 18-

37. <https://doi.org/10.1177/019874291203800103>

Sugai, G., O’Keeffe, B. V., & Fallon, L. M. (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 14(4), 197 – 208.  
<https://doi.org/10.1177/1098300711426334>

Chafouleas, S. M., Sanetti, L. M. H., Jaffery, R., & **Fallon, L. M.** (2012). An evaluation of a class-wide intervention package involving self-management and group contingency on classroom behavior of middle school students. *Journal of Behavioral Education*, 21, 34-57. <https://doi.org/10.1007/s10864-011-9135-8>

Collier-Meek, M. A., **Fallon, L. M.**, Johnson, A., Sanetti, L. M. H., & DelCampo, M. A. (2012). Constructing self-modeling videos: Procedures and technology. *Psychology in the Schools*, 49, 3-14.  
<https://doi.org/10.1002/pits.20614>

McCarthy, S. R., **Fallon, L. M.**, & Sanetti, L. M. H. (2012). School-based prevention and intervention for childhood obesity: Casting for school psychologists to take an active role. *School Psychology Forum*, 6, 29-38.

Sanetti, L. M. H., **Fallon, L. M.**, & Collier-Meek, M. A. (2011). Treatment integrity assessment and intervention by school-based personnel: Practical applications from a preliminary study. *School Psychology Forum*, 5, 87–102.

Sanetti, L. M. H., & **Fallon, L. M.** (2011). Treatment integrity assessment: How estimates of adherence, quality, and exposure influence interpretation of implementation. *Journal of Educational and Psychological Consultation*, 21, 209–232. <https://doi.org/10.1080/10474412.2011.595163>

Non-Referred Journal and Newsletter Articles (n = 13)

Ryland, L., Kandarpa, K., Kanu, B., Gould, K., & **Fallon, L.** (2023, May). Considerations while designing and implementing culturally responsive behavioral supports. *Communiqué*.

<sup>†</sup>Noltmeyer, A. Newman, D. S., Grapin, S. , & **Fallon, L. M.** (2022). Promoting equity and social justice in manuscript writing: Tips for authors. *Journal of Educational and Psychological Consultation*.  
<https://doi.org/10.1080/10474412.2022.2122980>

<sup>†</sup>**Fallon, L. M.**, Grapin, S. , Newman, D. S., & Noltmeyer, A. (2022). Promoting equity and social justice in the peer review process: Tips for reviewers. *School Psychology International*.  
<https://doi.org/10.1177/01430343211070165>

<sup>†</sup>Newman, D. S., Albritton, K., Barrett, C., **Fallon, L.**, Moy, G. E., O’Neal, C., & VanMeter, S. (2022). Working together towards social justice, anti-racism, and equity: One-year reflections on the joint commitment from Journal of Educational and Psychological Consultation and School Psychology International. *Journal of Educational and Psychological Consultation*, 32(1), 1-5.  
<https://doi.org/10.1080/10474412.2021.2015645>

Kahan, S. K., Fairchild, L., Womach, T., Dart, E. H., & **Fallon, L. M.** (2021, May). Practical functional assessments: Recommendations for incorporating the informed synthesized contingency analysis (IISCA) in schools. *Communiqué*.

Murphy, K., Cook, A., & **Fallon, L.** (2021). Mixed reality simulations: Educational technology for K-12 social-emotional learning during COVID-19 and beyond. [Phi Delta Kappan](https://doi.org/10.1177/01430343211070165).



- <sup>†</sup>Newman, D. S., Albritton, K., Barrett, C., **Fallon, L.**, Moy, G. E., O’Neal, C., & VanMeter, S. (2020). Working together towards social justice, anti-racism, and equity: A joint commitment from Journal of Educational and Psychological Consultation and School Psychology International. *Journal of Educational and Psychological Consultation*, 31(1), 8-12.  
<https://doi.org/10.1080/10474412.2020.1848313>
- Berggren, M., **Fallon, L. M.**, & Sanetti, L. M. H. (2010). There’s an app for that! Creating opportunities to learn using new media: Advances in assistive technology. *School Psychology: From Science to Practice*, 2(4), 21-24
- McCarthy, S. & **Fallon, L.** (2010). Student Association of School Psychologists chapter highlight: University of Connecticut. *School Psychology: From Science to Practice*, 2(4), 11-12.
- Fallon, L.** (2009). The effectiveness of a systemic prevention program for the treatment of conduct disorder: Evaluating studies utilizing the FAST Track intervention. *The Connecticut School Psychologist*, 15(3), 6-17.
- Beck, L.** (2009). Are FBA-informed interventions efficacious for students identified as having ED? A review of the literature and a call for further research. *The Connecticut School Psychologist*, 15(2), 22-27.  
○ Reprinted: (August, 2009). *Wisconsin School Psychologists Association Newsletter*.
- Beck, L.** (2009). Review of *Handbook of Childhood Behavioral Issues: Evidence-based Approaches to Prevention and Treatment* (A Book Review). *The Connecticut School Psychologist*, 14(4), 31-32.
- Beck, L.** (2008). Review of *End-of-Life Issues and Persons with Disabilities* (A Book Review). *Research and Practice for Persons with Severe Disabilities*, 32, 207-208.
- Book Chapters (n = 12)*
- Cook, A., Kausel, J., & <sup>†</sup>**Fallon, L. M.** (under review). partnering with external organizations and institutions to implement YPAR. In A. Cook & I. Levy (Eds.). *Activating Youth as Change Agents: Integrating YPAR in School Counseling*. Routledge.
- <sup>†</sup>**Fallon, L. M.**, Luh, H., & Lawson, T. K. (under review). Behavioral consultation: Research and implications for promoting practice. In A. Garbacz, D. Newman, W. Erchul, & S. Sheridan (Eds.). *Handbook of Research in School Consultation* (3rd Edition). Taylor and Francis Group.
- <sup>†</sup>**Fallon, L. M.**, Bender, S. L., & Wilkins-Yel, K. & \*Ballard, S. (under review). Managing resistance in academia. In C. Malone & L. Parris (Eds.). *The Oxford Handbook of Social Justice in School Psychology*. Oxford Press.
- <sup>†</sup>**Fallon, L. M.**, \*Robinson-Link, P. & \*Veiga, M. (2023). Introduction to improving school climate for minoritized or marginalized students. In T. La Salle (Ed.). *A Primer for Creating Positive School Environments for Minoritized and Marginalized Youth*. Routledge.
- <sup>†</sup>**Fallon, L. M.**, Everett, S., La Salle, T. P., Luh, H., Feinberg, A. B., & Sugai, G. (2023). Multi-Tiered Systems of Support: The what, why, and how for school counselors. In E. Goodman-Scott, J. Betters-Bubon, J. Olsen, & P. Donahu (Eds.). *The School Counselor’s Guide to MTSS* (2<sup>nd</sup> Edition). Routledge.

- <sup>†</sup>**Fallon, L. M.** & Bender, S. L. (2023). Best practices in behavioral consultation in schools. In A. Thomas, S. Proctor, & P. Harrison (Eds.). In *Best Practices in School Psychology* (7<sup>th</sup> Edition). National Association of School Psychologists.
- <sup>†</sup>**Fallon, L. M.**, Feinberg, A., B., Meyer, K. A., & Jamerson, P. (in press). District considerations for building capacity to increase family-school collaboration. In A. Garbacz, D. Minch & M. Weist (Eds.). *Family-School Collaboration in Multi-Tiered Systems of Support in Schools*. Gilford Press.
- Fallon, L. M.** & \*Veiga, M. (2022). Promising practice: The use of the *Assessment of Culturally and Contextually Relevant Supports (ACCReS)* in high-need public school classrooms. In P. Fenning & M. B. Johnson (Eds.). *Discipline Disparities Among Students with Disabilities*. Teachers College Press. <https://www.tcpres.com/discipline-disparities-among-students-with-disabilities-9780807766422>
- <sup>†</sup>Harris, B., **Fallon, L. M.**, January, S., & Kilgus, S. P. (2021). Succeeding during your early career in university settings. In R. G. Floyd & T. L. Eckert (Eds.). *Handbook of University and Professional Careers in School Psychology*. Routledge. <https://www.routledge.com/Handbook-of-University-and-Professional-Careers-in-School-Psychology/Floyd-Eckert/p/book/9780367353681>
- <sup>†</sup>**Fallon, L. M.**, Fefer, S. A., & McKenney, E. L. W. (2020). Systems-level consultation. In E. L. W. McKenney (Ed.). *School-Based Consultation and Students with Autism Spectrum Disorder*. Routledge. <https://www.routledge.com/School-Based-Consultation-and-Students-with-Autism-Spectrum-Disorder/McKenney/p/book/9781138238909>
- <sup>†</sup>**Fallon, L. M.**, \*Mueller, M. R., \*Kurtz, K. D., & \*Cathcart, S. C. (2019). Tier I basics. In K. C. Radley & E. H. Dart (Eds.). (2019). *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of Support*. Oxford University Press. <https://www.oxfordclinicalpsych.com/view/10.1093/med-psych/9780190843229.001.0001/med-9780190843229>
- <sup>†</sup>Sanetti, L. M. H., Collier-Meek, M. A., & **Fallon, L. M.** (2016). Fidelity with flexibility: Treatment acceptability and individualized adaptations of evidence-supported treatments. In A. Dellinger, & S. Maltzman (Eds.). *Oxford Handbook of Treatment Processes and Outcomes in Counseling Psychology*. Oxford University Press. <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199739134.001.0001/oxfordhb-9780199739134>
- Publications Under Review (n = 6)*
- Cook, A. L., Day, L., Murphy, K. M., Healy, T., \*Kausel, J., **Fallon, L. M.**, & Denning, C. (2023). Practicing with avatars: Exploring mixed reality simulation to develop counseling skills and cultural humility. *Manuscript under review*.
- Fallon, L. M.**, \*Laenen, D. P., \*Kausel, J., \*Sunda, R., \*Palacios Molina, A. V., & \*Romero, E. D. (2023). Prompting implementation of culturally responsive teaching in a therapeutic setting. *Manuscript under review*.
- \*Lawson, T., K., Knox, J., \*Palacios Molina, A. V., & \*Romero, E. D. & **Fallon, L. M.** (2023). Check yourself!: Exploring current culturally responsive teaching assessment measures. *Manuscript under review*.
- \*Veiga, M. B., **Fallon, L. M.**, Collier-Meek., M. A., \*Susilo, A., \*Ballard, S., & \*Sunda, R. (2023). Training school psychologists to conduct culturally-informed functional behavioral assessment interviews. *Manuscript under review*.

\*Zhang, Y., **Fallon, L. M.**, Larson, M., Browning Wright, D., Cook, C. & Lyon, A. (2023). Associations among educators' beliefs, intervention fidelity, and student outcomes in SWPBIS: A school-level moderated mediation analysis. *Manuscript under review.*

\*Zhang, Y., Yu, Q., Li, H., Renshaw, T. L. & **Fallon, L. M.** (2023). Happy Together: Multilevel associations between chinese adolescents' and teachers' school-specific subjective wellbeing. *Manuscript under review.*

### Manuscripts in Preparation

\*Lawson, T., K., & **Fallon, L. M.** (2023). African American students' perceptions of culturally responsive teaching practices in urban classrooms. *Manuscript under review.*

### **PROGRAM EVALUATIONS (n = 4)**

**Fallon, L. M.**, \*Pereira, B., \*Morizio, L. M., & \*Janze, J. (2019, June). Special Education students in the Brockton Public Schools: Evaluation of universal services provided to Special Education students in district elementary schools. *Unpublished Program Evaluation.*

**Fallon, L. M.**, \*Pereira, B., \*Morizio, L. M., & \*Janze, J. (2019, June). Special Education students in the Brockton Public Schools: Evaluation of universal services provided to Special Education students in district early childhood centers. *Unpublished Program Evaluation.*

**Fallon, L. M.**, & \*Morizio, L. M. (2018, February). Special Education students in the Brockton Public Schools: Evaluation of universal services provided to Special Education students in district middle schools. *Unpublished Program Evaluation.*

**Fallon, L. M.**, Collier-Meek, M. A. & \*Sheppard, V. A. (2017, June). Special Education students in the Brockton Public Schools: Evaluation of universal services provided to Special Education students in district alternative and high schools. *Unpublished Program Evaluation.*

### **PRESENTATIONS, National and International (n = 96)**

\*Denotes student co-presenter

**Fallon, L. M.**, & Reinhardt, J. S., (2023, August). *Landing an academic job in health service psychology fields*. Presentation given at the 131<sup>st</sup> Annual Convention of American Psychological Association. Washington D.C.

McKenney, E. L. W., McPherson, E. C., Sipior, C., \*Sunda, R., Heidelberg, K., **Fallon, L. M.**, Williams, S. C., Rodriguez-Harris, D. J., Lawson, T., & Charpentier, J. (2023, July). *Micro-level advocacy to advance socially just multi-tiered systems of support*. Poster accepted for presentation at the annual convention of the International School Psychology Association, Bologna, Italy.

**Fallon, L. M.**, Johnson, A. J., \*Robinson-Link, P., \*Sunda, R., Womack, T. A., \*Ballard, S., Alba, L. A., & \*Veiga, M. (2023, February). *Learning to decenter whiteness in schools through teacher professional development*. Paper presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Daniels, B., **Fallon, L. M.**, Walker, W., \*Sunda, R., Pearrow, M., Green, J. G., Cohen, M. Z., & Kurtz, K. D. (2023, February). *Evaluating student social, emotional, and behavioral functioning amidst Covid 19.*

Poster presented at the National Convention of the National Association of School Psychologists. Denver, CO.

\*Ballard, S., Lawson, T., Bender, S. L., **Fallon, L. M.** & Wilkins-Yel, K. G. (2023, February). *Resisting racism and oppression in academia*. Paper presented at the National Convention of the National Association of School Psychologists. Denver, CO.

**Fallon, L. M.**, Maki, K. E., Heidelberg, K. J., Kember, J. M., Lawson, T., Barrett, C. A., Harris, B. & Sullivan, A. (2023, February). *You're hired: Supporting trainees and practitioners to land faculty jobs*. Paper presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Harris, B., Aspiranti, K. B., Eklund, K., **Fallon, L. M.**, Hendricker, E., Jenkins, L. N., Kaiser, L. T., & Shriberg, D. (2023, February). *From striving to thriving in academic careers*. Symposium presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Iun, A., Daniels, B., Zeng, S., & **Fallon, L. M.** (2023, February). *Implementation of tuning in to kids SEL program in Kyrgyzstan*. Poster presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Luh, H., LaBrot, Z. C., & Cobek, C., \*Sunda, R., & **Fallon, L. M.**, (2023, February). *Syllabus analyses of consultation training in school psychology*. Poster presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Morizio, A. L., Collier-Meek, M., **Fallon, L. M.**, & Bender, S. L. (2023, February). *Combining empathy with art to facilitate broader social-emotional learning*. Paper presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Whitehouse, A., Daniels, B., **Fallon, L. M.**, Anthony, C. J., & Cohen, M. Z. (2023, February). *Investigating racial and gender bias of a universal screening tool*. Paper presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Lawson, T., \*Ballard, S., \*Laenen, D. P., & **Fallon, L. M.** (2023, February). *What does culturally responsive practice look like in the classroom*. Poster presented at the National Convention of the National Association of School Psychologists. Denver, CO.

Garbacz, S. A., Minch, D. R., Cook, S. A., **Fallon, L. M.**, Feinberg, A. B., Meyer, K. Jamerson, P., Romero, E., White, J. (2022, October). *Building school & district capacity for family-school partnerships within PBIS*. Symposium presented at the National PBIS Leadership Forum. Chicago, IL.

Meyer, K., **Fallon, L. M.**, Feinberg, A. B., Jamerson, P. (2022, March). *Building capacity for family-school collaboration at the district level*. Paper presented at the International Conference on Positive Behavior Support. San Diego, CA.

Harris, B., **Fallon, L. M.**, VanNorman, E., & Maki, K. (2022, February). *Navigating job searches for academic positions*. Symposium presented at the Annual Convention of the National Association of School Psychologists. Boston, MA.

Fenning, P. A., Raines, T. C., Briesch, A. M., Chafouleas, S. M., Pearson, K. E., **Fallon, L. M.**, Fisher, A., Lane, K. L. (2022, February). *Changing understandings of racialized and ableist school pushout through DisCrit*. Symposium presented at the Annual Convention of the National Association of School Psychologists. Boston, MA.

- Fallon, L. M.,** \*Robinson-Link, P., Marcotte, A., Hamsho, N., & Ferron, J. (2022, February). *The good behavior game's impact on writing quantity and quality*. Poster presented at the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Fallon, L. M.,** Johnson, A. J., Noltemeyer, A., Vega, D., Harris, B., & Sullivan, A. L. (2022, February). *Achieving tenure and promotion: Advice from current school psychology faculty*. Symposium presented at the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Kurtz, K. D., Lannie, A., McCurdy, B., Collier-Meek, M. A., **Fallon, L. M.** & DeFouw, E. (2022, February). *Implementing the good behavior game: Adaptations, intervention context, and measurement*. Symposium presented at the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Famolare, G., DeFouw, E., Collier-Meek, M. A., & **Fallon, L. M.** (2022, February). *Electronically-delivered implementation supports to promote treatment fidelity: A research synthesis*. Paper presented at the Annual Convention of the National Association of School Psychologists. Boston, MA.
- Cook, A. C., Murphy, K. & **Fallon, L. M.** (2021, October). *Social-Emotional learning & mixed reality simulation as Tier 2 intervention*. Paper presented at the 2021 Annual Conference on Advancing School Mental Health. Virtual conference.
- Fallon, L. M.,** Gadke, D. L., January, S. A., Reinhardt, J. S., Maki, K., & Harris, B. (2021, August). *Focus on funding early career psychologists' research: From proposal prep to project management*. Presentation given at the 129<sup>th</sup> Annual Convention of American Psychological Association. Virtual conference.
- Murphy, K. M., Cook, A., & **Fallon, L. M.** (2021, April). *Cultivating active practice opportunities for children with avatars: Envisioning new uses for mixed reality*. Invited presentation given at the American Association of Colleges for Teacher Education Roundtables Series in collaboration with Mursion, Inc. Virtual conference.
- Fallon, L. M.** (2021, March). *Exploring the relationship between teachers' culturally relevant practice and students' classroom behavior*. Paper presented at the International Conference on Positive Behavior Support. Virtual conference.
- \*Cathcart, S. C., **Fallon, L. M.,** Bender, S. L., Bacigalupe, G., & Pistiner, M. (2021, February). *School with food allergies: A Survey of students and caregivers*. Poster presented at the Annual Convention of the National Association of School Psychologists. Virtual conference.
- \*Cathcart, S. C., & **Fallon, L. M.,** & Johnson, A. J. (2020, August). *Differential item functioning of the Assessment of Culturally and Contextually Relevant Supports (ACCRoS)*. Poster presented at the 128<sup>th</sup> Annual Convention of American Psychological Association. Virtual conference.
- Feinberg, A. B., & **Fallon, L. M.** (accepted; canceled due to COVID-19). *Focus on Tier 2: Coaching school teams to build function-based, data-driven systems*. Paper accepted for presentation at the International Conference on Positive Behavior Support. Miami, FL.
- Fallon, L. M.,** Maki, K. E., Dever, B. V., Hier, B. O., Miller, F., & Jimerson, S. R. (2020, February). *Effectively mentoring student research: Leading a productive lab*. Symposium presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.

- Daniels, B., Bender, S. L., Briesch, A. M., \*Susilo, A., **Fallon, L. M.**, & Collier-Meek, M. A. (2020, February). *Daily Report Card: Expanding intervention to increase preschool parent engagement*. Poster presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- Fallon, L. M.**, \*Cathcart, S. C., Johnson, A. H., \*DeFouw, E. R., Minami, T., O’Keeffe, B. V., & Sugai, G. (2020, February). *Constructing a teacher self-assessment for culturally and contextually relevant practice*. Paper presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.
- \*Veiga, M. B., **Fallon, L. M.**, \*Susilo, A., & Kilgus, S. P. (2020, February). *Examining teachers’ perceptions of culturally relevant supports and students’ risk*. Poster presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.
- \*Susilo, A., **Fallon, L. M.**, & \*Veiga, M. B. (2020, February). *Teachers perceptions of culturally relevant classroom practice: Comparing two measures*. Poster presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.
- Sanetti, L. M. H., Collier-Meek, M. A., Chafouleas, S. M., & **Fallon, L. M.** (2020, February). *Fidelity estimates: The influence of method and data collection decisions*. Paper presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.
- Fallon, L. M.**, Bender, S., Gadke, D., & Grapin, S. (2020, February). *Careers in academia: Aligning research, teaching and service*. Symposium presented at the Annual Convention of National Association of School Psychologists. Baltimore, MD.
- Fallon, L. M.**, Veiga, M. B., \*Susilo, A., (2019, October). *Empowering teachers to change their discipline practices: An overview of empirically supported self-assessment options*. Presentation given at the Institute for the Study and Promotion of Race and Culture (ISPRC) 19<sup>th</sup> Annual Diversity Challenge. Boston, MA.
- Fallon, L. M.** (2019, June). *Promising practices: The use of the assessment of culturally and contextually relevant supports (ACCRoS) in high-need public school classrooms*. Presentation given at the Loyola University of Chicago’s Conference on Reducing Suspensions and Expulsions of Students with Disabilities: Linking Research, Law, Policy and Practice, Sponsored by the Spencer Foundation. Chicago, IL.
- Fallon, L. M.**, & \*Kurtz, K. D. (2019, February). *Coaching teachers to implement classroom behavioral interventions by providing direct training*. Poster presented at the International Conference on Positive Behavior Support. Washington, D.C.
- Fallon, L., M.**, \*Cathcart, S. C., \*DeFouw, E. R., O’Keeffe, B. V., & Sugai, G. (2019, February). *Supporting teachers to implement culturally and contextually relevant classwide behavior plans*. Paper presented at the International Conference on Positive Behavior Support. Washington, D.C.
- Feinberg, A. B., & **Fallon, L. M.** (2019, February). *Modifying Tier 2 interventions to support attention-seeking & escape-maintained behavior*. Invited Field-Based Skills Sessions presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.



- Fallon, L. M.,** Collier-Meek, M. A., \*Kurtz, K. D., & \*DeFouw, E. R. (2019, February). *Feasible treatment integrity support: Comparing emailed prompts and performance feedback*. Presentation given at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- Fallon, L. M.,** Collier-Meek, M. A., & \*Kurtz, K. D. (2019, February). *Coaching teachers to provide intensive classroom management in high-needs settings*. Presentation given at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- \*DeFouw, E. R., **Fallon, L. M.,** \*Cathcart, S. C., O’Keeffe, B. V., Sullivan, A. L., & Sugai, G. (2019, February). *A review of research-based culturally and contextually relevant academic practices*. Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- \*Cathcart, S. C., **Fallon, L. M.,** Johnson, A. H., Minami, T., & \*DeFouw, E. R. (2019, February). *Instrument development for culturally and contextually relevant practice: EFA results*. Poster presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.
- Collier-Meek, M. A., **Fallon, L. M.,** & \*Gould, K. (2019). *How are treatment integrity data assessed?* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- \*DeFouw, E. R., **Fallon, L. M.,** & \*Cathcart, S. C. (2019, February). *Developing and implementing culturally and contextually relevant classwide intervention plans*. Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- \*Cathcart, S. C., **Fallon, L. M.,** \*DeFouw, E. R. (2018, August). *Preliminary validation of the Assessment of Culturally and Contextually Relevant Supports (ACCRoS)*. Poster presented at the 126<sup>th</sup> Annual Convention of American Psychological Association, San Francisco, CA.
- \*Cathcart, S. C., & **Fallon, L. M.** (2018, August). *Cultural proficiency seminars' impact on school climate: A case study*. Poster presented at the 126<sup>th</sup> Annual Convention of American Psychological Association, San Francisco, CA.
- \*DeFouw, E. R., Collier-Meek, M. A. & **Fallon, L. M.** (2018, February). *How to develop and deliver emailed prompts to support implementers*. Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- \*Gould, K. M., Chan-Iannetta, L., & **Fallon, L. M.** (2018, February). *A treatment intensity study: First grade survival skills*. Presentation given at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- \*DeFouw, E. R., Collier-Meek, M. A., & **Fallon, L. M.** (2017, August). *Evaluating implementation of the Good Behavior Game through multiple methods*. Poster presented at the Annual Convention of the American Psychological Association, Washington, D.C.
- Collier-Meek, M. A., Sanetti, L. M. H., **Fallon, L. M.,** & Chafouleas, S. M. (2017, August). *Influence of time of day on direct observation treatment integrity estimates*. Poster presented at the 125<sup>th</sup> Annual Convention of American Psychological Association, Washington, D.C.
- Fallon, L. M.,** O’Keeffe, B. O., Sugai, G., & Johnson, A. H. (2017, April). *Assessment of Culturally and Contextually Relevant Supports: Validation of a teacher self-assessment*. Poster presented at the Council for Exceptional Children 2017 Convention and Expo. Boston, MA.

- Fallon, L. M., \*Kurtz, K. D., \*Mueller, M. R., & Collier-Meek, M. A.** (2017, February). *Providing direct training to school-based interventionists: A review of evidence*. Presentation given at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- Feinberg, A. B., & **Fallon, L. M.** (2017, February). *Building a PBIS Framework in Alternative Schools: Considerations of Process*. Presentation given at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- \*DeFouw, E. R., **Fallon, L. M., \*Kurtz, K. D., & Collier-Meek, M. A.** (2017, February). *Providing proactive and efficient treatment integrity support to educators*. Presentation given at the Annual Convention of National Association of School Psychologist, San Antonio, TX.
- Fallon, L. M., \*Mueller, M. R., & \*Kurtz, K. D.** (2016, October). *A literature review of culturally and contextually relevant school discipline practices: Linking results to action*. Presentation given at the Institute for the Study and Promotion of Race and Culture (ISPRC) 16<sup>th</sup> Annual Diversity Challenge. Boston, MA.
- Fallon, L. M., Sanetti, L. M. H., Collier-Meek, M. A., & Feinberg, A. B.** (2016, March). *Consulting with families to implement behavioral interventions at home with fidelity*. Presentation given at the International Conference on Positive Behavior Support. San Francisco, CA.
- Fallon, L. M., O'Keeffe, B. V., Sugai, G. & Johnson, A. H.** (2016, March). *Preliminary content validation results of the Culturally and Contextually Relevant Teacher Self-Assessment*. Poster presented at the International Conference on Positive Behavior Support. San Francisco, CA.
- Fallon, L. M., & Sanetti, L. M. H.** (2016, February). *Direct training to increase teacher adherence to an instructional intervention*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Sanetti, L. M. H., Collier-Meek, M. A., & **Fallon, L. M.** (2016, February). *Fidelity with flexibility: Individualized adaptations of evidence-based interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Feinberg, A. B., **Fallon, L. M., & Kilgus, S. P.** (2016, February). *Modifying tier 2 supports: Intervention for students motivated by escape*. Presentation given at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- Collier-Meek, M. A., Sanetti, L. M. H., & **Fallon, L. M.** (2015, August). *Conceptualizing treatment integrity within the antecedent-behavior-consequence sequence*. Poster presented at the 123<sup>rd</sup> Annual Convention of American Psychological Association, Toronto, Ontario.
- Handler, M. W., Feinberg, A. B., **Fallon, L. M., & Meyer, K.** (2015, March). *Implementing system-wide PBS across school districts: Celebrations, barriers, and lessons learned*. Presentation at the International Conference on Positive Behavior Support. Boston, MA.
- Feinberg, A. B., **Fallon, L. M., Joy, M. R., Miller, T., & Furman, M.** (2015, March). *Developing family behavior support plans to reduce children's disruptive behaviors at home*. Presentation given at the International Conference on Positive Behavior Support. Boston, MA.
- Fallon, L. M. & Collier-Meek, M. A.** (2015, March). *Supporting behavior support plan implementation with performance feedback*. Presentation given at the International Conference on Positive Behavior Support. Boston, MA.

- Handler, M. W., Kilgus, S. P., **Fallon, L. M.**, & Feinberg, A. B. (2015, February). *Check-in Check-out in alternative settings: Supporting students with emotional disabilities*. Poster presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- Feinberg, A. B., & **Fallon, L. M.** (2014, February). *Classroom behavioral supports for students with autism in inclusion settings*. Poster presented at the Association for Behavioral Analysis International Analysis Eighth Annual Autism Conference, Louisville, Kentucky.
- Fallon, L. M.**, Collier-Meek, M. A., Johnson, A. H., Sanetti, L. M. H., & Maggin, D. M. (2014, February). *Performance feedback as an evidence-based practice: A review of research*. Presentation given at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Collier-Meek, M. A., Sanetti, L. M. H., **Fallon, L. M.**, & Feinberg, A. B. (2014, February). *Supporting parents to implement student interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Fallon, L. M.**, & Feinberg, A. B. (2014, February). *Autism and inclusion classrooms: Using visuals to increase positive behavior*. Poster presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Putnam, R. F., Feinberg, A. B., & **Fallon, L. M.** (2013, October). *Classwide positive behavior interventions and supports: Improving on-task behavior in classrooms*. Presentation given at the Positive Behavior Interventions and Support Leadership Forum, Rosemont, IL.
- Fallon, L. M.** (2013, March). *Visual cues to enhance universal SWPBS practices for students with autism*. Poster presented at the International Conference on Positive Behavior Support. San Diego, CA.
- Fallon, L. M.**, Gage, N. A., O'Keeffe, B. V., & Sugai, G. (2013, March). *Assessing the social validity of culturally and contextually relevant SWPBS*. Poster presented at the International Conference on Positive Behavior Support. San Diego, CA.
- Collier-Meek, M. A., **Fallon, L. M.**, & Sanetti, L. M. H. (2013, March). *Strategies to support consistent implementation of Positive Behavior Intervention and Supports*. Presentation given at the International Conference on Positive Behavior Support. San Diego, CA.
- Fallon, L. M.** & Sanetti, L. M. H. (2013, February). *Improving inter-rater agreement between observers' and teachers' treatment integrity ratings*. Poster presented at the Annual Convention of National Association of School Psychologists, Seattle, Washington.
- Sugai, G., **Fallon, L. M.**, & O'Keeffe, B. V. (2012, October). *SWPBS: Reconceptualizing and studying culture*. Presentation given at the National PBIS Leadership Forum, Rosemont, IL.
- Maggin, D. M., **Fallon, L. M.**, Sanetti, L. M. H., & Ruberto, L. M. (2012, April). *Training paraeducators to manage student behavior: Direct and collateral effects*. Poster presented at the Council for Exceptional Children 2012 Convention and Expo. Denver, CO.
- Sanetti, L. M. H., **Fallon, L. M.**, Collier-Meek, M. A., & Maggin, D. M. (2012, April). *The effect of performance feedback on treatment integrity: A systematic review*. Poster presented at the Council for Exceptional Children 2012 Convention and Expo. Denver, CO.

- Sanetti, L. M. H., Collier-Meek, M. A., & **Fallon, L. M.** (2012, April). *Implementation of treatment integrity assessment and performance feedback by a special educator*. Poster presented at the Council for Exceptional Children 2012 Convention and Expo. Denver, CO.
- Sanetti, L. M. H., **Fallon, L. M.**, & Collier-Meek, M. A. (2012, March). *School social workers in consultation: Performance feedback to improve classroom teachers' treatment fidelity of behavioral interventions*. Presentation given at the 15th National School Social Work Conference, Boston, MA.
- Sideriadis, L. A., **Fallon, L. M.**, & Sugai, G. (2012, March). *Feeling prepared to implement school-wide positive behavioral interventions and supports (SWPBIS): Discussion and key findings from a survey of school specialists*. Presentation given at the 15th National School Social Work Conference, Boston, MA.
- Everett, S., Johnson, A. H., **Fallon, L. M.**, & Sugai, G. (2012, February). *School specialist preparation for school-wide positive behavioral interventions and supports*. Poster presented at the Annual Convention of National Association of School Psychologists, Philadelphia, PA.
- Maggin, D. M., **Fallon, L. M.**, Sanetti, L. M. H., & Ruberto, L. M. (2012, February). *Training paraeducators to manage student behavior: Direct and collateral effects*. Poster presented at the Annual Convention of National Association of School Psychologists, Philadelphia, PA.
- Fallon, L. M.**, Collier-Meek, M. A., Jaffery, R., Sanetti, L. M. H., & Chafouleas, S. M. (2011, August). *Treatment integrity assessment and intervention with school-based personnel: Lessons learned from preliminary studies*. Poster presented at the 119th American Psychological Association Convention. Washington, D.C.
- Fallon, L. M.**, McCarthy, S. R., & Sanetti, L. M. H. (2011, August). *Classroom-based practices in school-wide positive behavior support (SWPBS): Preliminary indications of implementation and challenges faced*. Poster presented at the 119th American Psychological Association Convention. Washington, D.C.
- McCarthy, S. R., **Fallon, L. M.**, Bray, M., Sanetti, L. M. H., & Kehle, T. (2011, August). *Toward school-wide obesity prevention: Evaluation of body mass index screening policies in US schools*. Poster presented at the 119th American Psychological Association Convention. Washington, D.C.
- Collier-Meek, M. A., **Fallon, L. M.**, & Sanetti, L. M. H. (2011, August). *A systematic review of treatment integrity in homework intervention studies*. Poster presented at the 119<sup>th</sup> Annual Convention of American Psychological Association, Washington, D. C.
- Kehle, T. J., Bray, M. A., Gelbar, N., Andrade, B., Anderson, C., Yoshikawa, K., Delcampo, M., Onuegbem, C., Ortiz, J., Byer-Alcorace, G., Burlingame, C., Collier-Meek, M. A., McCarthy, S. R., & **Fallon, L. M.** (2011, August). *Augmented self-modeling as an intervention for students with selective mutism*. Poster presented at the 119<sup>th</sup> Annual Convention of American Psychological Association, Washington, D.C.
- Sugai, G., **Fallon, L. M.**, & O'Keeffe, B. V. (2011, April). *Culture, disability, and behavior: Let's have a conversation*. Presentation given at the Council for Exceptional Children 2011 Convention and Expo, National Harbor, MD.
- Fallon, L. M.**, & Sugai, G. (2011, March). *Creating brief video modules to enhance SWPBS training*. Presentation given at the International Conference on Positive Behavior Support. Denver, CO.

- O’Keeffe, B. V., **Fallon, L. M.**, & Sugai, G. (2011, March). *Cultural and contextual considerations for SWPBS: A behavioral perspective*. Presentation given at the International Conference on Positive Behavior Support. Denver, CO.
- Sanetti, L. M. H., **Fallon, L. M.**, & McCarthy, S. R. (2011, March). *Survey says: Challenges in consistently implementing SWPBS practices*. Poster presented at the International Conference on Positive Behavior Support. Denver, CO.
- Jaffery, R., **Fallon, L. M.**, & Sanetti, L. M. H., Chafouleas, S. M. (2011, February). *Using DBR in self-monitoring to improve middle school behavior*. Presentation given at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- Fallon, L. M.**, Jaffery, R., Sanetti, L. M. H., & Chafouleas, S. M. (2011, February). *Performance feedback by school-based personnel to increase teachers’ treatment integrity*. Presentation given at the National Association of School Psychologists Annual Convention, San Francisco, CA.
- O’Keeffe, B. V., Sugai, G., & **Fallon, L. M.** (2010, October). *School-wide positive behavior supports (SWPBS): Examination of cultural relevance*. Presentation given at the National PBIS Leadership Forum, Rosemont, IL.
- Beck, L.** & Brown, F. (2007, October). *Research and Practice for Persons with Severe Disabilities (RPSD) annual publication data*. Presentation given at the TASH Conference, Seattle, WA.
- Beck, L.** & Brown, F. (2006, October). *Research and Practice for Persons with Severe Disabilities (RPSD) annual publication data*. Presentation given at the TASH Conference, Baltimore, MD.

#### PRESENTATIONS, Regional (n = 44)

\*Denotes student co-presenter

- Feinberg, A. B. & **Fallon, L. M.** (2021, November). Integrating PBIS and social emotional learning in Schools: Key features and exemplars. Invited presentation given at the 17th Annual New England Forum on Positive Behavioral Interventions and Supports. Virtual conference.
- Fallon, L. M.** & Feinberg, A. B. (2019, November). *Supporting teachers to implement classroom management successfully: Actionable, evidence-based strategies*. Invited presentation given at the 15th Annual New England Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Fallon, L. M.** (2019, May). *Supporting students with emotional and behavioral disabilities (EBD): Applications of PBIS in alternative schools*. Presentation given at the Northeast PBIS Leadership Forum, Mystic, CT.
- Everett, S., Whitcomb, S., **Fallon, L. M.**.... O’Reilly, M. J. (2019, May). *Getting started and sustaining Tier 2 data, systems and practices*. Presentation given at the Northeast PBIS Leadership Forum, Mystic, CT.
- Fallon, L. M.**, DeFouw, E. R., Cathcart, S. C., O’Keeffe, B. V., & Sugai, G. (2018, November). *Feedback on the Assessment of Culturally and Contextually Relevant Supports (ACCRoS): An instrument for classroom teachers*. Poster presented at the 14th Annual New England Forum on Positive Behavior Supports, Norwood, MA.

- Fallon, L. M.,** & Collier-Meek, M. A. (2018, October). *Coaching teachers' classroom management in high-need schools: Findings from a preliminary study*. Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Fallon, L. M.,** Collier-Meek, M. A., & Feinberg, A. B. (2017, November). *Providing feasible coaching support to teachers in the classroom*. Invited presentation given at the 13th Annual New England Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Fallon, L. M.,** \*Cathcart, S. C., & Sanetti, L. M. H. (2017, October). *Parents' treatment integrity of home-based behavioral interventions: Surveying behavior analysts' current practices*. Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Collier-Meek, M. A., **Fallon, L. M.,** & Sanetti, L. M. H. (2017, October). *Considering treatment integrity a behavior influenced by antecedents and consequences: Implications for evaluation and support*. Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Fallon, L. M.,** Collier-Meek, M. A., & Feinberg, A. B. (2017, May). *Intensive classroom management support for teachers in high-need settings*. Presentation given at the Northeast PBIS Leadership Forum, Mystic, CT.
- \*DeFouw, E. R., Collier-Meek, M. A., & **Fallon, L. M.** (2017, May). *Increasing teachers' treatment integrity through antecedent emailed prompts*. Presentation given at the 2017 Annual Conference of the Massachusetts Association of Applied Behavior Analysis. Marlborough, MA.
- Collier-Meek, M. A., & **Fallon, L. M.** (2017, May). *Comparing feasible implementation supports for teachers: Emailed prompts versus performance feedback*. Presentation given at the 2017 Annual Conference of the Massachusetts Association of Applied Behavior Analysis. Marlborough, MA.
- Fallon, L. M.,** Kurtz, K. D., & Collier-Meek, M. A. (2017, May). *Promoting teachers' treatment integrity with a modeling-based booster training procedure*. Presentation given at the 2017 Annual Conference of the Massachusetts Association of Applied Behavior Analysis. Marlborough, MA.
- Fallon, L. M.,** Feinberg, A. B., & DePasquale, M. (2016, November). *Toward effective PBIS practice in alternative school settings: From readiness to launch*. Invited presentation given at the 12th Annual New England Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Fallon, L. M.** & Feinberg, A. B. (2016, November). *Tier 2 interventions in alternative settings: Supporting escape-maintained behavior efficiently*. Poster presented at the 12th Annual New England Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Fallon, L. M.,** \*Kurtz, K. D., \*Mueller, M., & Collier-Meek, M. A. (2016, October). *Providing direct training to interventionists: Which interventions are being targeted?* Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Feinberg, A., B., \*Kleinert, W., \*Silva, M. R., **Fallon, L. M.,** & Coddling, R. S., (2016, May). *An examination of the classroom checkup: Providing supports through classroom consultation with feedback*. Invited presentation given at the Northeast PBIS Leadership Forum, Mystic, CT.



**Fallon, L. M., \*Kurtz, K. D., & \*Mueller, M. R., (2016, May).** *Providing direct training to school-based interventionists.* Poster presented at the Massachusetts School Psychologists Association Annual Spring Conference, Framingham, MA.

Feinberg, A. B., & **Fallon, L. M.** (2016, May). *Modifying tier two supports: Intervention for students motivated by escape.* Poster presented at the Massachusetts School Psychologists Association Annual Spring Conference, Framingham, MA.

**Fallon, L. M. & \*Mueller, M.** (2015, November). *Culturally and contextually relevant PBIS: Review and future directions.* Invited presentation given at the 11th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.

Handler, M., Feinberg, A., **Fallon, L.**, Meyer, K. & Robinson, M. (2015, November). *Implementing system-wide PBIS across school districts: Celebrations, barriers and lessons learned.* Invited presentation given at the 11th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.

**Fallon, L. M.,** Collier-Meek, M. A., & Sanetti, L. M. (2015, October). *The impact of performance feedback on teachers' treatment fidelity of classroom-based interventions.* Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

**Fallon, L. M.** (2015, May). *Providing performance feedback: Applying an evidence-based strategy to supporting students at Bridgewater State University.* Presentation given at the Annual Conference of the Center for Advancement of Research and Scholarship, Bridgewater State University, Bridgewater, MA.

**Fallon, L. M.** (2015, April). *10 Tips for great classroom management.* Presentation. Presentation given at the Educator Rising Conference, Bridgewater State University, Bridgewater, MA.

**Fallon, L. M.** (2014, November). *Supporting culturally and linguistically diverse student behavior.* Invited presentation given at the New Faculty Research Forum on Social Justice at the Center for Advancement of Research and Scholarship, Bridgewater State University, Bridgewater, MA.

Feinberg, A. B., & **Fallon, L. M.** (2014, November). *Developing Tier 2 supports in the school settings.* Invited presentation given at the 10th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.

**Fallon, L. M.,** Collier-Meek, M. A., Sanetti, L. M., & Feinberg, A. B. (2014, October). *Promoting treatment fidelity of home-based behavior support plans: Practical applications and case examples.* Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

**Fallon, L. M.,** Miller, T. M., Feinberg, A. B., Joy, M. R. & Furman, M. (2014, October). *PBIS in the home: Supports for families involved in the Children's Behavioral Health Initiative (CBHI).* Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

Feinberg, A. B., & **Fallon, L. M.** (2014, May). *Classroom-based supports within a PBIS framework.* Invited presentation given at the 3rd Annual Northeast PBIS Network Leadership Forum, Groton, CT.

**Fallon, L. M.,** Collier-Meek, M. A., Sanetti, L. M., & Feinberg, A. B. (2014, April). *Implementation planning to promote parents' treatment fidelity of home-based behavioral interventions for children*

- with Autism*. Presentation given at the Massachusetts Association of Applied Behavior Analysis 4th Annual Convention, Waltham, MA.
- Feinberg, A. B., & **Fallon, L. M.** (2013, November) *Function-based Tier 2 supports*. Invited presentation given at the 9th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Robinson Joy, M., **Fallon, L. M.**, & Furman, M. (2013, November) *Implementing PBIS interventions in home and community settings: Examples from the Children's Behavioral Health Initiative (CBHI)*. Invited presentation given at the 9th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Fallon, L. M.**, Collier-Meek, M. A., & Feinberg, A. B. (2013, May). *Coordinating supports for PBIS in the classroom*. Invited presentation given at the 2nd Annual Northeast PBIS Network Leadership Forum, Cromwell, CT.
- Feinberg, A. B., **Fallon, L. M.**, Collier-Meek, M. A. & Hardy, C. (2012, November). *Class-wide Positive Behavioral Supports: Plan development and behavioral outcomes*. Invited presentation given at the 8th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Sugai, G., **Fallon, L. M.**, & O'Keeffe, B. V. (2012, November). *Culturally appropriate Positive Behavioral Interventions and Supports*. Invited presentation given at the 8th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Sanetti, L. M. H., **Fallon, L. M.**, & Collier-Meek, M. A. (2011, October). *Promotion of treatment integrity of school-based interventions: Applications in class-wide behavioral interventions*. Invited presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Fallon, L. M.**, Johnson, A. H., McCarthy, S. R., & Sugai, G. (2011, May). *Construction of brief video modules to support staff implementation of SWPBS practices*. Poster presented at the 1<sup>st</sup> Annual CBER Student Research Symposium, Storrs, CT.
- Maggin, D. M., **Fallon, L. M.**, Sanetti, L. M. H., & Ruberto, L. M. (2011, May). *Training paraeducators to implement a positive classroom management protocol: Direct and collateral effects*. Poster presented at the Center for Behavioral Education and Research Symposium, Storrs, CT.
- Collier-Meek, M. A., **Fallon, L. M.**, Long, A., & Sanetti, L. M. H. (2011, May). *Integrating a model of adult behavior change into school-based treatment integrity: An introduction to Project PRIME*. Poster presented at the Center for Behavioral Education and Research Symposium, Storrs, CT.
- Sanetti, L. M. H. & **Fallon, L. M.** (2010, November). *Promotion of treatment integrity of school-based interventions: Applications in class-wide behavioral interventions*. Presentation given at the 6th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Simonsen, B., MacSuga, A. S., & **Fallon, L. M.** (2010, November). *Using self-monitoring to increase teachers' implementation of evidence-based classroom management*. Presentation given at the 6th Annual Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
- Jaffery, R., **Fallon, L. M.**, Chafouleas, S. M., & Sanetti, L. M. H. (2010, October). *Direct Behavior Rating: An assessment and intervention tool for improving student engagement class-wide*. Poster presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

**Fallon, L. M.,** Jaffery, R., Sanetti, L. M. H., & Chafouleas, S. M. (2010, May). *Comparison of adherence measures in treatment integrity assessment: Teacher global rating and permanent product data.* Poster presented at the Northeastern University Student Affiliates of School Psychology Spring Conference, Boston, MA.

**Beck, L.** (2007, May). *The effect of self-monitoring on students with emotional disturbance in integrated settings.* Poster presented at a symposium sponsored by Programs in Special Education in the Department of Educational and Community Programs, Queens College. Flushing, NY.

## MEDIA

- [Tips for writing an academic cover letter](#), SSSP Early Career Forum (blog post), October 2022
- [Addressing white privilege in school psychology research](#) with S. Grapin, SSSP Early Career Forum (co-author, blog post), April 2022
- [So you have been offered a virtual interview! Now what?](#) with B. Harris, SSSP Early Career Forum (co-author, blog post), November 2021
- [These young entrepreneurs have made the most of their pandemic downtime](#), B. Jones, Boston Globe (quoted, news article), November 2020
- [Top 10 tips for new faculty](#) with B. Harris, SSSP Early Career Forum (co-author, blog post), November 2020
- [Navigating the impact of COVID-19: Advice from school psychology faculty with experience in administrative roles](#), with B. Harris, B. Doll, R. Floyd, A. Noltemeyer, SSSP Early Career Forum (co-author, blog post), May 2020
- [Coping with COVID-19 As an early career scholar \(Part I\)](#), with A. Sullivan, SSSP Early Career Forum (co-author, blog post), April 2020
- [Modifying tier 2 interventions to support attention-seeking and escape-maintained behavior](#), with A. Feinberg, National Association of School Psychologists (guest, podcast), February 2020

## PROFESSIONAL POSITIONS

- |                                |   |
|--------------------------------|---|
| 2021 – Present                 | <b>Associate Professor, School Psychology</b>   |
| 2015 – 2021                    | <b>Assistant Professor, School Psychology</b>   |
| 2016 – 2017;<br>2021 – Present | <b>Program Director, School Psychology Ph.D. Program (APA and NASP Approved)</b>  |
| 2018 – 2019                    | <b>Program Director, Applied Behavior Analysis Program</b><br><i>Department of Counseling and School Psychology</i><br>University of Massachusetts Boston, Boston, MA |
| 2014 – 2015                    | <b>Assistant Professor, Special Education</b><br><i>Department of Special Education and Communication Disorders</i><br>Bridgewater State University                   |
| 2013 – 2014                    | <b>School Psychology Postdoctoral Fellow</b>  |
| 2012 – 2013                    | <b>School Psychology Predoctoral Intern</b><br><i>Home and School Consultation Division</i><br>May Institute, Inc., Randolph, Massachusetts                           |
| 2014                           | <b>Adjunct Faculty, School Psychology</b><br><i>Bouvè College of Health Sciences</i><br>Northeastern University, Boston, Massachusetts                                |

- 2013 – 2014      **Adjunct Faculty, Special Education**  
*College of Graduate & Professional Studies*  
 Lasell College, Newton, Massachusetts
- 2010 – 2011      **School Psychology Practicum Student**  
*Bowen Elementary School, Newton Public Schools, Newton, Massachusetts*  
 ○ Supervisor: Elizabeth Sanderson, Ph.D.
- 2010 – 2011      **Research Assistant, Project PRIME** (Planning Realistic Intervention Implementation  
 and Maintenance by Educators)  
 Funded by Institute of Education Sciences (NCSER #R324A100051)  
*Center for Behavioral Education and Research*  
 University of Connecticut, Storrs, Connecticut  
 ○ Supervisor: Lisa M. H. Sanetti, Ph.D., Thomas Kratchowill, Ph.D.
- 2008 – 2011      **Center Research Assistant**  
*Center for Behavioral Education and Research*  
 University of Connecticut, Storrs, Connecticut  
 ○ Supervisor: George Sugai, Ph.D.
- 2004 – 2008      **Special Education Teacher**  
*Long Island City High School*  
 New York City Public Schools, Long Island City, New York

## TEACHING EXPERIENCE

- 2015 – Present      **University of Massachusetts Boston**  
 Courses Taught:  
 • Graduate  
 ○ Advanced Doctoral Practicum in School Psychology (CSP 787)  
 ○ Dissertation Seminar (CSP 891)  
 ○ Doctoral Practicum in School Psychology (CSP 785)  
 ○ Research in Counseling and School Psychology (CSP 703)  
 ○ School-Based Interventions and Data-Based Decision Making (SPY 607)  
 ○ Social Justice in Counseling and School Psychology (CSP 701)  
 ○ Standardized Assessment and Report Writing (SPY 602)  
 ○ Systems Consultation, Prevention, & Organizational Change (SPY 608)  
 ○ Transnational Social Justice (CSP 801)
- 2014 – 2015      **Bridgewater State University**  
 Courses Taught:  
 • Graduate  
 ○ Assessment Procedures in Special Education (SPED 550)  
 ○ Seminar in Special Education: Single Subject Research (SPED 575)  
 ○ Practicum for Initial Licensure, Moderate Disabilities (SPED 593)  
 ○ Practicum for Initial Licensure, Severe Disabilities (SPED 594)  
 • Undergraduate  
 ○ Introduction to Special Education (SPED 202)  
 ○ Assessment of Special Needs Learners (SPED 303)
- Spring 2014      **Northeastern University**  
 Graduate Course Taught: Cognitive Assessment

- 2013 – 2014      **Lasell College**  
 Graduate Courses Taught:
- Designing Curriculum and Resources in Special Education (ED 712)
  - Practicum for Initial Licensure, Moderate Disabilities (ED 795)
  - Practicum for Initial Licensure, Elementary Education (ED 796)
- Guest Lectures**
- Spring 2023      Doctoral Seminar, *University of Utah*  
 Fall 2022      School Mental Health Collaborative Seminar, *University of Wisconsin-Madison*  
 Summer 2022      Doctoral Seminar, *Baylor University*  
 Spring 2020      Behavior Interventions, *University of South Florida*  
 Fall 2018      Leadership Seminar for Project LEEP: Leaders Enhancing Evidence-based Practice, *School Psychology Program, University of Minnesota*  
 Fall 2016      Behavior and Classroom Management, *Department of Curriculum and Instruction, University of Massachusetts Boston*  
 Fall 2015      Doctoral Practicum in School Psychology, *Department of Counseling and School Psychology, University of Massachusetts Boston*  
 Fall 2013, 2014      Learning Principles, *Northeastern University*  
                          Behavior Management, *Northeastern University*  
 Fall 2012      Curriculum-Based Assessment and Instruction, *Northeastern University*  
 Fall 2011      Cognitive Assessment, *University of Connecticut*  
 Fall 2010      Applied Behavior Analysis *University of Connecticut*  
                          Roles and Functions of School Psychologist, *University of Connecticut*

## EDITORIAL SERVICE

### Senior Associate Editor

2023 - Present      *Journal of Educational and Psychological Consultation*

### Associate Editor

2020 – 2022      *Journal of Educational and Psychological Consultation*

2020 – 2022      *Assessment for Effective Intervention*

### Editorial Board Member

2018 – Present      *Journal of School Psychology*  
                          *School Psychology Review*  
                          *Psychology in the Schools*

2017 – Present      *School Psychology* (formerly *School Psychology Quarterly*)

2016 – Present      *Contemporary School Psychology*

2014 – Present      *Behavioral Disorders*

2018 – 2019      *Assessment for Effective Intervention*

2014 – 2019      *Journal of Educational and Psychological Consultation*  
                          *Multiple Voices for Ethnically Diverse Exceptional Learners*

### Ad Hoc Reviewer

2013 – Present      *Behavior Analysis in Practice*  
                          *Canadian Journal of School Psychology*  
                          *Education and Treatment of Children*

*Exceptional Children*  
*Journal of Applied Behavior Analysis*  
*Journal of Autism and Developmental Disorders*  
*Journal of Children and Poverty*  
*Journal of the Learning Sciences*  
*Journal of Positive Behavior Interventions*  
*Journal of Research in Innovative Teaching and Learning*  
*School Psychology Training and Pedagogy*  
*Teacher Education and Special Education*

**Managing Editor**

2006 – 2008

*Research and Practice for Persons with Severe Disabilities***GRADUATE STUDENT RESEARCH COMMITTEES****Dissertation Committee Chair**

Patrick Robinson-Link	<i>From Screening to Intervening: Using Latent Profile Analysis to Describe Social-Emotional Needs</i>	Proposal Approved Spring 2023
Margarida Veiga	<i>Ask About Culture: Teaching School Psychology Graduate Students to Deliver a Cultural Formulation Interview during Functional Behavior Assessments</i>	Dissertation Defended Spring 2022
Sadie Cathcart	<i>School Community-Wide Allergy Education a Quality of Life-Informed Program Refinement and Evaluation</i>	Dissertation Defended Spring 2022
Jessica Janze	<i>Teacher Mindfulness Competencies in the K-12 School Setting</i>	Dissertation Defended Spring 2022
Tamara Lawson	<i>The Influence of Culturally Responsive Teaching Practices on African American Students' Sense of Belongingness in Urban Classrooms</i>	Dissertation Defended Fall 2021
Marlana Mueller Barrasso	<i>Supporting Teachers to Use Restorative Practice Circles to Improve Student Outcomes in Elementary School Classrooms</i>	Dissertation Defended Spring 2020

**Dissertation Committee Member**

Abigail Goodridge	<i>Evaluating the Effects of a Combined Math Achievement and Growth Mindset Intervention (Northeastern University)</i>	Proposal Approved Spring 2022
Anastasiia Iun	<i>Implementation of Positive Action Social-Emotional Learning Curriculum in the Kyrgyz Republic</i>	Dissertation Defended Spring 2023
Molly Wiseman Duffy	<i>Improving the Implementation of Social and Emotional Learning</i>	Proposal Approved Spring 2021
Anna Whitehouse	<i>Reducing Bias and Optimizing Usability of a Screening Tool to Create a Brief Behavior Rating Scale</i>	Dissertation Defended



		Spring 2023
Annisha Susilo	<i>Using Tier-2 Intervention to Address the Vocabulary Needs of Middle School English Language Learners in Mainstream Classroom</i>	Dissertation Defended Spring 2023
Laura Morizio	<i>Creating Compassion: Harnessing Creativity for Empathy Development</i>	Dissertation Defended Spring 2020
Victoria Sheppard	<i>A Multilevel Examination of Elementary Students' Conduct and Negative Affect: An Impetus for School-Based Behavioral Health Prevention</i>	Dissertation Defended Fall 2019
Samantha Broadhead	<i>The Effects of a Hand Gesture Instruction Game on Social Skills of Students with an Autism Spectrum Disorder</i>	Dissertation Defended Spring 2019
Whitney Kleinert	<i>Brief Experimental Analysis: A Tool for Identifying Interventions for Combined Skill and Performance Deficits in Math</i>	Dissertation Defended Spring 2017
Meghan Silva	<i>Exploring the Effect of Intervention Choice on Academic Performance and Student Acceptability</i>	Dissertation Defended Spring 2017

### **Thesis Committee Member**

Christina Miceli	<i>Elementary Teacher Impacts on Present-Day Levels of Self-Esteem Among College Students with Dyslexia (Bridgewater State University)</i>	Thesis Defended Spring 2015
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### **Mentored Students' Research Funding**

2021	Student Investigator: Margarida Veiga, <i>Ask about culture: Teaching school psychology graduate students to deliver a cultural formulation interview during functional behavior assessments</i> . Funded: \$5,000 over 1 year. Dissertation Award, Society for the Study of School Psychology.
2021	Student Investigator: Sadie Cathcart, <i>School community-wide allergy education a quality of life-informed program refinement and evaluation</i> . Funded: \$800 over 1 year. Dissertation Award, University of Massachusetts Boston.
2018	Student Investigator: Marlana Barasso, <i>Supporting teachers to use Restorative Practices to improve outcomes in elementary school classrooms</i> . Funded: \$2,000 over 1 year. Dissertation Award, University of Massachusetts Boston.

## **UNIVERSITY SERVICE**

### **University**

2020, 2021, 2023	Committee Member, Graduate Commencement Speaker Selection Committee
2020	Committee Member, 2021 Healey Research Grant Program Review Committee
2019 – 2020	Committee Member, Faculty Council Research Committee
2017	Committee Member, John F. Kennedy Award

**College**

2019	Committee Member, Wilczenski Faculty Development Grant Competition
2016 – 2017	Secretary, College of Education and Human Development Senate (CEHD) Senate Executive Leadership Committee, CEHD
2015 – 2016	Member, College of Education and Human Development Senate

**Department****General Committees and Apointments**

2016 – 2019;	Graduate Program Director, School Psychology Ph.D. Program
2021 – Present	
2021 – Present	Member, Resource Allocation Subcommittee
2021 – Present	Member, Department Personnel Committee
2021 – Present	Member, Racial Justice Committee
2019 – 2020	Co-Chair, Counseling and School Psychology (CSP) Faculty Mentor Plan Committee
2018 – 2019	Graduate Program Director, Applied Behavior Analysis Program
2018 – 2020	Secretary, CSP Department Meetings
2015 – 2018	Member, CSP Doctoral Faculty Committee
2015 – 2016	Interviewer, Counseling and School Psychology Mock Internship Interviews

**Faculty and Staff Search Committees**

Fall 2023	Co-Chair, School Psychology Assistant Tenure Track Faculty Search
Spring 2023	Committee Member, Department Administrative Assistant Search
Summer 2022	Committee Member, Visiting Assistant Professor Faculty Search
Spring 2019	Chair, Applied Behavior Analysis Lecturer Faculty Search
Fall 2018	Committee Member, Program and Practicum Coordinator Search
Spring 2016	Committee Member, Program and Practicum Coordinator Search
Spring 2017	Co-Chair, School Psychology Associate Tenured Faculty Search
Spring 2017	Co-Chair, School Psychology Assistant Tenure Track Faculty Search

**Personnel Committees**

2023 – 2024	Chair, Tenure Review Ad hoc Committee – Brian Daniels, Ph.D.
2022 – 2023	Chair, Tenure Review Ad hoc Committee – Kerrie Wilkins-Yel, Ph.D. Member, 4 <sup>th</sup> Year Review Ad hoc Committee – Songtian Zeng, Ph.D. (C&I)
2022	Member, Periodic Multi-Year Review (PMYR) Committee – Tim Poynton, Ph.D.
2021 – 2022	Co-Chair, Tenure Review Ad hoc Committee – Stacy Bender, Ph.D.
2021 – 2022	Member, 4 <sup>th</sup> Year Review Ad hoc Committee – Kerrie Wilkins-Yel, Ph.D.

**Program**

2021 – Present	Co-facilitator, Doctoral Internship Preparation
Spring 2020	Co-facilitator, Social Justice Book Club Conversation
2015 – 2017	Faculty Advisor, <i>Student Affiliates of School Psychology (Division 16)</i>
2016 – 2017	Faculty Advisor, <i>School Psychology Club</i>

**Service to Bridgewater State University**

2014 – 2015	Committee Member, Special Education Assistant Tenure Track Faculty Search Co-Chair, Autism Endorsement Working Group
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**NATIONAL SERVICE**

2023 – Present	<b>Vice President for Education, Training, &amp; Scientific Affairs (Three-Year Term)</b> <i>Division 16: School Psychology, American Psychological Association</i>
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- 2021 – Present      **Selection Committee, Lightner Witmer Award (Three-Year Term)**  
*Division 16: School Psychology, American Psychological Association*
- 2020 – Present      **Co-Facilitator, School Psychology Anti-Racism Discussion Group**
- 2019 – Present      **Co-Facilitator, Behavioral School Psychology Interest Group (BSPIG)**  
*National Association of School Psychologists*
- 2018 – Present      **Chair (Formerly Co-Chair, At Large Member), Early Career Forum**  
*Society for the Study of School Psychology*
- 2022                    **Invited Proposal Reviewer**  
*SIG-Classroom Observation*  
*American Educational Research Association 2023 Annual Meeting*
- 2020                    **Scientific Review Panel**  
*National Center for Special Education Research Program, Institute of Education Sciences, U.S. Department of Education*
- 2015 – 2017        **Member, Family Engagement Work Group**  
*Association for Positive Behavior Support*
- 2015 – 2018        **Proposal Reviewer**  
*American Psychological Association Convention*
- 2016                    **Proposal Reviewer**  
*Association for Positive Behavior Support*
- 2011, 2013,  
2015, 2016, 2018    **Proposal Reviewer**  
*National Association of School Psychologists (NASP) Annual Convention*  
*National Association of School Psychologists*
- 2012 – 2013        **Communication Chair**  
*Student Affiliates of School Psychology (SASP) Executive Board*  
*American Psychological Association’s Division 16: School Psychology*

## SCHOOL AND COMMUNITY PARTNERSHIPS AND SERVICE

- 2015 – Present      **Professional Development Trainer and Behavior Consultant**  
*Billerica Public Schools (2021 – Present)*  
*Cambridge Public Schools (2023 – Present)*  
*Somerville Public Schools (2015 – 2017; 2019 – 2022)*  
*Brockton Public Schools (2015 – Present)*  
*Winthrop Public Schools (2017 – 2020)*
- 2016 – 2022        **Massachusetts Positive Behavior Interventions and Support (PBIS) Tier 2 Academy Trainer and Consultant**  
*Massachusetts Department of Elementary and Secondary Education (DESE)*  
*Northeast PBIS Technical Assistance Center*
- 2020 – 2021        **Expert Advisory Panel to the School Committee during COVID-19**

*Brookline Public Schools*

2016 – 2019

**Professional Development Trainer**

*Pathways to Special Education Licensure Program  
Boston Public Schools*

2014 – 2016

**Professional Development Trainer**

*Massachusetts Elementary School Principals Association (MESPA)*

## **PROFESSIONAL AFFILIATIONS**

National Association of School Psychologists  
American Psychological Association (*Division 16*)  
Association of Positive Behavior Supports