

Mark W. Steege, Ph.D., BCBA-D, NCSP
Professor
Associate Dean
Department of Educational and School Psychology
School of Education and Human Development

Licensed Psychologist
Board Certified Behavior Analyst-Doctoral
Nationally Certified Psychologist
Certified School Psychologist-Doctoral

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EDUCATION:

- 1986 Ph.D., University of Iowa, Iowa City, Iowa
Major: School Psychology
- 1982 Ed.S, University of Iowa, Iowa City, Iowa
Major: School Psychology
- 1978 B.S., Iowa State University, Ames, Iowa
Major: Psychology

PROFESSIONAL EXPERIENCE (University of Southern Maine)

- 2016-present Associate Dean, School of Education and Human Development (SEHD)
- 2000-present Professor, Educational Psychology and School Psychology Programs
University of Southern Maine, Gorham, Maine

Responsibilities included: teaching graduate level courses in Educational Psychology (Masters of Science) and School Psychology (Doctor of Psychology), coordinating and supervising clinical internships, advising students, chairing and serving on doctoral dissertation committees, university and community service, and research.

USM Leadership Positions (2011 to present):

Associate Dean, SEHD
SEHD Advisory Board
Chair, Department of Teaching and Learning
Chair, Department of Educational Psychology and Exceptionality
Chair, SEHD Peer Committee (Tenure and Promotion)
Co-Chair 2011 NEASC Accreditation Report (Standard 4)
Co-Chair 2016 NEASC Accreditation Report (Standard 4)
Program Coordinator, Educational Psychology and School Psychology programs
Chair, School Psychology Faculty Search Committees
Graduate Council

- 1992-2000 Associate Professor of School Psychology

University of Southern Maine, Gorham, Maine

1989-1992 Assistant Professor of School Psychology
University of Southern Maine, Gorham, Maine

PROFESSIONAL EXPERIENCE (1982-1989)

1986-1989 Pediatric Psychologist
University Hospital School
Department of Pediatrics
College of Medicine
University of Iowa

1982-1986 School Psychologist
Grant Wood Area Education Agency
Cedar Rapids, Iowa

DOCTORAL DISSERTATION COMMITTEES

USM Doctor of Psychology (PsyD) in School Psychology (2008-present)

Chaired dissertation committees:

- Babcock, James (2013). Improving the On-Task Behavior of Students with Emotional and Behavioral Disorders Using an iPad-Created Video Self-Modeling Intervention
- Batley, Hannah (2017). The Effects of Behavioral Momentum on Increasing Expressive Writing Behaviors in Children Resistant to Writing Tasks
- Beardsley, Erin (2014). Functional Analysis of Ear Plugging and Treatment Analysis of Noise Dampening Headphones
- Brown, Russ (2016). The Reliability and Validity of the Task Analysis Recording Procedure (TARP)
- DeRosa, Nicole (2012). Using Establishing Operation Manipulations to Improve Functional Communication Training
- Fotter, Hilarie (2019). Adverse Childhood Experiences and the Effects on Teachers' Beliefs About Classroom Behavior Management.
- Gadaire, Dana (2011). Self-control Responding in Children with Developmental Delays: Analog Assessment of Subjective Value of High and Low Preferred Stimuli
- Golonka, Adam (2016). A Comparison of a Discrete Trial Teaching Procedure and an Incidental Teaching Procedure
- Guptill, Derek (2019). Teaching Adolescents with Autism Spectrum Disorder to Respond to and Generate Disguised Mands
- Johnson, Paul (2008). Surrogate and Reflexive Conditioned Motivating Operations
- Labbe-Poisson, Kimberly (2009). Peer-Mediated Social Skills Instruction and Self-Management Strategies for Students with Autism

- Potter, John (2014). The Effect of Peer-Coaching on Social Skills Performance of Middle School Students with High Functioning Autism
- Pratt, Jamie (2010). Extending the Functional Behavioral Assessment Process: A Methodology for Test-driving Interventions with Varied Choice Dimensions to Reduce Escape-maintained Behaviors Displayed by Youth with Emotional and Behavioral Disorders
- Shamlian, Kenneth (2012). Evaluation of Multiple Schedules With Naturally Occurring and Contrived Discriminative Stimuli Following Functional Communication Training
- Sullivan, Erin (2011). An Evaluation of the Effects of Escape Only Versus. Escape Enriched Functional Communication Outcomes in the Treatment of Escape Maintained Disruptive Behavior
- Tekverk, Jeanmarie (2010). A Prescriptive Model of Multi-tier Professional Development to Increase Treatment Integrity for Staff in a Day Treatment Setting
- Zangrillo, Amanda (2012). An Evaluation of The Effects of Spaced Trial Fading on Skill Acquisition: An Analysis of Transfer of Stimulus Control
- Zook, Elizabeth (2010). Effects of Matched Reinforcement on Correct Responding and Disruptive Behavior During Academic Instruction

Chair, doctoral dissertation committees: 18

Member, doctoral dissertation committees: 16

Chair, doctoral dissertation committees (in process): 3

Total doctoral dissertation committees from 2008 to present: 34

GRADUATE COURSES TAUGHT 1989-present: Courses in **bold** indicate development of blueprints/syllabi in addition to teaching

- **Behavioral Assessment**
- Advanced Research Seminar
- **PsyD Dissertation**
- **Psychological Principles of Learning**
- **Research Methods in Applied Intervention (re-titled as Clinical Research Methods)**
- **Advanced Response to Intervention for Reading**
- **Applied Behavior Analysis**
- **Applied Behavior Analysis and Developmental Disabilities/Autism Spectrum Disorders**
- **Behavior Therapy**
- **Advanced Behavior Therapy**
- **Functional Behavioral Assessment**
- **Indirect Functional Behavioral Assessment**
- Classroom and Behavior Management for Learners with Special Needs (re-titled: "Positive Behavioral Interventions and Supports")
- **Psychopathology**
- Research Methods and Techniques
- **Consultation in School Psychology**
- **Internship in School Psychology (MS and PsyD)**
- **Professional Ethics in Behavior Analysis**
- **Supervision in Psychology**
- **Supervision in Behavior Analysis**

PROGRAM APPROVAL (ACCREDITATION) Reports

Principal author of the following national approval (accreditation) reports.

- Program Approval Application (1994). National Association of School Psychologists. This led to NASP Approval (accreditation) of the MS in School Psychology program. USM graduates eligible for Nationally Certified School Psychologist credential.
- Program Approval Application (2006). Behavior Analyst Certification Board (Task List 3). This led to BACB Approval of the MS in Educational Psychology (Applied Behavior Analysis). USM graduates eligible for the Board Certified Behavior Analyst credential.
- Program Approval Application (2013). Behavior Analyst Certification Board (Task List 4). This led to BACB Approval of the MS in Educational Psychology (Applied Behavior Analysis). USM graduates eligible for the Board Certified Behavior Analyst credential

HONORS AND AWARDS:

2014	Faculty Senate Award Scholarship University of Southern Maine, Gorham, Maine
2002	Faculty Senate Award Community Service University of Southern Maine, Gorham, Maine
1995	Appreciation: Chairperson 1993-1995 Maine Advisory Committee on School Psychological Service Providers Maine Department of Education

- 1989 Outstanding Poster Session Award
Behavioral Clinical Intervention
Annual Meeting of the Association for Behavior Analysis
- 1989 Outstanding Poster Session Award
Educational Technology
Annual Meeting of the Association for Behavior Analysis
- 1987 Outstanding Poster Session Award
Developmental Disabilities
Annual Meeting of the Association for Behavior Analysis
- 1984 Outstanding Poster Session Award
Developmental Disabilities
Annual Meeting of the Association for Behavior Analysis
- 1978 Honors Degree in Psychology
Iowa State University, Ames, Iowa

RELATED PROFESSIONAL EXPERIENCES:

- 1997-present Psychologist/Board Certified Behavior Analyst-Doctoral (John F. Murphy Homes, Inc./Margaret Murphy Centers for Children, Auburn, Maine)
- 2016-present Member, Advisory Committee for School Psychologists, Maine Department of Education
- 2005-2009 Associate Editor, *Journal of Evidence-Based Practices for Schools*
- 2001-2005 Associate Editor, *Proven Practice: Prevention and Remediation Solutions For Schools*
- 2003-2008 Editorial Board, *School Psychology Review*
- 1993-2006 National Folio Reviewer, Program Approval Board, National Association of School Psychologists
- 2000-2003 Editorial Board (Guest Reviewer), *School Psychology Review*
- 1996-2006 Professional Advisory Board, New England Center for Children (Southborough, Massachusetts)
- 1997-2001 Editorial Board, *Proven Practice: Prevention and Remediation Solutions For Schools*
- 1997-2000 Editorial Board, *Journal of Applied Behavior Analysis*
- 1998-2000 Member, Task Force on Behavioral Regulations, Maine Department of Mental Health, Mental Retardation, and Substance Abuse Services
- 1997-1999 Co-Editor, Research Column, *Communique*, National Association of School Psychologist
- 1996-1997 Guest Associate Editor, *Journal of Applied Behavior Analysis*
- 1997-2001 Liaison Psychologist, Department of Mental Health, Mental Retardation, and Substance Abuse Services

1997-2000	Member, Autism Task Force, Maine Administrators of Services for Children with Disabilities
1996-2000	Ethics Compliance Officer, Maine Department of Education
1995-2005	Research Committee, National Association of School Psychologists
1992-1993	Member, Task Force on School Psychology Certification, Maine Department of Education
1993-1995	Chair, Advisory Committee on School Psychological Service Providers, Maine Department of Education
1990-1993	Editorial Board, <i>The Journal of the Association for Persons with Severe Handicaps</i>
1991-1994	Executive Committee, School Psychology Association of Maine
1989-1991	Treasurer, School Psychology Association of Maine
1989-1992	Editorial Board, <i>Journal of Applied Behavior Analysis</i>

LICENSURE AND CERTIFICATION:

- Licensed Psychologist, Maine Board of Examiners of Psychologists (1990 to Present)
- Board Certified Behavior Analyst-Doctoral, Behavior Analyst Certification Board (2006 to present)
- Nationally Certified School Psychologist, National Association of School Psychologists (1989 to present)
- Certified School Psychologist-Doctoral, Maine Department of Education (1989 to present)

RESEARCH GRANTS:

1994-1995 University of Southern Maine. Department of Mental Retardation Community Integration Project. Funded: \$36,000.

PUBLICATIONS: (3210 citations; Google Scholar Citations; 5/10/19)

BOOKS

Steege, M., Pratt, J., Wickerd, G., Guare, R., & Watson, S. (2019). *Conducting school-based functional behavioral assessments: A behavior analytic problem solving model* (3rd Ed.) New York: Guilford.

Brown-Chidsey, R. & Steege, M. W. (2011). *Response to intervention: Principles and strategies for effective practice* (2nd Ed.) New York: Guilford.

Steege, M. W. & Watson, T. S. (2009). *Conducting school-based functional behavioral assessments: A practitioner's guide* (2nd Ed.) New York: Guilford.

Brown-Chidsey, R. & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: Guilford.

Watson, T. & Steege, M. W. (2003). *Conducting school-based functional behavioral assessments: A practitioner's guide*. New York: Guilford.

Steege, M. & Davin, T. (2000). *Maine Individualized Behavioral Assessment System*. Auburn, ME: JFM Publishing

BOOK TRANSLATIONS

Steege, M. W. & Watson, T. S. (in press). *Conducting school-based functional behavioral assessments: A practitioner's guide* (2nd Ed.). **Russian translation**, Operant Books, Ltd.

Brown-Chidsey, R. & Steege, M. W. (2016). *Response to intervention: Principles and strategies for effective practice* (2nd Ed.) **Korean translation**, New York: Guilford.

Watson, T. & Steege, M. (2007) *Conducting school-based functional behavioral assessments: A practitioner's guide*. **Chinese-complex translation**. Wu-Nan Book Inc.

Watson, T. & Steege, M. (2004) *Conducting school-based functional behavioral assessments: A practitioner's guide*. **Chinese-simplified translation**. China Light Industry Press.

BOOK CHAPTERS

Pratt, J., Wickerd, G., & Steege (2019). Generalization and maintenance. In Little, S. & Akin-Little, A. (Eds). *Behavioral Intervention in Schools: Evidence-Based Positive Strategies* (2nd edition). Washington DC: American psychological Association

Steege, M. & Beardsley, E. (2018). Functional Behavior Assessment. *Encyclopedia of Intellectual Disabilities*. Sage Publications.

Steege, M. & Beardsley, E. (2018). Single case research design. *Encyclopedia of Intellectual Disabilities*. Sage Publications.

Brown, R., Steege, M., & Bickford, R. (2014). Best practices in evaluating the effectiveness of interventions using single-case methods. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (371-380). Bethesda, MD: National Association of School Psychologists

Steege, M. & Scheib, M. (2014). . Best practices in conducting functional behavioral assessments. In A. Thomas & P. Harrison (Eds.), *Best practices in school psychology VI* (pp. 273-286). Bethesda, MD: National Association of School Psychologists

Brown, R., Steege, M., & Bickford, R. (2014). Responsive assessment and instruction practices. In S. G. Little & A. Akin-Little (Eds.), *Academic assessment and intervention* (pp. 161-178). New York: Routledge.

Steege, M. & Pratt, J. (2012). Functional behavioral assessment: The cornerstone of effective problem solving. In, R. Brown-Chidsey & K. Andren (Eds.), *Assessment for intervention: A problem-solving approach* (2nd Ed) (pp. 125-143). New York: Guilford.

Mace, F., Pratt, J., Zangrillo, A., & Steege, M. (2011). Schedules of reinforcement. In, W. Fisher, C. Piazza, & H. Roane (Eds.), *Handbook of applied behavior analysis*. (pp. 55- 75). New York: Guilford.

Steege, M. W. & Sullivan, E. M. (2009). Generalization and maintenance. *Handbook of behavioral intervention in schools*, 189-201.

- Steege, M., & Watson, T. S. (2008). Best practices in conducting functional behavioral assessments. In, A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V*, Bethesda, MD: National Association of School Psychologists, 337-348.
- Brown-Chidsey, R., Steege, M. W., & Mace, F. C. (2008). Evaluating the effectiveness of interventions using case study data. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.
- Steege, M. W., & Brown-Chidsey, R. (2005). Functional behavioral assessment: The cornerstone of problem solving. In, R. Brown-Chidsey (Ed.), *Assessment for Intervention: A problem solving approach*. (pp.131-154). New York: Guilford.
- Steege, M. W., Mace, F. C., & Brown-Chidsey, R. (2007). Functional behavioral assessment of classroom behavior. In, S. Goldstein & R. Brooks (Eds.), *Understanding and managing children's classroom behavior* (2nd Ed). (pp. 43-63). New York: Wiley.
- Brown-Chidsey, R. & Steege, M. (2005). Solution-focused psycho-educational reports. In, R. Brown-Chidsey (Ed.) *Assessment for Intervention: A problem solving approach*. (pp. 267-290). New York: Guilford.
- Brown-Chidsey, R. & Steege, M. W. (2004). Adaptive behavior assessment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 14-15). New York: Kluwer Academic/Plenum Publishers.
- Brown-Chidsey, R. & Steege, M. W. (2004). Discrete trial teaching. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 96-97). New York: Kluwer Academic/Plenum Publishers.
- Steege, M. W. & Brown-Chidsey, R. (2004). Punishment. In, T. S. Watson & C. H. Skinner (Eds.), *Encyclopedia of school psychology* (pp. 258-261). New York: Kluwer Academic/Plenum Publishers.
- Steege, M., Brown-Chidsey, R., & Mace, F. C. (2002). Best practices in evaluating the effectiveness of interventions. In, A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 517-534). Bethesda, MD: National Association of School Psychologists.
- Steege M. (1997). Encopresis and enuresis. In, G. Baer, K. Minke, & A. Thomas (Eds.), *Childrens needs III: Development, problems and alternatives* (pp. 879-885). Washington, D.C: NASP.
- Steege, M. (1996). [Review of Critical issues in the lives of people with severe disabilities, by L. Meyer, C. Peck & Brown (Eds.)] *Contemporary Psychology*.
- Steege, M., & Wacker, D. (1995). Best practices in evaluating the effectiveness of applied interventions. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology III*, (pp. 625-636). Washington D. C.: National Association of School Psychologists.
- Berg, W., Wacker, D., & Steege, M., (1995). Best practices in the assessment with persons who have severe or profound handicaps. In, A. Thomas & J. Grimes (Eds.) *Best Practices in School Psychology III* (pp. 805-816). Washington, D.C.: National Association of School Psychologists.

- Wacker, D., & Steege, M., (1993). Providing out-clinic services: Evaluating treatment and social validity. In, Axelrod & Van Houten (Eds), *Behavior Analysis, and Treatment* (pp. 297-319). New York: Plenum.
- Steege, M. (1992). [Review of Advances in mental retardation and developmental disabilities: A research annual, Volume 4] *Contemporary Psychology*, 37, 1093-1094.
- Wacker, D., Steege, M., Northup, J., Reimers, T., Berg, W., & Sasso, G. Use of functional analysis and acceptability measures to assess and treat severe behavior problems: An outpatient clinic model. (1990). In, Singh & Repp (Eds.), *Aversive and non aversive treatment: The great debate in developmental disabilities* (pp. 349-359). Sycamore Publishing Company.
- Wacker, D., Steege, M., & Berg, W. (1990). Assessment of students with severe, multiple handicaps. In, A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology II*, (pp. 81-92). National Association of School Psychologists.

JOURNAL ARTICLES

- Shamlian, K., Fisher, W.W., Steege, M., Cavanaugh, B.M, Samour, K., Querim, A.C. (2016). Evaluation of multiple schedules with naturally occurring and therapist-arranged discriminate stimuli following functional communication training. *Journal of Applied Behavior Analysis*, 49(2), 228-50.
- DeRosa, N., Fisher, W., & Steege, M. (2015). Establishing operation manipulations during treatment of problem behavior with functional communication training. *Journal of Applied Behavior Analysis*. 48, 115-130.
- Gadaire, D., Fisher, W. & Steege, M. (2014). The effects of presenting delays before and after task completion on self-control responding in children with behavior disorders. *Journal of Applied Behavior Analysis*, 47, 192-197.
- Steege, M., Mace, F. C., Perry, L. & Longenecker, H. (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools*, 44 (1), 91-99.
- Mace, F. C., Gritter, A. K., Johnson, P. E., Malley, J. L., & Steege, M. W. (2006). Contingent reinforcement in context. *European Journal of Applied Behavior Analysis*, 7, 115-119.
- Steege, M., Davin, T. & Hathaway, M. (2001). Reliability and accuracy of a performance-based behavioral recording procedure. *School Psychology Review*, 30 (2), 252-261.
- Steege, M. (1999). Functional assessment: An odyssey. *Communique*, 27 (5), 14-15, National Association of School Psychologists.
- Steege, M. & Northup, J. (1998). Brief functional analysis of problem behavior: A practical approach for school psychologists. *Proven Practice: Prevention and Remediation Solutions For Schools*, 1, 4-11 & 37-38.
- Steege, M., (1998). Positive behavioral supports and school psychology... What a great I.D.E.A.! *Communique*, 26 (7), 18-20, National Association of School Psychologists.
- Wacker, D., Berg, W., Cooper, L., Derby, M., Steege, M., Northup, J., & Sasso, G. (1994). The impact of functional analysis methodology on outpatient clinical services. *Journal of Applied Behavior Analysis*, 27, 405-407.

- Reimers, T., Wacker, D., Cooper, L., Sasso, G., Berg, W., & Steege, M. (1993). Assessing the functional properties of noncompliant behavior in an outpatient setting. *Child and Family Behavior Therapy*, 3, 1-15.
- Steege, M. (1992). [Review of When a parent is mentally retarded, by B. Y. Whitman & P. J. Accardo, (Eds.)] *Journal of Pediatric Psychology*, 17, 122-124.
- Sasso, G., Reimers, T., Cooper, L., Wacker, D., Berg, W., Steege, M., Kelly, L., & Allaire, A. (1992). Use of descriptive and experimental analyses to identify the functional properties of aberrant behavior in school settings. *Journal of Applied Behavior Analysis*, 25 (4), 809-821.
- Derby, K., Wacker, D., Sasso, G., Steege, M., Northup, J., Cigrand, K., & Asmus, J. (1992). A three year evaluation of the use of brief functional analysis techniques to assess maladaptive behavior in an out-clinic setting. *Journal of Applied Behavior Analysis*, 25 (3), 713-722.
- Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., & DeRaad, A. (1991). Brief functional analysis of aggressive and alternative behavior in an out-clinic setting. *Journal of Applied Behavior Analysis*, 24 (3), 509-522.
- Steege, M. (1990) [Review of Assessing students with multiple disabilities, by D. Reavis] *Journal of the Association for Persons with Severe Handicaps*, 15 (4), 272-273.
- Steege, M., Wacker, D., Cigrand, K., Berg, W., Novak, C., Reimers, T., Sasso, G., & DeRaad, A. (1990). Use of negative reinforcement in the treatment of self-injurious behavior in children with severe multiple disabilities. *Journal of Applied Behavior Analysis*, 23 (4), 459-467.
- Wacker, D., Steege, M., Northup, J., Sasso, G., Berg, W., Reimers, T., Cooper, L., Cigrand, K., & Donn, L. (1990). A component analysis of functional communication training across three topographies of severe behavior problems. *Journal of Applied Behavior Analysis*, 23 (4), 417-429.
- Wacker, D., McMahon, C., Steege, M., Berg, W. (1990). Applications of a sequential alternating treatments design. *Journal of Applied Behavior Analysis*, 23 (3), 333-339.
- Steege, M. W. (1990). [Review of Behavioral assessment in the schools, by E. S. Shapiro & T. R. Kratochwill (Eds.)] *Journal of Pediatric Psychology*, 15 (3), 406-407.
- Steege, M. & Harper, D. (1989). Enhancing the management of secondary encopresis by assessing acceptability of treatment. *Journal of Behavior Therapy and Experimental Psychiatry*, 20 (4), 333-341.
- Steege, M., Wacker, D., Berg, W., Cigrand, K., & Cooper, L. (1989). The use of behavioral assessment to prescribe and evaluate treatments for severely handicapped children. *Journal of Applied Behavior Analysis*, 22 (1), 23-33.
- Wacker, D., Steege, M., & Berg, W. (1988). Use of single-case designs to evaluate manipulable influences on school performance. *School Psychology Review*, 17, (4), 949-956.

Steege, M., Wacker, D., & McMahon, C. (1987). Evaluation of effectiveness and efficiency of stimulus prompt strategies with severely handicapped students. *Journal of Applied Behavior Analysis*, 20, 293-299.

Steege, M., & Retish, P. (1982). Special education teachers' role in emergency treatment of students, *Education and Training of the Mentally Retarded*, 17, 330-332.

SCHOLARSHIP OF APPLICATION: (2010-present)

Steege, M. (2019). Behavior Analytic Problem Solving. (**invited** 3.0 hour workshop). Washington State Association of School Psychologists

Steege, M. (2019). Treatment Analysis. (**invited** 3.0 hour workshop). Washington State Association of School Psychologists

Steege, M. (February, 2019). Functional Behavioral Assessment: Function-Focused Interventions and Treatment Analyses. (**invited** 3.0 hour workshop). National Association of School Psychologists, Atlanta, GA.

Steege, M. (2017, February). Incorporating Ethically Responsible Experimental Analyses into School-Based FBAs (**invited** 3.0 hour workshop). National Association of School Psychologists, San Antonio, TX.

Steege, M. (2015, February). Ethically responsible functional assessments. (**invited** 3.0 hour workshop). Hawaii Association for Behavior Analysis. Honolulu, HI.

Steege, M. (2015, May). Behavior analysis of emotions (**invited** 11 hour workshop). Delaware Association of School Psychologists. Rehoboth, DE.

Steege, M. (2015, February). Ethically responsible functional behavioral assessments (**invited** 14 hour workshop). Margaret Murphy Center for Children, Auburn, ME.

Steege, M. (2014, December). Supervision in behavior analysis (**invited** 14 hour workshop). Margaret Murphy Center for Children, Auburn, ME.

Steege, M. (2014, February). Functional behavioral assessment of anxiety and depression. (**invited** 7 hour workshop) University of Southern Maine School Psychology Workshop Series). Gorham, Maine.

Steege, M. (2014, February). Functional behavioral assessment: Behavior analysis of anxiety. (**Invited** and Peer-Reviewed half-day workshop). National Association of School Psychologists annual conference, Washington, D.C.

Steege, M. (2013, April). Behavioral assessment of private events: Supporting student mental health needs. (**Invited** Two-Day Workshop) Heartland Area Education Agency, Ankeny, Iowa.

Steege, M. (2013, September). Ethical decision making in behavior analysis. (**Invited** half-day workshop). Margaret Murphy Center for Children, Auburn, Maine.

Steege, M. (2013, August). Functional behavioral assessment of anxiety. (**Invited** One-Day Workshop). Margaret Murphy Center for Children, Auburn, Maine

- Steege, M. (2012, October). Functional behavioral assessment of anxiety and depression (**Invited One-Day Workshop**) Northern New England School Psychology Conference, Portsmouth, NH.
- Steege, M. (2012, October). Anxiety as motivating operations. (**Invited Peer-Reviewed Symposium**) Berkshire Association for Behavior Analysis and Therapy annual conference. Amherst, MA.
- Steege, M. (2012, May and August). Observing and recording behavior (**Invited Two-Day Workshop**) Maine School Administrative District #75, Topsham, ME.
- Steege, M. (2012, June). Functional behavioral assessments; behavior analytic problem solving. Mississippi Bend Area Education Association (**invited 4.0 hour workshop**). Davenport, IA.
- Steege, M. & Hugger, K. (2012, February). Functional behavioral assessment of anxiety. [**Invited Peer-Reviewed Mini-Skills Workshop**] National Association of School Psychologists annual conference. Philadelphia, PA.
- Steege, M. (2011, November). Functional behavioral assessment of anxiety and depression. [**Invited One-Day Workshop**] Heartland Area Education Agency. Des Moines, IA.
- Johnson, P. & Steege, M. (2011, October). Guiding teams when sensory integration is recommended. [Peer-Reviewed Symposium] Berkshire Association for Behavior Analysis and Therapy annual conference. Amherst, MA.
- Steege, M. (2011, February). Functional behavioral assessment of anxiety and depression. [**Invited Peer-Reviewed Mini-Skills Workshop**] National Association of School Psychologists annual conference. San Francisco, CA.
- Steege, M. (2011, February). Functional behavioral assessment. [**Invited Two-Day Workshop**] University of Minho. Braga, Portugal
- Steege, M. (2010, October). Behavior analysis of anxiety and depression. [Paper Presentation] Berkshire Association for Behavior Analysis and Therapy annual conference. Amherst, MA.