

**Sarah Wilkinson**  
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**EDUCATION**

Ph.D.	Educational Psychology: Special Education	University of Connecticut Storrs, CT	2020
Certificate of Advanced Graduate Studies (CAGS)	Special Education: Positive Behavior Support	Assumption College Worcester, MA	2013
M.A.	Education: Urban Education and Teacher Research	Clark University Worcester, MA	2005
B.A.	History, <i>magna cum laude</i> Secondary Education	Clark University Worcester, MA	2004

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**PROFESSIONAL EXPERIENCE**

2022–present	University of Southern Maine Assistant Professor, Special Education Positive Behavioral Interventions & Supports Consultant, Maine Department of Education
2020–2022	University of Wisconsin-Parkside Institute of Professional Educator Development (IPED) Assistant Professor, Special Education
2015–2020	Doctoral Fellow National Center for Leadership in Intensive Intervention (NCLII) Scholar
2013–2015	Leominster Public Schools (Leominster, MA) Leominster Center for Excellence Classroom Teacher and Advisor, grades 9–12
2005–2013	Shrewsbury Public Schools (Shrewsbury, MA) Shrewsbury High School Classroom Teacher, History and Social Sciences, grades 9–12

Massachusetts Educator License #390529

History, grades 5–8, Initial license (no expiration)

History, grades 8–12, Professional license (expired March 2019)

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## **UNIVERSITY TEACHING**

### ***Courses Taught at University of Southern Maine***

SED 615 Positive Behavioral Interventions and Supports

### ***Courses Taught at University of Wisconsin-Parkside:***

EDU 101 Introduction to Disability  
EDU 300 Seminar: Creating Effective Learning Environments  
EDU 312 Designing Learning Curriculum  
EDU 322 Teaching Exceptional Learners  
EDU 324 Individualized Learning Design and Technology  
EDU 326 Behavioral and Psychosocial Models  
EDU 343 Classroom Management  
EDU 425 Residency (Student Teaching) Supervision  
EDU 437 Academic and Behavioral Assessment  
EDU 439 Transition and Self-Determination  
EDU 447 Case Management and Developing Individualized Plans  
PDEV 462 Assessment and the IEP Process

### ***Courses Taught at University of Connecticut:***

EDCI 5050 Student Teaching Seminar  
EDCI 5065 Learning Theories  
EGEN 4110 Seminar/Clinic: Analysis of Teaching  
EPSY 3115 Collaborative Program Planning in Special Education  
EPSY 3125 Classroom and Behavior Management  
EPSY 5121 Developmental Foundations of Exceptionality  
EPSY 5142 Individualized Positive Behavior Support  
EPSY 6194 Single Subject Research in Education

### ***Invited Guest Lectures at University of Connecticut:***

EPSY 1100: Introduction to Special Education  
*Supporting Students with Emotional or Behavioral Disorders*  
EPSY 3125: Classroom Management

*Instructional Choice as a Classroom Management Strategy*  
EPSY 4010: Assessment of Learning  
*Writing Effective Assessment Items*  
EPSY 4110: Foundations of Disability  
*Avoiding Substantive Errors in IEP Implementation*  
EPSY 5108: Students with Special Needs  
*The IEP Process: What to Know as a General Educator*  
EPSY 5119: Policy, Law, and Ethics in Special Education  
*Response to Intervention*  
EPSY 5195: Workshop in Education  
*Single Subject Research Design Methods*  
EPSY 5195: Workshop in Education  
*Single Subject Research Data Analysis*  
EPSY 5319: School Counseling Internship  
*The Role of the School Counselor in PBIS*  
EPSY 5602: Educational Tests & Measurements  
*Introduction to Library Database Searches for Educational Research*

***Invited Guest Lectures at Other Institutions:***

EDH 220: Psychology of Exceptionalities  
University of Hartford, West Hartford, CT  
*Research-Supported Strategies for Students with Emotional and Behavioral Disorders*  
EDSP 3700: Introduction to Special Education  
Clemson University, Clemson, SC  
*Accommodations and Modifications in the Classroom*  
SPED 573: Research Methodology in Special Education  
University of Illinois at Chicago, Chicago, IL  
*Experimental and Quasi-Experimental Research Designs*

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**SCHOLARLY WRITING**

***Articles in Peer Reviewed Journals:***

Emerling, C. R., **Wilkinson, S.**, & Maggin, D. M. (2021). Educator knowledge and implementation of assistive technology to support challenging behaviors: An exploratory inquiry. *Journal of Special Education Technology*. *Journal of Special Education Technology*, 36(3), 162–174. <https://doi.org/10.1177/01626434211034803>

**Wilkinson, S.**, Freeman, J., Simonsen, B., Sears, S., Byun, S. G., Xu, X., & Luh, H. (2021). Professional development for classroom management: A review of the literature.

*Educational Research and Evaluation*, 26(3–4), 182–212. <https://doi.org/10.1080/13803611.2021.1934034>

**Wilkinson, S.**, & McDaniel, S. C. (2021). Considering individual needs when transitioning from an alternative education setting to the home school: A case study example. *Preventing School Failure*, 65(2), 146–154. <https://doi.org/10.1080/1045988X.2020.1848775>

Chen, C., Sutherland, K. S., Kunemund, R., Sterrett, B., **Wilkinson, S.**, Brown, C., & Maggin, D. M. (2021). Intensifying interventions for students with emotional and behavioral difficulties: A conceptual synthesis of practice elements and adaptive expertise frameworks. *Journal of Emotional and Behavioral Disorders*, 29(1), 56–66. <https://doi.org/10.1177/1063426620953086>

Majeika, C. E., **Wilkinson, S.**, & Kumm, S. (2020). Supporting student behavior through behavioral contracting. *Teaching Exceptional Children*, 56(2), 132–139. <https://doi.org/10.1177/0040059920952475>

Simonsen, B., Freeman, J., Kooker, J., Dooley, K. S., Gambino, A. J., **Wilkinson, S.**, Van Lone, J., Walters, S., Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020). Initial validation of the Classroom Management Observation Tool (CMOT). *School Psychology*, 35(3), 179–192. <https://doi.org/10.1037/spq0000357>

Kumm, S., **Wilkinson, S.**, & McDaniel, S. C. (2020). Alternative education settings in the United States. *Intervention in School and Clinic*, 56(2), 123–126. <https://doi.org/10.1177/1053451220914895>

**Wilkinson, S.**, Kumm, S., & McDaniel, S. C. (2020). Transitioning from alternative education settings: A process for students with behavioral challenges. *Intervention in School and Clinic*, 56(1), 29–35. <https://doi.org/10.1177/1053451220910738>

Kern, L., Simonsen, B., & **Wilkinson, S.** (2020). A systematic review of behavior-based recess interventions that address bullying, aggressive, and inappropriate student behavior. *Education and Treatment of Children*, 43(4), 377–391. <https://doi.org/10.1007/s43494-020-00018-y>

Freeman, J., **Wilkinson, S.**, Kowitt, J., Kittelman, A., Flannery, K. B. (2018). Research supported practices for improving attendance in high schools: A review of the literature. *Educational Research and Evaluation*, 24(8), 481–503. <https://doi.org/10.1080/13803611.2019.1602546>

*Manuscripts Under Review:*

Boyle, K. & **Wilkinson, S.** (2021). Supporting teachers in delivering strategy instruction: The PENCILS method. Manuscript submitted for publication.

### ***Manuscripts in Preparation:***

Majeika, C. E., **Wilkinson, S.**, & Wehby, J. (2022). How are special education teachers trained to use data to monitor the progress of behavioral interventions? Manuscript in preparation.

**Wilkinson, S.**, Hancock, E. M., Majeika, C. E., Wehby, J., & Simonsen, B. (2022). Instructional choice: A meta-analysis of single-case research. Manuscript in preparation.

Majeika, C. E., Hancock, E. M., **Wilkinson, S.**, & Wehby, J. (2022). A comparison of teacher ratings on daily progress reports to direct observation data. Manuscript in preparation.

Majeika, C. E., & **Wilkinson, S.** (2022). Embedding intensification strategies within a token economy. Manuscript in preparation.

**Wilkinson, S.**, & Estrapala, S. (2022). Tier 1 practices in high school classroom management: A systematic review of the literature. Manuscript in preparation.

### ***Book Chapters:***

Myers, D., **Wilkinson, S.**, Van Lone, J., Simonsen, B., & Freeman, J. (2021). Supportive classroom contexts. In L. M. Bambara & L. Kern (Eds.), *Individualized Supports for Students with Problem Behaviors (2<sup>nd</sup> ed)*. Guilford.

McDaniel, S. C., **Wilkinson, S.**, & Simonsen, B. (2018). Positive behavioral interventions and supports in alternative educational placements. In B. G. Cook, M. Tankersley, & T. Landrum (Eds.), *Emerging Research and Issues in Behavioral Disabilities (Advances in Learning and Behavioral Disabilities, Volume 30)* (pp. 113–130). Emerald Publishing Limited.

### ***Other Publications:***

Kunemund, R., Majeika, C., Mellado De La Cruz, V., & **Wilkinson, S.** (2017). Practice Guide: Check-in check-out for students with or at-risk for emotional or behavioral disabilities. Washington, DC: U.S. Department of Education, Office of Special Education Programs. <http://nclii.org/intensive-intervention-practice-guides/>

Freeman, J., **Wilkinson, S.**, & Van Lone, J. (2016). Status of high school PBIS implementation in the U.S. <http://www.pbis.org>

## PROFESSIONAL PRESENTATIONS

### *Oral Sessions:*

**Wilkinson, S., & Grasley-Boy, N.** (2022, February). “I want to do better, but where to I start?”: Self-assessment and evaluation of classroom management strategies. Presented at the 40<sup>th</sup> Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

Emerling, C., & **Wilkinson, S.** (2022, January). Using assistive technology to support challenging behaviors: Lessons learned and next steps. Presented at the Council for Exceptional Children Convention & Expo. Orlando, FL.

Robbie, K., Van Lone, J., **Wilkinson, S.**, & Kern, L. (2022, January). You’re in the driver’s seat: A classroom roadmap for supporting ALL students. Presented at the Council for Exceptional Children Convention & Expo. Orlando, FL.

**Wilkinson, S.** (2021, March). Supporting behavior and academics: Instructional choice in research and practice. Presented at the 18<sup>th</sup> International Conference on Positive Behavior Support. Virtual Conference.

**Wilkinson, S.**, Grasley-Boy, N., & MacSuga-Gage, A. S. (2020, February). Filling your toolkit: Planning to implement effective classroom management strategies. Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

**Wilkinson, S.** & Estrapala, S. (2020, February). Providing students with choice during instruction: Does the type of choice matter? Presented at the Council for Exceptional Children Convention & Expo. Portland, OR.

Simonsen, B., Freeman, J., **Wilkinson, S.**, & Xu, X. (2020, February). Development, validation, and application of the classroom management observation tool. Presented at the Council for Exceptional Children Convention & Expo. Portland, OR.

Estrapala, S., & **Wilkinson, S.** (2020, February). Whose goal is it anyway? A step-by-step guide to self-directed behavioral goal setting. Presented at the Council for Exceptional Children Convention & Expo. Portland, OR.

**Wilkinson, S.** (2019, November). Tier 1 classroom management practices in high schools. Presented at the 15<sup>th</sup> Annual New England Positive Behavioral Interventions and Supports Forum. Norwood, MA.

- Wilkinson, S.** (2019, November). Get more bang for your buck: Instructional choice in the classroom. Presented at the 15<sup>th</sup> Annual New England Positive Behavioral Interventions and Supports Forum. Norwood, MA.
- Wilkinson, S., Sterrett, B., & Kumm, S.** (2019, November). Preparing educators to work with students with persistent and intensive behavior problems. Presented at the 42<sup>nd</sup> Council for Exceptional Children Teacher Education Division Conference. New Orleans, LA.
- Van Lone, J., & **Wilkinson, S.** (2019, November). Using video analysis to support pre-service teachers' use of positive classroom management practices. Presented at the 42<sup>nd</sup> Council for Exceptional Children Teacher Education Division Conference. New Orleans, LA.
- Wilkinson, S.** (2019, October). Get more bang for your buck: Providing students with choice. Presented at the Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Grasley-Boy, N., **Wilkinson, S., & MacSuga-Gage, A. S.** (2019, October). Classroom management planning: Building your repertoire of strategies for your classroom. Presented at the Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Wilkinson, S., & Kern, L.** (2019, October). The many uses of direct behavior rating (DBR) scales. Presented at the Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Wilkinson, S.** (2019, May). Instructional choice: Getting more bang for your buck. Presented at the 8<sup>th</sup> Northeast PBIS Leadership Forum. Mystic, CT.
- Kern, L., Dooley, K., & **Wilkinson, S.** (2019, February). Using direct behavior rating scales to self-monitor adult active supervision. Presented at the 16<sup>th</sup> International Conference on Positive Behavior Support. Washington, DC.
- Majeika, C. E., Kumm, S., **Wilkinson, S., & Sterrett, B.** (2018, October). Thinking functionally about behavior: Helping classroom teachers feasibly assess function of behavior for students with or at-risk for EBD. Presented at the Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Wilkinson, S., Kumm, S., & McDaniel, S. C.** (2018, October). Transition from alternative settings. Presented at the Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.

- Wilkinson, S.,** Grasley-Boy, N., & MacSuga-Gage, A. S. (2018, October). Ten management strategies you can use in your class tomorrow. Presented at the Teacher Educators of Children with Behavior Disorders Conference. Tempe, AZ.
- Hennessey, B., Hernandez, B., McKay, E., **Wilkinson, S.,** & Bellara, A. P. (2018, October). Initial validation of four scales that aim to improve career development and training. Presented at the Northeast Educational Research Association Conference. Trumbull, CT.
- Myers, D., & **Wilkinson, S.** (2018, October). Comprehensive class-wide PBIS: Integrating behavior and academic instruction. Presented at the PBIS Leadership Forum. Chicago, IL.
- Wilkinson, S.,** Van Lone, J., Wheeler-Sutton, A., & Smith, D. (2018, May). A research-supported model of training and coaching teachers in classroom management strategies. Presented at the 7<sup>th</sup> Northeast PBIS Leadership Forum. Mystic, CT.
- Wilkinson, S.,** & Majeika, C. E. (2018, May). Intensifying behavioral interventions through a data-based decision-making process. Presented at the 7<sup>th</sup> Northeast PBIS Leadership Forum. Mystic, CT.
- Wilkinson, S.,** Majeika, C. E., Kumm, S., & Sterrett, B. (2018, March). Intensifying behavioral interventions through a data-based decision-making process. Presented at the 15<sup>th</sup> International Conference on Positive Behavior Support. San Diego, CA.
- Chauvin, C., Majeika, C. E., LeJeune, L., **Wilkinson, S.,** & Zimmerman, K. (2018, February). Teach like Skinner is watching: Embedding operant learning strategies within explicit reading and writing instruction. Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.
- Gordon, L., Van Lone, J., **Wilkinson, S.,** Freeman, J., & Simonsen, B. (2017, March). Effective professional development on teachers' classroom management practices. Presented at the 14<sup>th</sup> International Conference on Positive Behavior Support. Denver, CO.
- Gordon, L., Van Lone, J., **Wilkinson, S.,** Freeman, J., & Simonsen, B. (2016, November). Effective professional development on teachers' classroom management practices. Presented at the 12<sup>th</sup> Annual New England Positive Behavioral Interventions and Supports Forum. Norwood, MA.
- Wilkinson, S.** (2016, September). Effective attendance interventions for high school students. Presented at the biannual meeting of the National Center for Leadership in Intensive Intervention. Dallas, TX.

Van Lone, J., Kern, L., Gordon, L., & **Wilkinson, S.** (2016, March). University teaching 101. Presented at the New England Doctoral Student Conference. Nashua, NH.

***Workshops:***

Robbie, K., **Wilkinson, S.**, Kern, L., & Van Lone, J. (2022, April). In the driver's seat: A classroom roadmap for supporting ALL students. Presented at the 19<sup>th</sup> International Conference on Positive Behavior Support. San Diego, CA.

***Webinars:***

Robbie, K., **Wilkinson, S.**, & Kern, L. (2022, August). In the driver's seat: A classroom roadmap for supporting ALL students. Presented online for the Association for Positive Behavior Support.

***Panels:***

Johnson, H., Sutherland, K. S., **Wilkinson, S.**, Wright, J., & Zumeta-Edmonds, R. (2021, March). Student Network Panel: Navigating Changes in the Job Search Process, panelist. The 18<sup>th</sup> International Conference on Positive Behavior Support. Virtual conference.

Bradley, R., Bruhn, A. L., Zumeta-Edmonds, R., Myers, D., Thomas, L., & **Wilkinson, S.** (2019, February). Student Network Career Panel, panel chair and organizer. The 16<sup>th</sup> International Conference on Positive Behavior Support. Washington, DC.

Bradshaw, C. P., Gage, N. A., Lloyd, B. P., McIntosh, K., Weist, M. D., & **Wilkinson, S.** (2019, February). Student Network Research Panel, panel chair and organizer. The 16<sup>th</sup> International Conference on Positive Behavior Support. Washington, DC.

***Posters:***

**Wilkinson, S.** (2022, February). Professional development for classroom management: What has been done and where do we go from there?. Presented at the 40<sup>th</sup> Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

**Wilkinson, S.** (2020, February). Instructional choice in the classroom: Does the Type of Choice Matter?. Presented at the Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO.

**Wilkinson, S.** (2019, May). Practices in high school classroom management: A systematic review of the literature. Presented at the 8<sup>th</sup> Northeast PBIS Leadership Forum. Mystic, CT.

- Wilkinson, S.** (2019, February). APBS student membership: Growth and development. Presented at the 16<sup>th</sup> International Conference on Positive Behavior Support. Washington, DC.
- Wilkinson, S.,** Majeika, C. E., Wehby, J., Lloyd, B., & Ledford, J. (2018, October). Are special education teachers prepared to make data-based decisions? Presented at the PBIS Leadership Forum. Chicago, IL.
- Majeika, C. E., **Wilkinson, S.,** Wehby, J., Lloyd, B., & Ledford, J. (2018, July). Are special education teachers prepared to make data-based decisions? Presented at the Office of Special Education Programs (OSEP) Project Directors' Conference. Arlington, VA.
- Sterrett, B., Kunemund, R., Brown, C., **Wilkinson, S.,** Chen, C. C., Sutherland, K. S., & Farmer, T. W. (2018, February). Presented at the Council for Exceptional Children Convention & Expo. Tampa, FL.
- Wilkinson, S.,** & Bellara, A. P. (2017, May). Assessing teachers' beliefs about essential classroom management skills: Initial validation of the Classroom Management Beliefs Scale. Presented at the 7<sup>th</sup> Northeast PBIS Network Leadership Forum. Mystic, CT.
- Wilkinson, S.,** & Bellara, A. P. (2017, May). Assessing teachers' beliefs about essential classroom management skills: Initial validation of the Classroom Management Beliefs Scale. Presented at the Center for Behavioral & Educational Research (CBER) Symposium. Storrs, CT.
- Wilkinson, S.** (2017, November). Increasing the use of behavioral prompts by secondary educators. Presented at the 13<sup>th</sup> Annual New England Positive Behavioral Interventions and Supports Forum. Norwood, MA.
- Wilkinson, S.** (2017, September). Effective attendance interventions for high school students: A systematic literature review. Presented at the biannual meeting of the National Center for Leadership in Intensive Intervention. Minneapolis, MN.
- Wilkinson, S.,** Kittelman, A., Kowitt, J., Freeman, J., & Flannery, K. B. (2017, September). Effective attendance interventions for high school students. Presented at the PBIS Leadership Forum. Chicago, IL.
- Wilkinson, S.,** Kittelman, A., Kowitt, J., Freeman, J., & Flannery, K. B. (2017, May). Effective attendance interventions for high school students. Presented at the 6<sup>th</sup> Northeast PBIS Network Leadership Forum. Mystic, CT.

**Wilkinson, S., Kittelman, A., Kowitt, J., Freeman, J., & Flannery, K. B.** (2017, May). Effective attendance interventions for high school students. Presented at the Center for Behavioral & Educational Research (CBER) Symposium. Storrs, CT.

**Wilkinson, S., Kittelman, A., Kowitt, J., Freeman, J., & Flannery, K. B.** (2017, March). Effective attendance interventions for high school students. Presented at the 14<sup>th</sup> International Conference on Positive Behavior Support. Denver, CO.

**Wilkinson, S., Kittelman, A., Kowitt, J., Freeman, J., & Flannery, K. B.** (2016, November). Effective attendance interventions for high school students. Presented at the 12<sup>th</sup> Annual New England Positive Behavioral Interventions and Supports Forum. Norwood, MA.

Gordon, L., **Wilkinson, S.,** Van Lone, J., Kowitt, J., Byun, S., Freeman, F., & Simonsen, B. (2016, June). Effective professional development on teachers' classroom management practices: A literature review. Presented at the First Asia Pacific International Conference on Positive Behavior Support. Taipei, Taiwan.

Gordon, L., **Wilkinson, S.,** Van Lone, J., Kowitt, J., Byun, S., Freeman, J., & Simonsen, B. (2016, October). Effective professional development on teachers' classroom management practices: A literature review. Presented at the PBIS Leadership Forum. Chicago, IL.

Gordon, L., **Wilkinson, S.,** Van Lone, J., Kowitt, J., Byun, S., Freeman, J., & Simonsen, B. (2016, May). Effective professional development on teachers' classroom management practices: A literature review. Presented at the 5<sup>th</sup> Northeast PBIS Network Leadership Forum. Mystic, CT.

Gordon, L., **Wilkinson, S.,** Van Lone, J., Kowitt, J., Byun, S., Freeman, J., & Simonsen, B. (2016, May). Effective professional development on teachers' classroom management practices: A literature review. Presented at the Center for Behavioral & Educational Research (CBER) Symposium. Storrs, CT.

Gordon, L., **Wilkinson, S.,** Van Lone, J., Kowitt, J., Byun, S., Freeman, J., & Simonsen, B. (2016, March). Effective professional development on teachers' classroom management practices: A literature review. Presented at the 13<sup>th</sup> International Conference on Positive Behavior Support. San Francisco, CA.

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## **SERVICE**

### ***Academic and Professional:***

Association for Positive Behavior Support (APBS)  
Board of Directors, Executive Committee, Secretary (2022–present)

Board of Directors, elected member (2021–present)  
Board of Directors, appointed ex officio member (2017–2020)  
Student Network coordinator (2017–2020)  
Early Career Network executive committee (2021–present)  
Community and Network Development Committee co-chair (2021–2022)  
Community and Network Development Committee member (2017–present)  
Membership ad hoc committee member (2021–present)  
Strategic Action Plan committee member (2021–present)  
Conference proposal reviewer (2016–present)  
Coordinator of Student Research Grant competition (2019–present)

Council for Exceptional Children (CEC)

Conference proposal reviewer (2016–2021)  
Special Education Legislative Summit participant (2019)

Council for Exceptional Children, Division for Emotional and Behavioral Health (DEBH)

Publications Committee member, appointed (2020–2023)

Council for Exceptional Children, Teacher Education Division (TED)

Conference proposal reviewer (2021)  
Kaleidoscope Job Search Panelist (2021)

*Journal of Special Education Preparation*

Editorial Board (2021–present)

Manuscript Reviewer

*Behavioral Disorders*  
*Journal of Positive Behavior Interventions*  
*Journal of Special Education Preparation*  
*SAGE Open*  
*Social Science & Medicine*  
*Teaching Exceptional Children*

Northeast PBIS Network

Conference proposal reviewer (2017–2019)  
Conference volunteer (2016–2019)

***School and Community:***

Chaplin Public Schools, Chaplin, CT (2018)

Provided feedback and support to the school PBIS team on Tier 1 planning and implementation.

Maynard Public Schools, Maynard, MA (2016–2017)

Provided coaching, modeling, and performance feedback to a grade 4 classroom teacher on instructional and behavior management strategies.

Lowell Public Schools, Lowell, MA (2016)

Provided feedback and written evaluation of school-wide tier 1 PBIS implementation in an alternative high school setting.

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## **AWARDS**

Very Impactful Professor or Staff Award (VIPS; 2021, September)

Nominated by a student-athlete, recognized by University of Wisconsin-Parkside Athletics

Undergraduate Research Apprenticeship Program (2021, January–May)

Awarded by the University of Wisconsin-Parkside, Office of the Provost

Ted Carr Outstanding Poster Award (2017, March)

Awarded at the 14<sup>th</sup> International Conference on Positive Behavior Support. Denver, CO.

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## **PROFESSIONAL MEMBERSHIPS**

The Association for Positive Behavior Support (APBS)

Council for Exceptional Children (CEC)

Council for Exceptional Children, Division for Emotional and Behavioral Health (DEBH)

Council for Exceptional Children, Division for Research (CEC-DR)

Council for Exceptional Children, Division on Career Development and Transition (DCDT)

Council for Exceptional Children, Teacher Education Division (TED)

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