# Sacha Shaw, Ph.D., BCBA

BCBA # 1-11-8214

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## Education

**Endicott College,** *Beverly, MA*
Ph.D. in Applied Behavior Analysis
GPA: 4.0
Graduated: May 2022

**Northeastern University,** *Boston, MA*
M.S. in Applied Behavior Analysis
GPA: 3.8
Graduated: May 2010

**Hobart and William Smith Colleges**, *Geneva, NY*
B.A. in Psychology
Graduated: May 2007

## Honors and Awards

Excellence in Teaching Award, Endicott College (May 2022)
Golden Key Honor Society (2008-2010)

## Teaching Experience

**Endicott College, Beverly, MA**
Verified Course Sequence Instructor (2021-Current)
Graduate Courses in Applied Behavior Analysis (2020-Current)
- ABA 534: Measurement and Experimental Evaluation
- ABA 541: Behavior Assessment
- ABA 520: Teaching Social Skills to Children with Emotional & Behavioral Disorders

## University Service and Leadership

Diversity, Equity & Inclusion Task Force Member (2021- 2023)
Endicott College
- Critically evaluate the extent to which the program employs practices that foster a diverse, equal, inclusive, and compassionate learning environment.
- Develop and refine systems that mitigate DEI deficits within the program
- Participate in bi-weekly task force meetings
- Co-facilitate DEI Journal Club
- Increase representation of marginalized communities in course content

Quality & Assurance Task-Force Member (2021-2023)
Endicott College
- Collaborate with leaders of the ABA department to increase consistent delivery of course content across program concentrations and course sections
- Increase accessibility of course content and additional learning resources
- Improve communication systems between students and faculty
- Develop a mandatory pre-course designed to increase future students' competencies in APA formatting, academic honesty, and adequate review of research articles
- Participate in bi-weekly task force meetings
- Work with student advisors to develop individualized productivity plans for students.
- Develop courses and course material
- Modify courses

Measurement & Experimental Evaluation Task-Force Member (2021-2023)
Endicott College
- Develop and refine course content, objectives, competencies, and grading systems
- Participate in monthly task force meetings

Mental Health & Collaboration Course Task-Force Member (2022-2023)
Endicott College
- Develop course objectives and content
- Disseminate pertinent research that exemplifies the application of ABA to change behaviors in persons with mental health needs
- Highlight content regarding the role of BCBAs in solving problems collaboratively with mental health professionals
- Participate in monthly task-force meetings

Research Lab Member (2019- 2021)
Endicott College
- Collaborate on student research projects overseen by the director of Programs in ABA and additional doctoral advisors

PBIS Workgroup Member (2019-2020)
The May Institute
- Work with national leadership faculty, researchers, parents, educators, and legal aids to document the effects of PBIS on outcomes for students with disabilities within research, practice briefs, training, and practice.

## **Membership**

APBS (2019-Current)
ABAI (2018-Current)
Association of Maine Behavior Analysts (2015-Current)
Berkshire Association for Behavior Analysis (2011-Current)

## Professional Publications

Creem, A.N., Shaw, S.K.G., Plattner, C., Posey, J. (2022). Using the Teaching Interaction Procedure and Behavioral Skills Training to Develop Skills for Individuals with Autism: An Evidence-Based Approach. In: Leaf, J.B., Cihon, J.H., Ferguson, J.L., Weiss, M.J. (eds) Handbook of Applied Behavior Analysis Interventions for Autism. Autism and Child Psychopathology Series. Springer, Cham. https://doi.org/10.1007/978-3-030-96478-8_14

Maki, E., Shaw, S., Putnam, R., Harrington, E., Schrieber, S. (August 2022). Supporting Students with Autism Spectrum Disorders Through School-Wide Positive Behavior Interventions and Supports. Center on PBIS, University of Oregon. www.pbis.org

Simonsen, B., Putnam, R., Yaneck, K., Evanovich, L., Shaw, S. Shuttleton, C. Morris, K., & Mitchell, B. (February, 2020). *Supporting Students with Disabilities within a PBIS Framework.* Center on PBIS, University of Oregon. www.pbis.org.

Russell, C., Shaw, S.K.G., Weiss, M.J. (In preparation) Ethical Challenges in Public Schools

Shaw, S.K.G, Posey, J., Zane, T., Weiss, M.J. (In preparation) Comparing the effects of interteach and discussion forum activities of student performance in an asynchronous course.

## Oral Presentations & Workshops

"Utilizing Interteach in ABA Courses to Improve Student Engagement, Performance and Preference" Applied Behavior Analysis International (May, 2023).

"Researching Teaching Techniques in Higher Education" Connecticut Applied Behavior Analysis Conference (March, 2023)

"Comparing the Efficacy of Interteach and Discussion Forums on Quiz Scores in an Asynchronous Course" Pro Seminar at Endicott College (November, 2022)

"Classroom Interventions: Applications of Applied Behavior Analysis Within Tier 1 and Tier 2 Supports" Affecting Behavior Change (August, 2022)

"Performing on Par: Designing Instruction to Facilitate Performance Across Settings" Applied Behavior Analysis International (May, 2022)

"Examining Teaching Pedagogy Across Education's Lifespan: A Job Talk" Endicott College (December, 2021))

"Improving Classroom Behavior Support Through Applied Behavior Analysis" Applied Behavior Analysis International (May, 2021)

"Reducing Caregiver Burnout Through Improved Parent-Child Relationships" University of New Brunswick (November, 2020)

"Positive Behavioral Interventions & Supports" New England PBIS Conference (November, 2020)

"Improving Classroom Behavior Support Through Applied Behavior Analysis" Applied Behavior Analysis International (May, 2020)

## **Professional Consultation Activities**

Northeast Behavior Consultants
Southern Maine
*Owner* (2015 – Current)
- Complete Functional Behavior Assessments
- Provide and oversee BCBA consultation services
- Educate public school administrators on the parameters of successful ABA service provision
- Collaborate with families and IEP teams to develop meaningful goals and interventions for students with developmental disabilities and mental health diagnoses
- Train staff on behavior and teaching protocols, as well as progress-monitoring systems
- Provide continuing education to school staff
- Assist with implementation and oversight of Multitiered Systems of Support
- Supervise BCBAs and pre-credentialed behavior analysts

Easter Seals
Portland Maine
*BCBA* (2014-2015)
- Created and administered staff training protocols derived from research
- Ensured adherence to evidence-based assessment, curriculum, and billing compliance
- Facilitated data-driven decision making
- Led and participated in community networking events
- Participated in strategic planning, company vision refinement, and board meetings
- Refined job descriptions alongside administration and human resources
- Assisted with interviews and hiring
- Supervised individuals pursuing BCBA certification

CASE Collaborative
Concord, MA (2011-2014)
*Assistant Coordinator of ABA Services*
- Supervised and evaluated 12 ABA Tutors
- Strengthened integrity of behavior support plans and teaching protocols
- Collaborated with specialists and educators across Autism and Day-Treatment programs
- Developed programming for students ages 3-19

- Utilized FBA, ABLLS-R, VB-MAPP, EFL, and AFLS
- Executed administrative duties, including time slip and mileage approval
- Reported to the Executive Director

The Star Academy, Durban, South Africa (2011)
*Divisional Manager*
- Expanded a CARD-affiliated clinic to a new region of South Africa
- Disseminated ABA efficacy to families, doctors, and specialists
- Organized fundraisers

Newton Public School System (2008-2011)
ABA Tutor
- Assisted in administering functional behavior assessments
- Developed and implemented function-based supports
- Administered skill assessments
- Developed and implemented skill acquisition programs

The New England Center for Children (2007-2008)
Level 1 & Level 2 Teacher
- Implemented ABA programming across the school, residential, and community settings
- Employed preference and reinforcement assessments