

**Mark W. Steege, Ph.D.**

**Professor  
Educational Psychology and School Psychology Programs**

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

**University of Southern Maine  
508 Bailey Hall  
Gorham, ME 04038  
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(207) 780-5309**

**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)**

- 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:*

Chair, Department of Teaching and Learning  
Chair, Department of Educational Psychology and Exceptionality  
Chair, SEHD Peer Committee (Tenure and Promotion)  
Chair, SEHD Faculty Development Committee  
Co-Chair NEASC Report (Standard 4)  
Director, Educational Psychology and School Psychology programs  
Chair, School Psychology Search Committee

- 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

## **DOCTORAL DISSERTATION COMMITTEES (CHAIR)**

Dissertations Committees Chaired: USM Doctor of Psychology (PsyD) in School Psychology Program:

- Babcock, James (2013). Improving the On-Task Behavior of Students with Emotional and Behavioral Disorders Using an iPad-Created Video Self-Modeling Intervention
- Beardsley, Erin (2014). Functional Analysis of Ear Plugging and Treatment Analysis of Noise Dampening Headphones
- Brown, Russ (expected completion date: September, 2016)
- DeRosa, Nicole (2012). Using Establishing Operation Manipulations to Improve Functional Communication Training
- Gadaire, Dana (2011). Self-control Responding in Children with Developmental Delays: Analog Assessment of Subjective Value of High and Low Preferred Stimuli
- Golanka, Adam (expected completion date: May, 2016)
- 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
- 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
- Shamlan, 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

## GRADUATE COURSES TAUGHT:

1989-present: Courses in **bold** indicate development of blueprints/syllabus 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 as "Positive Behavioral Supports")
- Psychopathology in Children
- Research Methods and Techniques
- **Consultation in School Psychology**
- Cognitive and Psychoeducational Assessment
- **Internship in School Psychology (MS and PsyD)**
- **Orientation to School Psychology**
- Practicum in School Psychology
- Communication Disorders in Children
- **Professional Ethics in Behavior Analysis**

## HONORS AND AWARDS:

- |      |   |
|------|---|
| 2014 | Faculty Senate Award<br>Scholarship<br>University of Southern Maine, Gorham, Maine  |
| 2002 | Faculty Senate Award<br>Community Service<br>University of Southern Maine, Gorham, Maine  |
| 1989 | Outstanding Poster Session Award<br>Behavioral Clinical Intervention<br>Annual Meeting of the Association for Behavior Analysis |
| 1989 | Outstanding Poster Session Award<br>Educational Technology<br>Annual Meeting of the Association for Behavior Analysis           |
| 1987 | Outstanding Poster Session Award<br>Developmental Disabilities<br>Annual Meeting of the Association for Behavior Analysis       |
| 1984 | Outstanding Poster Session Award<br>Developmental Disabilities<br>Annual Meeting of the Association for Behavior Analysis       |
| 1978 | Honors Degree in Psychology<br>Iowa State University, Ames, Iowa  |

## **RELATED PROFESSIONAL EXPERIENCES:**

- 1997-present Psychologist/Board Certified Behavior Analyst-Doctoral (John F. Murphy Homes, Inc./Margaret Murphy Center for Children, Auburn, Maine)
- Responsibilities include psychological assessment, psychological interventions, behavioral consultation, staff training, supervision, and applied research.*
- 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*
- 1995-2005 Research Committee, National Association of School Psychologists
- 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 Psychologists
- 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
- 1994-present Member, Advisory Committee on School Psychological Service Providers, Maine Department of Education
- 1992-1994 Member, statewide Task Force on School Psychology Certification, Maine Department of Education
- 1994-1996 Chair, Advisory Committee on School Psychological Service Providers, Maine Department of Education
- 1990-1993 Editorial Board, *The Journal of the Association for Persons with Severe Handicaps*
- 1989-1992 Editorial Board, *Journal of Applied Behavior Analysis*

## **LICENSURE AND CERTIFICATION:**

- Licensed Psychologist, Maine Board of Examiners of Psychologists
- Nationally Certified School Psychologist, National Association of School Psychologists
- Board Certified Behavior Analyst-Doctoral, Behavior Analyst Certification Board
- Certified School Psychologist-Doctoral, Maine Department of Education

## **RESEARCH GRANTS:**

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

## **PUBLICATIONS:**

### **BOOKS**

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

Brown-Chidsey, R. & Steege, M. W. (2010). *Response to intervention: Principles and strategies for effective practice* (2<sup>nd</sup> Ed.) New York: Guilford.

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

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

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 CHAPTERS**

Steege, M. & Beardsley, E. (submitted and under review). Functional Behavior Assessment. *Encyclopedia of Intellectual Disabilities*. Sage Publications.

Steege, M. & Beardsley, E. (submitted and under review). 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* (2<sup>nd</sup> 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* (2<sup>nd</sup> 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

- Constantine, A., Steege, M., & Scheib (in preparation for submission: *Journal of Applied Behavior Analysis*) Fading edibles and establishing social reinforcement: Praise be!
- Shamlian, K., Fisher, W.W., Steege, M., Cavanaugh, B.M, Samour, K., Querim, A.C. (in press). Evaluation of multiple schedules with naturally occurring and therapist-arranged discriminate stimuli following functional communication training. *Journal of Applied Behavior Analysis*.
- 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.W. (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. (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, 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. (2013, April). Behavioral assessment of private events: Supporting student mental health needs. (Invited Two-Day Workshop) Heartland Area Education Agency, Ankeny, Iowa.
- 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. (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. & Hugger, K. (2012, February). Functional behavioral assessment of anxiety. [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. [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. [Invited Paper Presentation] Berkshire Association for Behavior Analysis and Therapy annual conference. Amherst, MA.