

Kimberly Marshall, Ph.D., LBA, BCBA

PROFESSIONAL CERTIFICATIONS

Board Certified Behavior Analyst, Behavior Analyst Certification Board
Licensed Behavior Analyst, State of Connecticut

Certification Number: 1-10-6740
License Number: 254

EDUCATIONAL HISTORY

- Endicott College** – Beverly, MA 2021
- Ph.D. in Applied Behavior Analysis
 - Graduation date August 2021
 - Dissertation: The Impact of Behavior Analysis Jargon on the Effective Training of Stakeholders
- The Chicago School of Professional Psychology** – Chicago, IL 2009
- Board Certified Behavior Analyst Certificate Program
- Teachers College, Columbia University** – New York, NY 2008
- Master of Arts: Autism and Intellectual Disabilities
- Bucknell University** – Lewisburg, PA 2003
- Bachelor of Science
 - Major: Elementary Education
 - Concentration: Psychology

TEACHING EXPERIENCE

- Adjunct Professor** – Endicott College 2019-Present
- ABA 510: Conceptual Issues in Applied Behavior Analysis (Fall 2019, Fall 2020, Spring 2021)
 - ABA 512: Verbal Behavior (Spring 2020, Summer 2020)
 - ABA 585: Thesis/Capstone in ABA (Fall 2020, Spring 2021)
- Thesis Mentor** – Endicott College 2020-Present
- Advise master's students in the completion of their thesis and in preparation for their thesis defense
- Adjunct Professor** – Queens College 2010
- Taught two sections of Applied Behavior Analysis/Positive Behavior Support

PROFESSIONAL EXPERIENCE

- Senior Program Coordinator**-The Center for Children with Special Needs, Glastonbury, CT 2018-Present
- Complete all responsibilities outlined for program coordinator
 - Participate in consult division leadership meetings
 - Plan center-wide professional development activities
 - Oversee program coordinators' work in management of clinical teams and provide training in supervisory practices
 - Provide on-site supervision of and support to behavioral consultants
 - Plan consult team meeting agenda, delegate project tasks, and monitor completion of projects

- Assist with hiring of new team members
- Provide comprehensive support and training of new team members
- Facilitate collaboration between members of the consultation division and team members from other disciplines (e.g., psychologists and occupational therapists)
- Support conference planning and professional representation at local, national, and international conferences

Co-Coordinator of the Academic Skills Clinic-The Center for Children with Special Needs, Glastonbury, CT 2012-Present

- Co-founded the Academic Skills Clinic including the Summer Reading Clinic, academic consultation, and professional development trainings
- Implement Summer Reading Clinic to address individual areas of deficit in reading comprehension
- Process development and ongoing consultation to the academic consultation team providing individual case consultation to build the capacity of school teams to address their student's reading comprehension deficits
- Provide in-service trainings, workshops, and invited presentations for parents and educators regarding reading comprehension skill development

Program Coordinator-The Center for Children with Special Needs, Glastonbury, CT 2014-2018

- Complete all responsibilities outlined for Senior Behavior Analyst
- Serve as a resource to team members for problem solving and complex case conceptualization
- Run weekly clinical team meeting
- Provide clinical supervision of behavioral consultants in the process of establishing consultative objectives and conducting clinical case reviews
- Coordinate implementation of multi-site consultation projects and monitor progress
- Conduct systems level review of school programs and support school teams with program development
- Provide professional development training series on autism spectrum disorders and applied behavior analysis methodologies for professional development across school districts

Senior Behavior Analyst – The Center for Children with Special Needs, Glastonbury, CT 2011-2014

- Provide behavioral and academic consultation to public school programs
- Provide direct consultation services including training staff in the implementation of evidence-based interventions/procedures, collection and analysis of data, assessment of challenging behavior, implementation of treatment integrity procedures, and cross-disciplinary teaming
- Conduct relevant assessments including functional behavior assessment, functional analyses, and ecological assessments
- Develop behavior support plans and lesson plans to be implemented in the school setting
- Monitor teachers and support staff in data collection technologies and program implementation
- Work collaboratively with interdisciplinary teams in a leadership role to promote evidence-based instruction
- Attend school related and child specific meetings (PPT, team meetings, MAPS, transition planning)

Senior Therapist – Blythedale Children's Hospital, Valhalla, NY 2008-2011

- Developed and implemented an early intervention program for children with autism and communication disorders
- Ran individualized instruction and group instruction
- Created data-based programming and assessed student progress based on the ABLLS assessment
- Supervised assistant teachers' implementation of individualized instruction and group instruction
- Led daily rundown meetings, assisted teachers in creating behavior management plans, trained teachers, therapists, and other hospital staff in applied behavior analysis and autism spectrum disorders

Student Teacher – New York Center for Autism Charter School, New York, NY 2008

- Worked in an elementary classroom, 4:1:3 ratio
- Implemented skill acquisition programs and behavior support plans
- Conducted ABLLS assessment, developed goals and objectives, and associated programs

Classroom Teacher, Grade 3 Gifted Program – P.S. 135, New York Public Schools, Brooklyn, NY 2006-2007

- Created an arts-gifted program based on Gardner’s Theory of Multiple Intelligences

Classroom Teacher, Grade 1 – P.S. 135, New York Public Schools, Brooklyn, NY 2005-2006

PROFESSIONAL SERVICE

Diversity, Equity, and Inclusion Task Force – Endicott College 2020-Present

- Founding member of task force to improve diversity, equity, and inclusivity in the ABA program
- Support projects including program-wide survey about student experiences, language to include in all course syllabi, and updated course content to infuse cultural responsiveness

Quality Assurance Task Force – Endicott College 2020-Present

- Founding member of task force to increase consistency across courses in the ABA program and provide necessary resources to master’s students and adjunct faculty
- Support projects including creation of rubrics, policies (e.g., late and extension policies), and grading structures

Thesis Team – Endicott College 2020-Present

- Meet bi-weekly to discuss progress of thesis students
- Revise the thesis course and process to best support master’s students

Course Development and Revision – Endicott College 2020-Present

- Experimentally manipulate conceptual underpinnings course to identify most effective materials and assignments for developing behavior analytic worldview of master’s students
- Revise verbal behavior course to increase applied project work and prioritize important concepts
- Revise conceptual underpinnings course to scaffold student support

Student Group – Verbal Behavior Special Interest Group 2020-Present

- Discuss recent studies in verbal behavior
- Organize guest speakers for the student group and larger special interest group
- Support with special interest group newsletter and student award materials

The Center for Opportunities and Outcomes for People with Disabilities 2007-2009

- Supported planning, organization, and implementation of the Mind and Body in Autism conference
- Wrote and edited for the Center newsletter
- Participated as a research assistant on Center research projects

PEER-REVIEWED PUBLICATIONS

Rohrer, J., **Marshall, K. B.**, Suzio, C., & Weiss, M. J. (2021). Soft skills: The case for compassionate approaches or how behavior analysis keeps finding its heart. *Behavior Analysis in Practice*.

Palmieri M. & **Marshall K.** (2020). Functional analysis: Assessment procedures for complex challenging behavior. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. Springer.

OTHER PUBLICATIONS

- Marshall, K.** & Collins, N. (2020, March 2). *Don't forget about page 8: Tips for maximizing your child's IEP*. The Center for Children with Special Needs. <https://www.ccsnct.org/2020/03/dont-forget-about-page-8-tips-for-maximizing-your-childs-iep/>
- Marshall, K.** & Rohrer, J. (2019, October 8). *Real or fad? Understanding autism treatments*. The Center for Children with Special Needs. <https://www.ccsnct.org/2019/10/real-or-fad-understanding-autism-treatments/>
- Marshall, K.** & Newman, T. (2019, August 5). *Reading for meaning: 8 strategies to help your child become a more advanced reader*. The Center for Children with Special Needs. <https://www.ccsnct.org/2019/08/reading-for-meaning-8-strategies-to-help-your-child-become-a-more-advanced-reader/>

WORKS IN PROGRESS

- Marshall, K. B.** & Rohrer, J. (2020). Building independence: Self-management for individuals with autism spectrum disorder. In J. Leaf, J. Cihon, J. Ferguson, & M. J. Weiss (Eds.), *Handbook of applied behavior analysis interventions for autism*. Springer.
- Marshall, K. B.**, Cox, D. J., & Weiss, M. J. (2021). The effectiveness of conceptual instruction in teaching a behavior analytic worldview. Manuscript submitted for publication.
- Syed, N. Y., **Marshall, K.**, Russell, C., Tereshko, L., & Driscoll, N. (2021). Embedding intercultural responsiveness in graduate coursework and supervision training. In A. DeSouza & D. Crone-Todd (Eds.), *Behavior analysis in higher education: Teaching and supervision*. Vernon Press.
- Weiss, M. J., Tereshko L., Bowman, K., **Marshall, K.**, & Rose, K. (2021). Effective collaboration: Strategies for successful interdisciplinary intervention for ASD. In J. Leaf, J. Cihon, & J. Ferguson (Eds.) *Evidence based practices for ASD*. Springer.
- Cihon, J. H., Tereshko, L., **Marshall, K. B.**, & Weiss, M. J. (Eds.). (2021). *Behavior analytic approaches to promote enjoyable mealtimes for individuals with autism and their families*. Vernon Press.
- Marshall, K. B.**, Bowman, K., Tereshko, L., Castillo, V., Schreck, K. A., Zane, T., & Leaf, J.B. (2021). A follow-up and extension of behavior analysts' use of and beliefs in treatments for people with autism. Manuscript in preparation.
- Hilton, J., Syed N., Weiss, M. J., Tereshko, L., Marya, V., **Marshall, K.**, Gatzunis, K., Russell, C., & Driscoll, N. (2021). Initiatives to address diversity, equity, and inclusion within a higher education ABA department. Manuscript submitted for publication.

PROFESSIONAL PRESENTATIONS

- Marshall, K. B.** (May 2020). Symposium: *Can a science of teaching teach a scientific worldview?* In J. Ivy (Chair), *A flat earth or behavioral full worldview: The need for behavior analysts to rely upon the fundamentals of our science*. Presented at the 46th Annual Convention of Association for Behavior Analysis International Annual Convention, Online.
- Lapime, A., Collins, N., **Marshall, K.**, Rohrer, J. (May 2019). Workshop: *Ecological assessments in school settings: Creating quality transitions for learners with ASD and complex learning needs*. Presented at the 45th Annual Convention of Association for Behavior Analysis International Annual Convention, Chicago, IL.

- Marshall, K.** & Newman, T. (October 2017). Workshop: *Teaching reading comprehension to students with autism spectrum disorders*. Presented at the 38th Annual Conference of Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Marshall, K. B.** and Newman, T. M. (September 2016). Poster: *Applying evidence-based interventions to disorders of reading comprehension for students with autism spectrum disorders*. Presented at the 11th International Congress of Autism Europe, Edinburgh, Scotland.
- Lapprime, A. P., Egan, S. M., **Marshall, K. B.**, Palmieri, M.J. (May 2016). Symposium: *Advancements in the area of functional analysis: Complex models in public school settings*. Presented at 42nd Annual Convention of Association for Behavior Analysis International (ABAI), Chicago, IL.
- Egan, S., Rohrer, J., Stadolnik, K., **Marshall, K.** (September 2015). Symposium: *Using preference assessments to enrich various aspects of educational programming for learners with complex needs*. Presented at the 36th Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Egan, S., Munday, B., **Marshall, K.**, Cotter, C. (March 2015). Symposium: *Addressing toileting in schools: Models for skill acquisition and generalization*. Presented at the 11th Annual Connecticut Association for Behavior Analysis Conference, New Haven, CT.
- Newman, T. M., **Marshall, K.**, Cotter, C., and Flynn, H. (March 2015). Symposium: *Assessment and intervention for disorders of reading comprehension in students with autism spectrum disorders*. Presented at the 11th Annual Connecticut Association for Behavior Analysis Conference, New Haven, CT.
- D'Eramo, K. S., Palmieri, M. J., Powers, M. D., Newman, T. M., Cotter, C. M., **Marshall, K.** (May 2014). Poster: *Descriptive analysis of the B codes: Understanding restrictive and repetitive behaviors in a clinical population*. Presented at the 14th Annual International Meeting for Autism Research, Atlanta, GA.
- Rohrer, J., **Marshall, K.**, Egan, S. (October 2013). Symposium: *Functional analysis of restrictive and repetitive behavior: An analysis and treatment evaluation model for responses maintained by automatic reinforcement*. Presented at the 34th Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Marshall, K. B.**, Palmieri, M. J., and Egan, S. E. (May 2013). Poster: *Barriers to behavior intervention: Improving behavioral support through pyramidal training on treatment fidelity methodologies*. Presented at the 13th Annual International Meeting for Autism Research, San Sebastian, Spain.
- Marshall, K. B.**, Newman, T. M., and Powers, M. D., (May 2013). Poster: *Assessment and intervention for disorders of reading comprehension in students with autism spectrum disorders*. Presented at the 13th Annual International Meeting for Autism Research, San Sebastian, Spain.
- Rohrer, J., **Marshall, K.**, Azimova, M. (March 2013). Panel Discussion: *Educator training for successful inclusive practices in secondary school settings*. Presented at the 9th Annual Connecticut Association for Behavior Analysis Conference, Cromwell, CT.
- Marshall, K. B.**, and Azimova, M. A. (October 2012). Workshop: *Educator training for successful inclusive practices in secondary school settings*. Presented at the 33rd Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

COMMUNITY PRESENTATIONS

- Marshall, K.B.** (July 2021). Guest Lecture: *Ethical implications of jargon and supervision*. Presented in Master's Ethics Course, University of Kansas, Online.

Marshall, K.B. (January 2021 & June 2020). Guest Lecture: *Collaboration in public schools*. Presented in AUT 578: Collaboration Across the Disciplines, Endicott College, Online.

Marshall, K., Piazza, J., & Rohrer, J. (April 2020). Discussion: *Creating goals that matter*. Presented at the Parent Autism Conference, Endicott College, Online.

Newman, T. & **Marshall, K.** (March 2020). Workshop: *Development of data collection systems to show student progress*. Presented at Vermont Higher Education Collaborative (VT-HEC), Fairlee, VT.

Marshall, K. & Symons, R. (May 2019). Workshop: *Training staff to implement academic and behavioral plans*. Presented at Vermont Higher Education Collaborative (VT-HEC), Montpelier, VT.

Marshall, K., Rose, K.E. (April 2019). Discussion: *Building leisure skills: How to identify interests and teach skills that lead to engagement*. Presented at the Parent Autism Conference, Endicott College, Beverly, MA.

Marshall, K., Flynn, H., & Newman, T. (February-April 2019). Workshop: *Assessing and addressing the academic/cognitive and behavioral needs of middle and high school learners with complex needs*. Presented at Vermont Higher Education Collaborative (VT-HEC), Montpelier, VT.

Newman, T., Flynn, H., and **Marshall, K.** (April 2017). Workshop: *Reading comprehension: Programming for students with autism spectrum disorder*. Presented at Vermont Higher Education Collaborative (VT-HEC), Montpelier, VT.

Newman, T. M., **Marshall, K.,** Cotter, C., and Flynn, H. (November 2015). Symposium: *Reading comprehension in students with autism spectrum disorders: Assessment and intervention*. Presented at the Annual Autism Spectrum Resource Fair, Wallingford, CT.

JOURNAL ARTICLE REVIEWER

Review Journal of Autism and Developmental Disorders

2019-2020

NOMINATIONS & AWARDS

Endicott College, PhD Program Awards

2021

- Winner – Conceptual Contribution Award
- Nomination – Excellence in Teaching Award
- Nomination – Excellence in Research Award

Endicott College, PhD Program Awards

2020

- Nomination – Academic Excellence Award
- Nomination – Excellence in Teaching Award
- Nomination – Conceptual Contribution Award

AFFILIATED ASSOCIATIONS

The Berkshire Association for Behavior Analysis and Therapy
Association for Behavior Analysis International