

Curriculum Vitae
Catia Cividini-Motta, PhD, BCBA-D

Pronouns: She/her/hers

January 2023

Department of Child and Family Studies
University of South Florida; MHC2333 13301 Bruce B. Downs Blvd. Tampa, FL 33612
Phone: (813) 974-2484
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EDUCATION

PhD - Western New England University, Springfield MA (August 2014). Behavior Analysis.

MS - Northeastern University, Boston MA (August 2009). Applied Behavior Analysis.

BA - Mount Holyoke College, South Hadley, MA (May 2006). Psychology

PROFESSIONAL CERTIFICATIONS AND LICENSURES

- Board Certified Behavior Analyst, BCBA-D, 2009 – Current, Certificate No. 1-09-6454
- Allied Mental Health Licensed Applied Behavior Analyst, MA, 2015 – License No. 381

AWARDS

- Department of Child and Family Studies (CFS) Outstanding Achievement Award November 2016.

APPOINTMENTS

Affiliate Faculty - Florida Center for Inclusive Communities (FCIC), University of South Florida

Adjunct Faculty - Instituto Nacional de Ensino e Pesquisa (INESP; Brazil)

TEACHING AND CLINICAL POSITIONS

University of South Florida, Tampa, FL

- Associate Director of the ABA Program – July 2021 – present
 - Facilitate the development and implementation of the ABA DEI plan
 - Assist the director of the program with various program related activities, including:
 - Program related decisions
 - Mentoring of new ABA instructors
 - Organizing and conducting faculty meetings
- Assistant Professor in the ABA Program – August 2022 – present
 - Teach undergraduate courses in ABA
 - Behavioral Assessment & Intervention Planning in ABA
 - Teach graduate courses in ABA
 - ABA and Developmental Disabilities
 - Behavior Theory
 - Functional Analysis & Function-Based Intervention
 - Mentorship of masters and doctorate students
- Practicum Coordinator in the Masters of Science in ABA – August 2015 – August 2022
 - Organization of practicum fair
 - Organization of Community Application of Behavior Analysis (CABA) poster session
 - Organization of practicum roundtable discussion
 - Liaison for ABA students, ABA program, and community partners
 - Oversight of review and approval process of practicum supervisors and community partners

- Facilitate placement of ABA students within an approved practicum site
- Managing of Registered Behavior Technician (RBT) course
- Managing of fellowships for ABA students sponsored by community partners
- Assistant Professor of Instruction in the Masters of Science in ABA - August 2015 - Present
 - Master's level courses developed: Practicum Seminar I, II, III, IV, V; Supervision & Training in ABA
 - Master's level courses taught: Practicum Seminar I, II, III, IV, V
 - Doctorate level courses developed: Functional Analysis & Function-Based Intervention
 - Doctorate level courses taught: Functional Analysis & Function-Based Intervention
- Verified Course Sequence (VCS) Coordinator - August 2015 - Present
 - Oversight of approval and annual renewal by the BACB®/ABAI of our undergraduate and graduate courses leading to BCaBA or BCBA certification (VCSs)
 - Assist students with applications to sit for the BCaBA or BCBA exams
 - Facilitates the approval of instructors by ABAI
 - Disseminate to students and faculty information regarding upcoming changes to course work and fieldwork experience requirements
- Adjunct Faculty in the Masters of Arts in ABA - August 2016 - August 2017
 - Courses developed: Practicum Seminar I, II, III, IV, V
 - Courses taught: Practicum Seminar I, II, III
- Interim Practicum Coordinator in the Masters of Arts in ABA - August 2016 - August 2017
 - Oversight of review and approval process of practicum supervisors and community partners

Regis College

- Adjunct Faculty, Spring 2015
 - Courses taught: Autism and Related Disabilities

New England Center for Children, Southborough, MA

- Program Specialist- Residential & Severe Program, June 2010 - August 2015
- Day Coordinator - Residential Program, August 2008 - June 2010
- Residential Coordinator - Residential Program, August 2007 - August 2008
- Teacher - Residential Program, June 2006 - August 2007

PUBLICATIONS

Refereed Journal Articles

- Orozco, D., Cividini-Motta, C., Campos, C., Brolmann, H. A. (2022). Teaching mands: Correspondence among acquisition, recommendations of the Essential for Living Communication Modality Assessment, and preference. *Behavior Analysis Practice*. Advance online publication <https://doi.org/10.1007/s40617-022-00764-y>
- Braren, J. T. B., Samaha, A. L., Livingston, C., Cividini-Motta, C., & DePaolo, K. S. (2022). Extending abbreviated error-correction assessments to adults with intellectual or developmental disabilities. *Behavioral Interventions*. Advance online publication. <https://doi.org/10.1002/bin.1900>
- Mandel, N. R., Cividini-Motta, C., Schram, J., & MacNaul, H. (2022). Emergence of auditory-visual discrimination and tacts through exclusionary responding. *Journal of Applied Behavior Analysis*. 55(3), 919-933. <https://doi.org/10.1002/jaba.927>

- Schulz, T., Cividini-Motta, C., Blair, K.S., & MacNaul, H. (2022). A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior. *The Journal of Special Education, 31*(2), 243-264. <https://doi.org/10.1007/s10864-020-09393-3>
- Mandel, N. R., Cividini-Motta, C., & Schram, J. (2022). An evaluation of the impact of stimulus mode on acquisition, maintenance, and generalization of tacts of actions. *Behavioral Interventions, 37*(1), 5-18. <https://doi.org/10.1002/bin.1792>
- Chance, S., Cividini-Motta, C., & Livingston, C. (2021). Assessing the effects of observational conditioning and response-contingent pairing on the vocalizations of children with autism spectrum disorder. *The Analysis of Verbal Behavior, 37*(2), 194-216. <https://doi.org/10.1007/s40616-021-00157-2>
- MacNaul, H., Cividini-Motta, C., Wilson, S., & Di Paola, H. (2021). A systematic review of research on stability of preference assessment outcomes across repeated administrations. *Behavioral Interventions, 36*(4), 962-983. <https://doi.org/10.1002/bin.1792>
- MacNaul, H., Garcia, R., Cividini-Motta, C., & Thacker, I. (2021). Effect of assignment choice on student academic performance in an online class. *Behavior Analysis in Practice, 14*, 1074-1078. <https://doi.org/10.1007/s40617-021-00566-8>
- Canfield, D., & Cividini-Motta, C. (2021). The effects of a daily behavior report card intervention: Inclusion of a peer mediator. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-020-09416-z>
- Zuniga, A. N., & Cividini-Motta, C. (2021). Using class pass intervention to decrease disruptive behavior in young children. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-020-09411-4>
- Cariveau, T., Robbins, H., Cividini-Motta, C., & Delfs, C. (2020). Citation analysis of *The Analysis of Verbal Behavior* (2008-2018). *The Analysis of Verbal Behavior, 36*(1), 87-101. <https://doi.org/10.1007/s40616-020-00128-z>
- O'Connor, E., Cividini-Motta, C., & MacNaul, H. (2020). Treatment of food selectivity: An evaluation of video modeling of contingencies. *Behavioral Interventions, 35*(1), 57-75. <https://doi.org/10.1002/bin.1693>
- Suberman, R., & Cividini-Motta, C. (2020). Teaching caregivers to implement mand training: Evaluating the efficacy of behavioral skills. *Journal of Applied Behavior Analysis, 53*(2), 1097-1110. <https://doi.org/10.1002/jaba.630>
- Cividini-Motta, C., Garcia, A. R., Livingston, C., & MacNaul, H. L. (2019). The effect of response interruption and redirection with and without a differential reinforcement of alternative behavior component on stereotypy and appropriate responses. *Behavioral Interventions, 34*(1), 3-18. <https://doi.org/10.1002/bin.1654>
- Cividini-Motta, C., Moore, K., Fish, L. M., Priehs, J. C., & Ahearn, W. H. (2019). Reducing public masturbation in individuals with ASD: An assessment of response interruption procedures. *Behavior Modification, 44*(3), 429-448. <https://doi.org/10.1177/0145445518824277>

- McNamara K., & Cividini-Motta, C. (2019). Further evaluation of treatments for vocal stereotypy: Response interruption and redirection and response cost. *Behavioral Interventions*, 34(2), 189-197. <https://doi.org/10.1002/bin.1657>
- Cividini-Motta, C., Scharrer, N., & Ahearn, W. H. (2017). An assessment of three procedures to teach echoic responding. *The Analysis of Verbal Behavior*, 33(1), 41-63. <https://doi.org/10.1007/s40616-016-0069-z>
- Moore, K., Cividini-Motta, C., Clark, K., & Ahearn, W. H. (2015). Sensory integration as a treatment for automatically-maintained stereotypy. *Behavioral Interventions*, 30, 95-111. <https://doi.org/10.1002/bin.1405>
- Cividini-Motta, C., Clark, K., & Ahearn, W. H. (2013). Effects of two variations of differential reinforcement on prompt dependency. *Journal of Applied Behavior Analysis*, 46(3), 640-650. <https://doi.org/10.1002/jaba.67>
- Karsten, A. M., Andrade, M., Cividini-Motta, C., Conde, K. A., Donnelly, M. G., McConnell, K.,... & Vanselow, N.. (2012). [A review of the book *Behavioral foundations of effective Autism treatment* by E.A. Mayville & J.A. Mulick]. *Behavior Analysis in Practice*, 5(1), 47-52. <https://doi.org/10.1007/BF03391817>

MANUSCRIPTS UNDER REVIEW

- Rojas, A., Cividini-Motta, C., & Raaymakers, T. (under review). Systematic literature review of antecedent-based interventions to address motor stereotypy. *Behavior Modification*.
- MacNaul, H., Cividini-Motta, C., Mandel, N. R., Wilson, S., & Nguyen, A. (under review). An evaluation of a brief paired-stimulus preference assessments. *Journal of Applied Behavior Analysis*.

MANUSCRIPTS IN PREPARATION

- Rojas, A., Cividini-Motta, C., & Raaymakers, T. (2022). Systematic literature review of antecedent-based interventions to address vocal stereotypy. [Unpublished manuscript]. Child and Family Studies, University of South Florida.
- Wilson, S., Cividini-Motta, C., & MacNaul, H. (2022). *Preference for social stimuli: A comparison of stimulus modes used in preference assessments*. [Unpublished manuscript]. Child and Family Studies, University of South Florida.
- MacNaul, H., & Cividini-Motta, C. (2021). *Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations*. [Unpublished manuscript]. Child and Family Studies, University of South Florida.
- Efaw, H., Cividini-Motta, C., & Livingston, C. (2021). *Review of the use of differential reinforcement in skill acquisition*. [Unpublished manuscript]. Child and Family Studies, University of South Florida.
- Dorno, P. A., Cividini-Motta, C., & Rojas, A. (2021). *A review of the class pass intervention*. [Unpublished manuscript]. Child and Family Studies, University of South Florida.

BOOK CHAPTERS

- Cividini-Motta, C., Livingston, C. P., Flores, A. M., & McMillan, N. M. (in press). History and overview of Applied Behavior Analysis. In J. L. Matson (eds.), *Handbook of ABA for Children with Autism: Clinical Guide to Assessment and Treatment*. Springer Nature.
- Cividini-Motta, C., MacNaul, H., Steihauser, H. M. K., & Ahearn, W. (2022). Response interruption and redirection. In J.B. Leaf, J. Cihon, J. Ferguson, & M.J. Weiss (eds.), *Handbook of applied behavior analysis interventions for Autism*. Springer Nature.
- Cividini-Motta, C., MacNaul, H., Mandel, N., Rojas, A., & Ahearn, W. (in press). Automatic reinforcement. In J. L. Matson (eds.), *Applied behavior analysis: A comprehensive handbook*. Springer Nature.
- Cividini-Motta, C., Bloom, S. E., & Campos, C. (2017). Challenging behavior. In L. L. Matson (Ed.), *Handbook of social behavior and skills in children* (pp. 19-47). Gewerbestrasse, Switzerland: Springer International Publishing.

BOOK CHAPTERS ACCEPTED FOR PUBLICATION

- Melleti, H., & Cividini-Motta, C. (2021). A aplicação de ferramentas de OBM (Organizational Behavior Management) com equipes que realizam intervenção para indivíduos com TEA. In D. Canovas & E. Gama (eds.), *Temas em Análise do Comportamento Aplicada*.

EXTERNAL RESEARCH AWARDS – CURRENT

Project # H325K200051 Project *iSED*: “Advancing Interdisciplinary Services for Students with Severe Emotional and Behavioral Disorders”

Principal Investigator

Funder: US Department of Education: Office of Special Education and Rehabilitation

Dates: 9/2020-9/2025

Amount: \$1.19 million

Project # H325K170085 Project EBAS: “Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders”

Co-Investigator

Funder: US Department of Education: Office of Special Education and Rehabilitation.

Dates: 2017-2023

Amount: \$1.11 million

EXTERNAL RESEARCH PROPOSALS – UNDER REVIEW

Project MABAS: “Enhancing the Promotion of Mental Health Wellbeing of Children and Youth in High-Need Schools through Preparing School-Based Behavior Analysts and Social Workers”

Principal Investigator

Funder: US Department of Education: Office of Elementary and Secondary Education, Office of Safe and Supportive Schools.

Dates: 2022-2027

Submitted: January 2023

Amount: \$3,903 million

Project LABAs: “Preparation of Leaders in Applied Behavior Analysis to Advance School-Based Interventions”

Co-Investigator

Funder: US Department of Education: Office of Special Education and Rehabilitation.

Dates: 2022-2026
Submitted: April 2022
Amount: \$1.22 million

EXTERNAL RESEARCH AWARDS - COMPLETED

Project #5830150300: “Therapeutic Containment Project at James A. Haley Veteran’s Hospital”
Co-Investigator
Funder: James A. Haley Veteran’s Hospital
Amount: \$12,005.00
Dates: 10/1/2016-9/30/2017

EXTERNAL RESEARCH PROPOSALS - UNFUNDED

Project MABAS: “Enhancing the Promotion of Mental Health Wellbeing of Children and Youth in High-Need Schools through Preparing School-Based Behavior Analysts and Social Workers”
Principal Investigator
Funder: US Department of Education: Office of Elementary and Secondary Education, Office of Safe and Supportive Schools.
Dates: 2022-2027
Submitted: November 2022
Amount: \$3,903 million

Project LABAs: “Preparation of Leaders in Applied Behavior Analysis to Advance School-Based Interventions”
Co-Investigator
Funder: US Department of Education: Office of Special Education and Rehabilitation.
Dates: 2021-2025
Submitted: June 2021
Amount: \$1.22 million

“ePTR Coach: Development and Pilot Testing of a Virtual Prevent-Teach-Reinforce Coaching Model for Children with Emotional and Behavior Disorders”
Co-Investigator
Funder: US Department of Education - IES
Dates: 7/2021-6/2025
Submitted: August 2020
Amount: \$1.99 million
Disposition: unfunded

Project nLIBI: “Preparing the Next Generation of Leaders in Intensive Behavior Intervention”
Co-Investigator
Funder: US Department of Education: Office of Special Education and Rehabilitation.
Dates: 2019-2023
Amount: \$2.33 million
Disposition: unfunded

“Evaluating the Effects of Kahoot! on Student Academic Performance in University Classrooms”
Sponsor: Spencer Small Research Grant
Principal Investigator
Submitted: October 2018
Amount: \$49,901.00

Disposition: unfunded

“Development of Culturally Responsive Interventions for Hispanic Children with Autism”

Co-Investigator

Sponsor: National Institutes of Health: National Institute of Mental Health

Submitted: June 2016

Amount: \$660,039.00

Disposition: unfunded

INTERNAL RESEARCH PROPOSALS - UNFUNDED

“Teaching Children with Autism to Communicate: An Evaluation of Alternative Communication Modality, Potential Pre-Requisite Skills, and Impact on Vocal Speech”

Principal Investigator

CBCS Internal Grant Program

Submitted: November 6, 2015

Total Costs: \$18,268.00

Disposition: unfunded

“The Military and Veterans Verbal Operant and Learning Channel Assessment”

Principal Investigator

CBCS Internal Grant Program

Submitted: November 4, 2016

Total Costs: \$19,440.00

Disposition: unfunded

“The Military and Veterans Verbal Operant and Learning Channel Assessment”

Principal Investigator

USF Internal Grant Program

Submitted: March 6, 2017

Total Costs: \$9,949.00

Disposition: unfunded

INVITED PRESENTATIONS

Cividini-Motta, C. (2021, October). *Maximizing instruction efficiency: Lessons from research on instructional procedures*. [Invited presentation]. 16th Annual Thompson Center Autism Conference, St Louis, Missouri.

Cividini-Motta, C. (2021, September). *Antecedent interventions* [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Cividini-Motta, C. (2020, November). *Preference and reinforcer assessments* [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Cividini-Motta, C. (2020, December). *Introduction to functional behavior assessment* [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Parry-Cruwys, R., Parry-Cruwys, Diana, & MacDonald, J. (Hosts). (2016-present). *Prompt dependency with Dr. Catia Cividini-Motta* [Audio podcast]. Spotify.
<https://www.abainsidetrack.com/home/2020/7/8/episode-131-prompt-dependence>

Cividini-Motta, C. (2020, August). *Avaliação e intervenção para dependência em dicas em pessoas com*

TEA (Identification of and interventions for prompt dependency in persons with ASD [Invited presentation]. Instituto Lahmiei Autismo. São Carlos, Brazil.

Cividini-Motta, C. (2019, February). *Procedures for measuring behavior, assessing preference, and evaluating quality of data*. [Invited lecture]. INESP Universidade, São Paulo, Brazil.

Cividini-Motta, C. (2019, February). *Avaliação e intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. [Invited workshop]. INESP Universidade/Grupo Metodo, São Paulo, SP, Brazil.

Cividini-Motta, C. (2019, August). *Avaliação e Intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. [Invited workshop]. 3rd encontro Brasil & EUA de autismo (3rd Brasil & USA conference on autism), Recife, Brazil.

GRADUATE DISSERTATION COMMITTEES: USF (*CHAIR OR CO-CHAIR)

*Flores, Amalix. PhD Candidate. Expected Graduation 2022.

*Rojas, Alyssa. PhD Candidate. Expected Graduation 2023.

*Mandel, Natalie. *An evaluation of distributed and accumulated reinforcer arrangements on skill acquisition and preference*. Graduation 2021.

Cook, Jennifer. *The role of antecedent music in the running routines of experienced runners*. Graduation 2021.

*MacNaul., Hannah. *Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations*. Graduation 2020.

Concepcion, Anthony. *Temporal discounting and the assessment and treatment of academic procrastination*. Graduation 2020.

Weyman, Jennifer. *An application of the trial-based functional analysis to assess problem behavior evoked by ritual interruption*. Graduation 2019.

Campos, Claudia. *Development and validation of the Waiting Assessment Interview Tool (WAIT) and evaluation of individualized waiting durations in signaled reinforcement*. Graduation 2018.

Livingston, Cynthia. *Comparison of conditioning procedures to condition praise as a reinforcer for children with Autism*. Graduation 2018.

GRADUATE THESIS COMMITTEES: USF (CHAIR OR CO-CHAIR*)

Brittany Pearson. MS Candidate. Expected Graduation 2023*.

Isabella Gural. MS Candidate. Expected Graduation 2023.

Megan Baumgartner. MS Candidate. Expected Graduation 2023.

Alexandra Gingras. *A comparison of accumulated and distributed reinforcer arrangements in a classroom*. Graduation 2022.

Alexandria Torres. *Case study: Evaluating the impact of preference on the efficacy of the high probability instructional sequence*. Graduation 2022.

Kiersten Whitaker. *A case study in Applied Behavior Analysis: Using Prevent-Teach-Reinforce strategies to decrease a student's task refusal*. Graduation 2022.

Nicole Zamorano. *A case study in Applied Behavior Analysis: Increasing color receptive identification using positional prompts*. Graduation 2022.

Shannon Wilson. *Preference for social stimuli: A comparison of stimulus modes used in preference*. Graduation 2021.

Taylin Byerly. *Assessing the validity of the automatic reinforcement screening assessment* Graduation 2021.

Hannah Efaw. *Review of the use of differential reinforcement in skill acquisition*. Graduation 2021.

Peigelyn A. Dorno. *A review of the class pass intervention: A derivative of bedtime pass*. Graduation 2021.

Lindsey Snyder. *Case study: Using a contingency-based delay procedure to decrease tantrums during periods of delayed reinforcement*. Graduation 2021.

Stephanie Almendarez. *Procedural variations of RIRD: A systematic review of the literature*. Graduation 2020.

Resa Barhold. *Evaluating the effects of reinforcement delay on acquisition during discrete trial training: A literature review*. Graduation 2020.

Deanna Canfield. *The effects of a daily behavior report card intervention: Inclusion of a peer mediator component*. Graduation 2019.

Andrea Zuniga. *Using Class Pass Intervention (CPI) to decrease disruptive behavior in children*. Graduation 2019.

Santiira Williams. *Evaluating the effects of multiple exemplar training on mand-to-tact transfer in children with Autism*. Graduation 2020.

Olivia Mulligan. *Pre-Class physical activity: Does choice expand its effect on disruptive behavior?* Graduation 2020.

Sydni Chance. *Assessing the effects of observational conditioning and response-contingent pairing on the vocalizations of children with Autism*. Graduation 2019.

Thomas Schulz. *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior*. Graduation 2019*.

Joel Greenbaum. *Evaluating the effects of matched stimulation on vocal stereotypy and skill acquisition*. Graduation 2019.

Kiersty McNamara. *Further evaluation of treatments for vocal stereotypy: Response interruption redirection and response cost*. Graduation 2018.

Haley Nelson. *Comparison of acquisition and generalization of tacts across three stimulus modes: A replication across skill levels*. Graduation 2018.

Daniela Orozco. *Teaching mands to individuals with Autism Spectrum Disorder: An evaluation of the essential for living communication modality assessment*. Graduation 2018.

Taylor Randall. *Teaching individuals with an ASD to tact and comment on emotions: An evaluation of OiGO©*. Graduation 2018.

Erin O'Connor. *Treatment of food selectivity: An evaluation of video modeling of contingencies*. Graduation 2017.

Rachel Suberman. *Teaching caregivers to implement speech-generating device-based mand training: Evaluating the efficacy of behavioral skills training*. Graduation 2017.

GRADUATE THESIS COMMITTEES: USF (COMMITTEE MEMBER)

Chelsea Barzycki; Ashley Caliri; Ashley Frankenfield; Butler Braren; Christine Ropper; Codye Manning; Danielle Russo; Emma Wick; Laura Whitman; Mallamy Camargo; Nicole Harris; Peyton Stipes; Sara Hordges; Sarah Gonzalez; Tiana Evans; Corinne Bloom; Ashley Caliri; Chelsea Carr; Ellie Morosohk; Karie John; Jessica Ritzman; Margaret Green; Margaret Orner; Melissa Giblin; Stacy Pamphile; Paula Petit-Frere; Sarah Gonzalez; Monique Litchmore; Trevor Maxfield; Lori Kollin; Kelsey O'Neil; Chelsea Palumbo; Katherine Pena; Faith Reynolds; Sara Snapp; Paige Talhelm; Kelsie Thompson; Morgan Scarff.

PROFESSIONAL PRESENTATIONS

MacNaul, H., Garcia, R., Cividini-Motta, C., & Thacker, I. (2023). *Effect of assignment choice on student academic performance in an online class* [Poster presentation]. 45th Annual National Institute on the Teaching of Psychology.

Cividini-Motta, C, Blair, K.C., Crosland, K., Salloum, A., & Iovannone, R. (2022, September). *Great together: Interdisciplinary collaboration between applied behavior analysis and social work via Project iSED* [Paper presentation]. Annual FABA conference.

Whitaker, K., & Cividini-Motta, C. (2022, September). *Using Prevent-Teach-Reinforce strategies to decrease a student's task refusal* [Paper presentation]. Annual FABA conference.

Gingras, A., Cividini-Motta, C., & Mandel, N. (2022, September). *A Comparison of accumulated and distributed reinforcer arrangements in a classroom* [Poster presentation]. Annual FABA conference.

Martinez, A., Cividini-Motta, C., & Mandel, N. (2022, September). *A Review of learning by exclusion* [Poster presentation]. Annual FABA conference.

Cividini-Motta, C., Salloum, A., & Iovannone, R. (2022, July). *Interdisciplinary collaboration via the Prevent-Teach-Reinforce (PTR) model*. [Poster presentation]. Annual OSEP Director's

Conference.

- Blair, K-S, Cividini-Motta, C., & Crosland, K. (2022, July). *School-based behavior analytic consultation*. [Poster presentation]. Annual OSEP Director's Conference.
- Cividini-Motta, C. (2022, May). Discussant. In H. L. MacNaul (Chair). *Recent advances in the measurement, assessment, and treatment of stereotypy*. Symposium presented at the annual ABAI conference.
- Flores, A. M., & Cividini-Motta, C. (2022, May). *Survey study on current practices designing and implementing high-probability instructional sequences*. [Paper presentation]. Annual ABAI conference.
- Livingston, C., Efav, H., & Cividini-Motta, C. (2022, May). *Review of the use of differential reinforcement in skill acquisition* [Paper presentation]. Annual ABAI conference.
- Rojas, A., & Cividini-Motta, C. (2022, May). *Antecedent-based interventions for motor stereotypy: A systematic review* [Paper presentation]. Annual ABAI conference.
- Wilson, S., MacNaul, H. L., Cividini-Motta, C., & Nguyen, A. (2022, May). *Evaluation of a brief paired stimulus preference assessment* [Poster presentation]. Annual ABAI conference.
- Wilson, S., Cividini-Motta, C., MacNaul, H. L., Ferrer, G., & Salinas, R. (2022, May). *Preference for social stimuli: A comparison of stimulus modes used in preference assessments* [Poster presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Chair). (2021, September). *The use of antecedent-based interventions to decrease disruptive behavior and increase appropriate responses* [Symposium presentation]. Annual FABA conference.
- Rojas, A., Mulligan, O. R., & Cividini-Motta, C. (2021, September). *Pre-class physical activity: Does choice expand its effect on disruptive behavior?* [Paper presentation]. Annual FABA conference.
- Flores, A. M., Cividini-Motta, C., & Denette, H. (2021, September). *High-probability instructional sequence: A literature review of procedural variations*. [Paper presentation]. Annual FABA conference.
- Cividini-Motta, C., Blair, K-S., Crosland, K, Castillo, J., Dart, E., & Iovannone, R. (2021, September). *Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS* [Paper presentation]. Annual FABA conference.
- Iovannone, R., Blair, K-S., Crosland, K, Cividini-Motta, C., Castillo, J., & Dart, E. (2021, September). *Interdisciplinary collaboration using the Prevent-Teach-Reinforce model for children with disabilities*. [Paper presentation]. Annual FABA conference.
- Cividini-Motta, C., Blair, K-S., Crosland, K, Ginns, D., & Iovannone, R. (2021, May). *Interdisciplinary training to prepare school-based behavior analysts and school psychologists: Project EBAS* [Paper presentation]. Annual ABAI conference.
- Blair, K-S., Iovannone, R., Cividini-Motta, C., Crosland, K., & Ginns, D. (2021, May). *Interdisciplinary collaboration using the prevent-teach-reinforce model for children with disabilities* [Paper

- presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Chair) (2021, May). *Advances in the treatment of stereotypy in persons with Autism* [Symposium presentation]. Annual ABAI conference.
- Hodnett, J. M., Zuniga, A. N., & Cividini-Motta, C. (2021, May). *Using the prevent-teach-reinforce model to improve classroom behavior* [Paper presentation]. Annual ABAI conference.
- Livingston, C. P., Chance, S., & Cividini-Motta, C. (2021, May). *Conditioning vocalizations as reinforcer: A comparison of observational conditioning and response-contingent pairing* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2021, May). *An evaluation of the impact of stimulus mode on acquisition, maintenance, and generalization of tacts of actions* [Paper presentation]. Annual ABAI conference.
- MacNaul, H. L., & Cividini-Motta, C. (2021, May). *Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations* [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C., Mandel, N., MacNaul, H. L., & Rojas, A. (2021, May). *An evaluation of the effects of matched stimulation on stereotypy and skill acquisition* [Paper presentation]. Annual ABAI conference.
- Flores, A., & Cividini-Motta, C. (2021, May). *High-probability instructional sequence: A review on current procedural variations* [Poster presentation]. Annual ABAI conference.
- MacNaul, H., Cividini-Motta, C., Wilson, S., & Di Paola, H. (2021). *A systematic review of research on stability of preference across repeated assessments*. [Poster presentation]. Annual TxABA conference.
- MacNaul, H., Wilson, S., Cividini-Motta, C., & Nguyen, A. (2021). *Evaluation of a brief paired stimulus preference assessment* [Poster presentation]. Annual TxABA conference.
- Cividini-Motta, C., & MacNaul, H. L. (2021, January). *Kahoot! a fun way to incorporate active responding in the classroom*. [Poster presentation]. Sunshine State Teaching & Learning conference.
- MacNaul, H. L., Scalzo, R., Cividini-Motta, C., & Wilson, S. (2020, May). *Evaluating the effect of assignment choice on student academic performance in an online class* [Paper presentation]. Annual ABAI conference.
- MacNaul, H. L., Cividini-Motta, C., & Williams, K. (2020, May). *Evaluating the effect of active student responding and competition on student academic performance* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2020, May). *A comparison of behavior-specific praise and general praise with instructive feedback* [Paper presentation]. Annual ABAI conference.
- Cividini-Motta, C. (Chair). (2020, May). *Evaluations of innovative procedures aimed at improving*

- behavior in classrooms and clinical settings* [Symposium presentation]. Annual ABAI conference.
- Singer, L., Cividini-Motta, C., Blair, K-S., MacNaul, H. L. (2020, May). *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior* [Paper presentation]. Annual ABAI conference.
- Zuniga, A. N., Flores, A., & Cividini-Motta, C. (2020, May). *Using class pass intervention to decrease disruptive behavior in children with ADHD* [Paper presentation]. Annual ABAI conference.
- Schram, J., Mandel, N., & Cividini-Motta, C. (2020, May). *Acquisition of non-target tacts and receptive identification through discrete trial instruction* [Paper presentation]. Annual ABAI conference.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2019, October). *Comparison of behavior-specific and general praise with instructive feedback on skill acquisition*. Poster presented at the annual BABAT conference, Worcester, MA.
- Greenbaum, J., Cividini-Motta, C., & Mandel, N. (2019, October). *Evaluating the effects of access to music on vocal stereotypy and skill acquisition*. Paper presented at the annual BABAT conference, Worcester, MA.
- Randall, T., Cividini-Motta, C., & Mandel, N. (2019, September). *Teaching individuals with an ASD to tact and comment on emotions: An evaluation of OiGO®*. Paper presented at the annual BABAT conference, Worcester, MA.
- Cividini-Motta, C. (2019, September). Discussant. In K. Albert (Chair), *Assessing and treating stereotypy in children with Autism Spectrum Disorder*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Cividini-Motta, C. (Chair). (2019, September). *Variables that influence rate of skill acquisition*. Symposium presented at the annual FABA conference, Ponte Vedra, FL.
- Greenbaum, J., Cividini-Motta, C., & Mandel, N. (2019, September). *Evaluating the effects of access to music on vocal stereotypy and skill acquisition*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- MacNaul, H. L., Wilson, S., & Cividini-Motta, C. (2019, September). *Preference stability across repeated administrations: A systematic review and meta-analysis*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Schulz, T., Cividini-Motta, C., & Blair, K-S. (2019, September). *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Mandel, N., Cividini-Motta, C., & Schram, J. (2019, September). *Comparison of behavior-specific and general praise with instructive feedback on acquisition*. Paper presented at the annual FABA conference, Ponte Vedra, FL.
- Blair, K-S., Iovannone, R., Ginns, D., Cividini-Motta, C., & Crosland, K., (2019, September). *Overview and preliminary data for project Enhancing Behavior Analytic Services (EBAS)*. Paper presented at the annual FABA conference, Ponte Vedra, FL.

- Hodnett, J., Zuniga, A., & Cividini-Motta, C. (2019, September). *Using the Prevent-Teach-Reinforce (PTR) model to improve classroom behavior*. Paper presented at the annual FABBA conference, Ponte Vedra, FL.
- Zuniga, A., & Cividini-Motta, C. (2019, September). *Using Class Pass Intervention (CPI) to decrease disruptive behavior in children with ADHD*. Paper presented at the annual FABBA conference, Ponte Vedra, FL.
- MacNaul, H., & Cividini-Motta, C. (2019, September). *An evaluation of magnitude and delay value sensitivity assessments*. Poster presented at the annual FABBA conference, Ponte Vedra, FL.
- Parry-Cruwys, D., Macdonald, J. M., & Cividini-Motta, C. (2019, May). Employee of the Month, the Compliment Sandwich, and Mandatory Fun: What Works When Supervising Direct Service Staff. Workshop presented at the annual ABAI conference, Chicago, IL.
- Nelson, H., Mandel, N., Cividini-Motta, C. (2019, May). *Evaluation of acquisition and generalization of tacts across three stimulus modes*. Paper presented at the Association of Behavior Analysis International conference. Chicago, IL.
- MacNaul, H. L., Wilson, S., & Cividini-Motta, C. (2019, May). *Preference stability across repeated administrations: A systematic review and meta-analysis*. Paper presented at the Association of Behavior Analysis International conference. Chicago, IL.
- McNamara, K., & Cividini-Motta, C. (2018, May). *Further evaluation of treatments for vocal stereotypy: Respond interruption redirection and response cost*. Paper presented at the annual ABAI conference, San Diego, CA.
- Suberman, R., & Cividini-Motta, C. (2018, May). *Teaching caregivers to implement speech-generating device-based mand training: Evaluating the efficacy of behavioral skills training*. Paper presented at the annual ABAI conference, San Diego, CA.
- Priehs, J., Kishbaugh, A., Steinhauer, H., Cividini-Motta, C., & Ahearn, W. H. (2018, May). *Reducing public masturbation in individuals with Autism Spectrum Disorder: An assessment of overcorrection and response blocking*. Paper presented at the annual ABAI conference, San Diego, CA.
- Cividini-Motta, Garcia, A., Livingston, C. P., & MacNaul, H. (2018, May). *An evaluation of RIRD, DRA, and RIRD Plus DRA on levels of stereotypy and appropriate play*. Paper presented at the annual ABAI conference, San Diego, CA.
- MacNaul, H., Garcia, A., Livingston, C., and Cividini-Motta, C. (2018, September). *Response interruption and response redirection (RIRD): A comparison of iterations of RIRD*. Paper presented at the annual FABBA conference, Bonita Springs, FL.
- Cividini-Motta, C. (2017, October). Discussant. In C. Hannula (Chair). *Training caregivers and staff to implement behavioral interventions*. Symposium presented at the annual FABBA conference, Daytona Beach, FL.
- Cividini-Motta, C., Moore, K., Priehs, J., Fish, L., & Ahearn, W. H. (2016, September). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual

meeting of the Florida Association for Behavior Analysis, Fort Lauderdale, FL.

Cividini-Motta, C., Moore, K., Priehs, J., Fish, L., & Ahearn, W. H. (2016, May). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Chicago, IL.

Cividini-Motta, C., Moore, K., Fish, L., Priehs, J., & Ahearn, W. H. (2015, May). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Chicago, IL.

Cividini-Motta, C., Scharrer, N., Camp, S., Sheridan, D., & Ahearn, W. H. (2015, May). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, San Antonio, TX.

Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2014, October). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2013, October). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2013, March). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.

Cividini-Motta, C., Clark, K. M., & Ahearn, W. H. (2012, January). *Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency*. Poster presented at the Sao Paulo School for Advanced Science: Advances in Research and Treatment of Autistic Behavior, Sao Carlos, SP, Brazil.

Cividini-Motta, C., Horton, K. & Toran, T. (2011, May). *Reducing duration of exclusionary timeout through systematic fading*. Paper presented at the Annual meeting of the Association for Behavior Analysis, Denver, CO.

Cividini-Motta, C., Clark, K. & William, W. H. (2010, May). *Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency*. Paper presented at the Annual meeting of the Association for Behavior Analysis, St. Antonio, TX.

Cividini-Motta, C., Clark, K. & William, W. H. (2009, October). *Differential reinforcement of prompted and independent responses: An alternative procedure to decrease prompt dependency*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Williford, T., Clark, K. & William, W. H. (2009, May). *Establishing joint attention responses using social stimuli as reinforcers while providing opportunities to tact*. Paper presented at the Annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

SERVICE

University Governance

CFS Governance Council Member, 8/2018 – 8/2022
USF CFS Governance Council Chair, 8/2018 - 5/2020

Service to the Profession

ABAI Accreditation Board Committee Member, 1/2023- current
BHCOE Practice Standards Workgroup, 6/2021
BACB® Subject Matter Committee Member, 4/2021
ABAI Connecting the Dots Blogger, 1/2020 - 5/2021
ABAI Program Accreditation Site Visitor, 6/2019 - current
Membership Coordinator, ABAI VB SIG, 2017 - 2020
Volunteer at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy (BABAT), Amherst, 2010 - 2014

Service to the University

CBCS DEI Committee Chair, 8/2022 - Current
ABA Instructor Search Committee Member, 2019, 2020, 2023
USF BullsIRB Champions Member - 2019
CBCS Special Event Committee Member, 1/2016 - 1/2018
Reviewer for USF 3MT Competition & Research Symposium - 2016
USF ASDnet member, 2015 - 2017

Service to the Community

Pontifícia Universidade Católica (PUC), São Paulo, *Brazil*, *dissertation* committee member – current, 2019
Mother of Preschoolers (MOPS) Guest Speaker, 2018
Volunteer at the Annual Conference of the Association of Professional Behavior Analysts (APBA) 2011 - 2015

REVIEWER/EDITORIAL EXPERIENCE

Editorial Board, *Behavioral Interventions*, 2017 - current
Editorial Board, *The Analysis of Verbal Behavior*, 2022 – current
Guest Reviewer, *Journal of Autism and Developmental Disorders*, 2020, 2021
Guest Reviewer, *The Analysis of Verbal Behavior*, 2019, 2020
Guest Reviewer, *Behavioral Interventions*, 2014 - 2017
Guest Reviewer, *Journal of Applied Behavior Analysis*, 2013, 2017, 2020, 2022
Guest Reviewer, *Behavior Analysis in Practice*, 2021, 2022
Guest Reviewer, *European Journal of Behavior Analysis*, 2021, 2022
Guest Reviewer, *Journal of Developmental and Physical Disabilities*, 2022
Guest Reviewer, *Journal of Behavioral Education*, 2021

PROFESSIONAL AFFILIATIONS

Florida Association for Behavior Analysis, 2015 - Present
Association for Behavior Analysis International, 2009 - Present
Association of Professional Behavior Analysts, 2011 - 2017
The Berkshire Association of Behavior Analysis and Therapy, 2010 - 2015