

Marney S. Dzialo (Pollack), Ph.D., BCBA-D, LBA (CT)
Curriculum Vitae

CURRENT APPOINTMENT

Assistant Professor
Department of Special Education
College of Education
University of West Georgia

CONTACT INFORMATION

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(615) 852-5037

FORMAL EDUCATION

Ph.D. in Special Education Vanderbilt University, Nashville, TN <i>Advisor:</i> Blair P. Lloyd, Ph.D., BCBA-D <i>Dissertation Title:</i> All Together Now: Leveraging Collaborative Partnerships to Promote Skill Acquisition for Students with Emotional/Behavioral Disorders	2023
M.S. in Special Education, Specialization in Applied Behavior Analysis Vanderbilt University, Nashville, TN	2020
B.A. in Psychological Science, Minor in Music, <i>summa cum laude</i> Central Connecticut State University, New Britain, CT	2016

AREAS OF SPECIALIZATION

School-based behavior supports for students with emotional/behavioral disorders; trauma-informed functional behavior assessment and behavior intervention planning; single case research methodology

PROFESSIONAL EXPERIENCE

Assistant Professor, Special Education, University of West Georgia	2025–present
Educational and Behavioral Consultant, EASTCONN	2024–2025
Associate Director of Training, UConn UCEDD	2024
Assistant Professor in Residence, Public Health Sciences, UConn Health	2023–2024
Pre-Doctoral Research Assistant, Special Education, Vanderbilt University	2018–2023
Lead Project Coordinator, Special Education, University of Connecticut	2016–2018
Research Assistant, Institute of Living, Hartford Hospital	2015–2016
Behavior Therapist, Innovative Autism Services	2015
Undergraduate Research Assistant, Central Connecticut State University	2014–2018
Special Education (ABA) Paraprofessional, West Hartford Public Schools	2011–2014
Program Supervisor, Unified Sports Summer Day Camp	2010

LICENSES & CERTIFICATIONS

Licensed Behavior Analyst – Connecticut (#1846)	2024–present
Board Certified Behavior Analyst – Doctoral Level (#1-20-42876)	2023–present
Board Certified Behavior Analyst (#1-20-42876)	2020–2023

AWARDS

Under 40 to Watch in PBS, <i>Association for Positive Behavior Support (APBS)</i>	2025
Melvyn I. Semmel Dissertation Research Award, <i>Vanderbilt University</i>	2023
Dick Shores Award for Excellence in Teacher Education, <i>Vanderbilt University</i>	2021
Graduate Honor Fellowship, <i>Vanderbilt University</i>	2018
Peabody Dean's Fellowship, <i>Vanderbilt University</i>	2018
Department of Psychological Science Valedictorian, <i>Central Connecticut State University</i>	2016
President's List and Dean's List, <i>Central Connecticut State University</i>	2014–2016
Honors Scholarship, <i>Central Connecticut State University</i>	2014–2016
Trustee's Scholarship, <i>Central Connecticut State University</i>	2014–2016

GRANTS

AWARDED

Pollack, M. S., Caemmerer, J. M., & Koslouski, J. B. (2024, July). *Measuring Alignment Between School-Based Behavior Intervention Plans and Trauma-Informed Care*. Methodology and Health Networking Event Seed Grant, Institute for Collaboration on Health, Intervention, and Policy, University of Connecticut. (\$10,000).

Pollack, M. S. (2023, November). *Acceptance and commitment training workshop*. UConn Faculty Career Development Funds, Institute for Collaboration on Health, Intervention, and Policy, University of Connecticut. (\$1,995).

Pollack, M. S., & Lloyd, B. P. (2020, October). *Behavior and mental health specialists' perspectives on interdisciplinary collaboration for students with intensive support needs*. The Association for Positive Behavior Support Student Research Grant (\$1,300).

Pollack, M. S., & Kearns, D. M. (2018, May). *Using live, "bug-in-ear" coaching to provide immediate feedback to in-service teachers*. University of Connecticut Center for Excellence in Teaching and Learning Provost's Mini-Grant. (\$531).

NOT FUNDED

Pollack, M. S., & Arruda, K. (2024, April). *Strategies for Trauma-Informed Individualized Behavior Education Professional Development (STrIIVE PD)*. Community-Engaged Health Research Seed Grant, Institute for Collaboration on Health, Intervention, and Policy, University of Connecticut. (\$10,000).

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS (13)

Lloyd, B. P., Crowell, G. E., Reilly, A., **Pollack, M. S.**, & Staubitz, J. L. (2025). Concurrent operant assessments to promote engagement for students with escape-motivated interfering behavior. Advance online publication. *Beyond Behavior*. <https://doi.org/10.1177/10742956251314942>

Pollack, M. S., Lloyd, B. P., Crowell, G. E., Santini, M. A., & Biggs, E. B. (2024). Perspectives of behavior analysts and mental health specialists on collaborating to support students with intensive

- intervention needs. *Behavioral Disorders*, 49(3), 131–148.
<https://doi.org/10.1177/01987429231225623>
- Pollack, M. S.**, Lloyd, B. P., Doyle, L. E., Santini, M. A., & Crowell, G. E. (2024). Are function-based interventions for students with emotional/behavioral disorders trauma informed? A systematic review. *Behavior Analysis in Practice*. Advance online publication.
<https://doi.org/10.1007/s40617-023-00893-y>
- Pollack, M. S.**, Staubitz, J. L., & Lloyd, B. P. (2023). Effects of intensive coaching on educator implementation of a comprehensive function-based intervention package. *Journal of Behavioral Education*, 32, 334–361. <https://doi.org/10.1007/s10864-021-09446-1>
- Staubitz, J. L., Staubitz, J. E., **Pollack, M. S.**, Haws, R. A., & Hopton, M. M. (2022). Effects of an enhanced choice model of skill-based treatment for students with emotional/behavioral disorders. *Journal of Applied Behavior Analysis*, 55(4), 1306–1341. <http://doi.org/10.1002/jaba.952>
- Lloyd, B. P., Torelli, J. N., **Pollack, M. S.**, & Weaver, E. S. (2022). Piloting a decision tool to guide individualized hypothesis testing for students with severe and complex challenging behavior. *Journal of Behavioral Education*. Advance online publication. <https://doi.org/10.1007/s10864-022-09478-1>
- Torelli, J. N., Lloyd, B. P., & **Pollack, M. S.** (2022). A systematic review of direct assessments to evaluate psychotropic medication effects for children with disabilities. *American Journal on Intellectual and Developmental Disabilities*, 127(2), 103–124. <https://doi.org/10.1352/1944-7558-127.2.103>
- Wexler, J., Kearns, D. M., Lemons, C. J., Shelton, A., **Pollack, M. S.**, Stapleton, L. M., Clancy, E., Hogan, E. K., Lyon, C., (2022). Improving literacy instruction in co-taught middle school classrooms to support reading comprehension. *Contemporary Educational Psychology*, 68, 1–14. <https://doi.org/10.1016/j.cedpsych.2021.102040>
- Lloyd, B. P., Weaver, E. S., Torelli, J. N., **Pollack, M. S.**, Fareed, S. A., & Maxwell-Horn, A. C. (2022). Direct measures of medication effects: Exploring the scientific utility of behavior-analytic assessments. *American Journal on Intellectual and Developmental Disabilities*, 126(5), 377–395. <https://doi.org/10.1352/1944-7558-126.5.377>
- Zheng, Z. K., Staubitz, J., Weitlauf, A. S., Staubitz, J., **Pollack, M. S.**, Shibley, L., Hopton, M., Martin, W., Swanson, A., Juarez, P., Warren, Z., & Sarkar, N. (2021). A predictive multimodal framework to alert caregivers of problem behaviors for children with ASD (PreMAC). *Sensors*, 21(2), 370. <https://doi.org/10.3390/s21020370>
- Pollack, M. S.**, Shelton, A., Clancy, E., & Lemons, C. J. (2021). Sentence-level gist: Literacy instruction for students with learning disabilities in co-taught classrooms. *Intervention in School and Clinic*, 56(4), 233–240. <https://doi.org/10.1177/1053451220944378>
- Kearns, D. M., Lyon, C. P., & **Pollack, M. S.** (2021). Teaching world and word knowledge to access content-area texts in co-taught classrooms. *Intervention in School and Clinic*, 56(4), 208–216. <https://doi.org/10.1177/1053451220944371>

Lloyd, B. P., Torelli, J. N., & **Pollack, M. S.** (2021). Practitioner perspectives on hypothesis testing strategies in the context of functional behavior assessment. *Journal of Behavioral Education*. <https://doi.org/10.1007/s10864-020-09384-4>

BOOK CHAPTERS (5)

Staubitz, J. L., **Dzialo, M. S.**, Szabo, T. G., & Staubitz, J. E. (in press). Programming for resilience across classrooms and teachers. In J. Jessel (Ed.), *Handbook of ABA in the classroom*.

Gover, H. C., Rajaraman, A., **Pollack, M. S.**, Staubitz, J. E., & Staubitz, J. L. (2025). Contemporary intervention approaches when addressing dangerous behavior. In J. Jessel & P. Sturmey (Eds.), *A practical guide to functional assessment and treatment for severe problem behavior* (pp. 175–196). Elsevier. <https://doi.org/10.1016/B978-0-443-21769-2.00009-3>

Pollack, M. S., & Lloyd, B. P. (2023). Conduct functional behavior assessments to develop individual student behavior support plans. In J. McLeskey, L. Maheady, B. Billingsley, M. Brownell, T. Lewis, & S. Alber-Morgan (Eds.), *High leverage practices for intensive interventions* (pp. 149–162). Routledge.

Lloyd, B. P., **Pollack, M. S.**, Wills, H. P., & Lewis, T. J. (2022). Conducting functional behavior assessments to develop individualized behavior support plans. In J. McLeskey, L. Maheady, B. Billingsley, M. Brownell & T. Lewis (Eds.), *High leverage practices for inclusive classrooms* (2nd ed., pp. 145–155). Routledge.

Kearns, D. M., **Pollack, M. S.**, & Whaley, V. M. (2018). Provide intensive instruction. In J. McLeskey, L. Maheady, B. Billingsley, M. Brownell & T. Lewis (Eds.), *High leverage practices for inclusive classrooms* (pp. 279–301). Routledge.

OTHER PUBLICATIONS (2)

Pollack, M. S., Lloyd, B. P., Crowell, G. C., Baran, E. K., Reznik, O. M., & Santini, M. A. (2022). *School-friendly functional analysis* (Video training modules 0–8). Nashville, TN: Vanderbilt University. Available at <https://lab.vanderbilt.edu/lloyd-lab/sffa/>

Pollack, M. S., Lloyd, B. P., & Copeland, C. (2020). *Instruction-based concurrent operant assessment* (Video training modules 1–9). Nashville, TN: Vanderbilt University. Available at <https://lab.vanderbilt.edu/lloyd-lab/ibcoa/>

INVITED PRESENTATIONS

Applied Behavior Analysis (2024, April)

Connecticut Leadership Education in Neurodevelopmental and Related Disabilities (CT LEND) Seminar

Glimpses into Observational Measurement (Lloyd & Pollack; 2024, February)

Early Childhood Intervention Doctoral Consortium Research Seminar

CONFERENCE PRESENTATIONS

**denotes student presenter*

NATIONAL AND INTERNATIONAL (29)

Robers, A. C., & **Pollack, M. S.** (2025, February 18–21). Equitable and responsive behavior support strategies for students with EBD [Practitioner conversation]. National Association of School Psychologists 2025 Annual Convention, Seattle, WA, United States. <https://apps.nasponline.org/professional-development/convention/session-list.aspx>

Pollack, M. S., Lloyd, B. P., *Davis-Bosch, L., & *O'Connor, K. A. (2024, March 6–9). *Toward integrated behavior and mental health interventions in schools: A qualitative descriptive study*. [Invited poster presentation]. Association for Positive Behavior Support 21st Annual Conference on Positive Behavior Support, Chicago, IL, United States. <https://apbs.org/wp-content/uploads/2024/03/Final-Agenda-Program.pdf>

Pollack, M. S., Lloyd, B. P., Doyle, L. E., Crowell, G. E., & Santini, M. A. (2023, May 26–29). Evaluating alignment between pillars of trauma-informed care and function-based interventions for students with emotional/behavioral disorders. In M. S. Pollack (Chair) and J. L. Austin (Discussant), *Maximizing alignment between trauma-informed care and applied behavior analysis* [Symposium]. Association for Behavior Analysis International 49th Annual Convention, Denver, CO, United States. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvID=105&a=r>

Crowell, G. E., Lloyd, B. P., **Pollack, M. S.**, & Torelli, J. N. (2023, May 26–29). Do medication changes shift preference for children with disabilities? An exploration using concurrent operants. In A. Kozluk (Chair) and M. G. Valdovinos (Discussant), *Evaluating the impact of psychotropic medication changes in persons with intellectual and developmental disabilities* [Symposium]. Association for Behavior Analysis International 49th Annual Convention, Denver, CO, United States. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvID=105&a=r>

Gialanella, A., Staubitz, J. L., **Pollack, M. S.**, McMahon, K., Guzman, B., Richig, G., Crawford, T., Frier, J., & Staubitz, J. E. (2023, March 9–11). Computer-based instruction increases mastery attainment and skill-based treatment integrity of board-certified behavior analysts. In J. L. Staubitz (Chair), *Examining effects of remote technology on skill acquisition for students and staff* [Symposium]. Association of Professional Behavior Analysts 13th Annual Convention, Seattle, WA, United States. https://cdn.ymaws.com/www.apbahome.net/resource/resmgr/2023_convention/apba_eprogram_3.9.pdf

Pollack, M. S., Doyle, L. E., Lloyd, B. P., Santini, M. A., & Crowell, G. E. (2023, March 29–April 1). *Are function-based interventions for students with emotional/behavioral disorders trauma informed?* [Paper presentation]. Association for Positive Behavior Support 20th Annual Conference on Positive Behavior Support, Jacksonville, FL, United States. https://apbs.org/wp-content/uploads/2023/04/APBS_2023_FullAgenda-033123.pdf?ver

Pollack, M. S., Lloyd, B. P., Doyle, L. E., Crowell, G. E., & Santini, M. A. (2022, September 1–3). *Are function-based interventions for students with emotional/behavioral disorders trauma informed? A systematic review and meta-analysis* [Paper presentation]. Association for Behavior Analysis International 11th International Conference, Dublin, Ireland. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvId=71&a=r>

Staubitz, J. L., **Pollack, M. S.**, McMahon, K. H., Guzman, B., Richig, G., Gialanella, A., Crawford, T. L., & Frier, J. D. (2022, September 1–3). Effect of computer-based instruction on skill-based

- treatment integrity of board certified behavior analysts. In K. LaCroix (Chair) and S. Eldevik (Discussant), *The use of technology to enhance functional analysis and skill-based treatment of problem behavior* [Symposium]. Association for Behavior Analysis International 11th International Conference, Dublin, Ireland. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvId=71&a=r>
- Pollack, M. S.,** Lloyd, B. P., Crowell, G. E., Santini, M. A., Reznik, O. M., Baran, E. K., & Hancock, E. M. (2022, May 28–30). *Behavior analysts' and mental health specialists' perspectives on interdisciplinary collaboration for intensive intervention* [Paper presentation]. Association for Behavior Analysis International 48th Annual Convention, Boston, MA, United States. https://www.abainternational.org/media/195642/annprogbk_2022.pdf
- Pollack, M. S.,** Staubitz, J. L., Staubitz, J. E., Martin, W. P., & Chazin, K. T. (2021, May 28–31). Using technology to efficiently train registered behavior technicians to implement skill-based treatment: A tiered approach. In J. E. Staubitz (Chair) and J. Jessel (Discussant), *Advancements in practical functional assessment and treatment research* [Symposium]. Association for Behavior Analysis International 47th Annual Convention, Digital. <https://www.abainternational.org/events/program%2Ddetails.aspx/summary.aspx?intConvID=70>
- Pollack, M. S.,** Lloyd, B. P., Torelli, J. N., & Copeland, K. E. (2021, May 28–31). *Adapting a function-based intervention to promote autonomy and safety for a student with emotional disturbance* [Poster presentation]. Association for Behavior Analysis International 47th Annual Convention, Digital. <https://www.abainternational.org/events/program%2Ddetails.aspx/summary.aspx?intConvID=70>
- Pollack, M. S.,** Staubitz, J. L., & Lloyd, B. P. (2021, May 28–31). *Behavior skills training to support educator implementation of an intensive behavior intervention* [Poster presentation]. Association for Behavior Analysis International 47th Annual Convention, Digital. <https://www.abainternational.org/events/program%2Ddetails.aspx/summary.aspx?intConvID=70>
- Pollack, M. S.,** & Lloyd, B. P. (2021, March 17–19). *Behavior and mental health specialists' perspectives on interdisciplinary collaboration for intervention* [Paper presentation]. Association for Positive Behavior Support 18th Annual Conference on Positive Behavior Support, Digital. https://apbsweb1.wpengine.com/wp%2Dcontent/uploads/2023/04/2021_Agenda_3.26.21.pdf?ver
- Zheng, Z. K. Staubitz, J., Weitlauf, A. S., Shibley, L., Hopton, M. Martin, W., **Pollack, M. S.,** Nie, G., Swanson, A., Staubitz, J. L., Juárez, A. P., Warren, Z., & Sarka, N. (2020, August 18–19). *Multimodal wearable data capture system (m2p3) for predicting imminent precursors of challenging behavior in autism spectrum disorder* [Poster presentation]. International Society for Autism Research Annual Meeting, Digital.
- Pollack, M. S.,** Staubitz, J. L., & Lloyd, B. P. (2020, May 23–25). Evaluating a behavior skills training package for school-based implementers of skill-based treatment. In J. Staubitz (Chair), *Treating dangerous problem behavior and teaching skills without physical management: Enhanced choice model extensions* [Symposium]. Association for Behavior Analysis International 46th Annual Convention, Digital. <https://www.abainternational.org/events/program%2Ddetails.aspx/summary.aspx?intConvID=83&a=r>
- Lloyd, B. P., Torelli, J. N., & **Pollack, M. S.** (2020, May 23–25). Piloting a collaborative decision tool to increase rigor and relevance of functional behavior assessments. In A. N. White (Chair) and T. P. Sellers (Discussant), *Advancements in research on decision-making in behavioral treatment*.

Symposium accepted for presentation at the Association for Behavior Analysis International 46th Annual Convention, Washington, DC, United States. <https://www.abainternational.org/events/program%2Ddetails.aspx/summary.aspx?intConvID=83&a=r>

Torelli, J. N., Lloyd, B. P., & **Pollack, M. S.** (2020, May 23–25). A systematic review of direct measures to evaluate psychotropic medication effects in children and adolescents. In D. Pritchard (Chair) and J. Zarcone (Discussant), *Psychotropic medication and polypharmacy in people with intellectual and other developmental disabilities who present problem behavior*. Symposium accepted for presentation at the Association for Behavior Analysis International 46th Annual Convention, Washington, DC, United States.

Pollack, M. S., Staubitz, J. L., & Lloyd, B. P. (2020, March 11–14). *Behavior skills training to support educator implementation of an intensive behavior intervention* [Poster presentation]. Association for Positive Behavior Support 17th Annual Conference on Positive Behavior Support, Miami, FL, United States. (Conference canceled). <https://apbsweb1.wpengine.com/wp-content/uploads/2023/04/2020-conference-agenda-v6.pdf?ver>

Pollack, M. S., Staubitz, J. L., Staubitz, J., Hopton, M., Haws, R., Goerke, C., Merai, J. B., & Willard, K. C. (2019, October 3–4). Procedures, outcomes, and implications of the enhanced-choice model of skill-based treatment within a public school setting. In H. C. Gover (Chair), *Treating dangerous problem behavior without physical management: extensions of the enhanced choice model* [Symposium]. 40th Annual Berkshire Association for Behavior Analysis and Therapy Conference, Worcester, MA, United States.

Staubitz, J. L., Staubitz, J., Hopton, M., **Pollack, M. S.**, Haws, R., Goerke, C., Willard, K., & Merai, J. (2019, September 29–30). A replication of the enhanced-choice model of skill-based treatment within a public school setting. In J. E. Staubitz (Chair), *Current evidence for the efficacy of synthesized contingencies in assessment and treatment* [Symposium]. Association for Behavior Analysis International 10th International Conference, Stockholm, Sweden. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvId=58&a=r>

Torelli, J., Fareed, S., **Pollack, M. S.**, Weaver, E. S., Lloyd, B. P. (2019, May 25–17). *Direct behavioral assessments to evaluate medication effects: A pilot reliability study* [Poster presentation]. Association for Behavior Analysis International 45th Annual Convention, Chicago, IL, United States. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvId=57&a=r>

Pollack, M. S., Staubitz, J. L., Staubitz, J., Hopton, M., Haws, R., Goerke, C., Willard, K. C., & Merai, J. B. (2019, May 25–27). *Mitigating collateral effects of extinction during treatment of severe problem behavior: A replication of the enhanced choice model of skill-based treatment* [Poster presentation]. Association for Behavior Analysis International 45th Annual Convention, Chicago, IL, United States. <https://www.abainternational.org/events/program%2Ddetails/summary.aspx?intConvId=57&a=r>

Kearns, D. M., Wexler, J., **Pollack, M. S.**, Lyon, C. P., & Clancy, E. (2019, January 29–February 2). *Strategies to increase content-area literacy achievement in co-taught middle school classrooms: A demonstration of effective practices* [Demonstration session]. 2019 Council for Exceptional Children Convention & Expo, Indianapolis, IN, United States. https://exceptionalchildren.org/sites/default/files/2020%2D09/CEC%202019%20Convention%20Program_Indianapolis%2C%20IN.pdf

- Wexler, J., Kearns, D. M., Lemons, C. J., Lyon, C., **Pollack, M. S.**, & Clancy, E. E. (2019, January 29–February 2). *Supporting middle school teachers' use of evidence-based literacy instruction* [Paper presentation]. 2019 Council for Exceptional Children Convention & Expo, Indianapolis, IN, United States. https://exceptionalchildren.org/sites/default/files/2020%2D09/CEC%202019%20Convention%20Program_Indianapolis%2C%20IN.pdf
- Wexler J., Kearns, D. M., Lemons, C. J., Clancy, E. E., Shelton, A., **Pollack, M. S.**, Lyon, C., & Hogan, E. (2019, January 9–10). *Project CALI (Content Area Literacy Instruction): An overview, initial findings, and challenges of bridging research to practice in a professional development study for middle school co-teachers* [Poster presentation]. Institute for Education Sciences Annual Principal Investigator Meeting, Washington, DC, United States. <https://ies.ed.gov/pimeeting/Downloads/Materials/y3/2019-PI-Meeting-Program-Book.pdf>
- Clancy, E., Wexler, J., Kearns, D. M., Lemons, C., **Pollack, M. S.**, & Lyon, C. P. (2018, February). *Evolution of a coaching model for Project CALI (Content Area Literacy Instruction)* [Paper presentation]. 26th Annual Pacific Coast Research Conference, San Diego, CA, United States.
- Boncoddo, R. A., & **Pollack, M. S.** (2017, October 12–14). *Early conceptualization of negative numbers: Assessing second graders' numerical cognition* [Poster presentation]. Cognitive Development Society Bi-Ennial Conference, Portland, OR, United States. <https://cogdevsoc.org/wp-content/uploads/2017/10/CDS-program-2017-104-1.pdf>
- Fallon, M., **Pollack, M. S.**, & Cook, J. (2017, July 13–16). *Wise feedback in large-lecture classes improves student performance and help-seeking* [Paper presentation]. International Positive Psychology Association's Fifth World Congress, Montreal, Canada.
- Boncoddo, R. A., **Pollack, M. S.**, Alibali, M. W., Rogers, T. T., & Kalish, C. W. (2017, May 25–28). *The effects of varied arithmetic practice problems on learning and transfer* [Poster presentation]. Association for Psychological Science 29th Annual Convention, Boston, MA, United States. <https://www.psychologicalscience.org/convention/pdf/2017/Poster-Session-XIX.pdf>

STATE AND LOCAL (17)

- Dzialo, M. S.**, Gray, C., Baran, E., & Fritsch, S. (2024, October 24–25). Stop! Collaborate and listen. A trauma-informed approach to school-based individualized behavior intervention for students with emotional/behavioral disorders [Panel presentation]. Tennessee Association for Behavior Analysis 27th Annual Conference, Nashville, TN, United States.
- Santini, M. A., Hunter, E. A., **Pollack, M. S.**, Crowell, G. E., Staubitz, J. L., & Lloyd, B. P. (2022, October 27–28). On the effectiveness of and preference for signaled versus unsignaled work requirements in skill-based treatment. In M. A. Santini (Chair) and A. Rajaraman (Discussant), *Extensions in skill-based treatment research: procedural variations and implementer training* [Symposium]. Tennessee Association for Behavior Analysis 25th Annual Conference, Nashville, TN, United States. https://mcusercontent.com/4a1d3350d7c7bc576d7aadce4/files/67e25ac1-e92c-9e8d-fd26-30f9f2ce6751/2022_TABA_Program.pdf
- Gialanella, A., Staubitz, J. L., **Pollack, M. S.**, McMahon, K. H., Guzman, B., Richig, G., Crawford, T. L., Frier, J. D., & Staubitz, J. E. (2022, October 27–28). Computer-based instruction increases mastery attainment and skill-based treatment integrity of board-certified behavior analysts. In M. A. Santini (Chair) and A. Rajaraman (Discussant), *Extensions in Skill-Based Treatment Research: Procedural Variations and Implementer Training* [Symposium]. Tennessee Association for

Behavior Analysis 25th Annual Conference, Nashville, TN, United States.
https://mcusercontent.com/4a1d3350d7c7bc576d7aadce4/files/67e25ac1-e92c-9e8d-fd26-30f9f2ce6751/2022_TABA_Program.pdf

- Locchetta, B. M., **Pollack, M. S.**, Hancock, E. M., & Staubitz, J. L. (2020, October 29–30). *Countercontrol: Ethical implications and conceptual analysis* [Paper presentation]. Tennessee Association for Behavior Analysis 23rd Annual Conference, Digital. <https://drive.google.com/file/d/1dD9FdJFieHKnVpPgSTLvDXetER5lZL6U/view>
- Pollack, M. S.**, Lloyd, B. P., & Copeland, K. E. (2020, October 29–30). *Training resources to support school-based implementation of latency-based functional analyses and concurrent operant analyses* [Paper presentation]. Tennessee Association for Behavior Analysis 23rd Annual Conference, Digital. <https://drive.google.com/file/d/1dD9FdJFieHKnVpPgSTLvDXetER5lZL6U/view>
- Torelli, J. N., Lloyd, B. P., Weaver, E. S., & **Pollack, M. S.** (2019, November 14–15). Developing and piloting a decision tool to increase rigor and relevance of functional behavior assessments. In J. M. Lambert (Chair), *Quantifying “judgment”: Exploratory investigations of decision-making frameworks for interventions of challenging behavior* [Symposium]. Tennessee Association for Behavior Analysis 22nd Annual Conference, Nashville, TN, United States. <https://tennesseeaba.org/media/uploads/2019/10/Schedule-at-a-glance-2019-2.pdf>
- Lloyd, B. P., Torelli, J. N., Weaver, E. S., **Pollack, M. S.**, & Fareed, S. A. (2019, November 14–15). A pilot study to explore direct measures of medication effects for children with disabilities and behavioral concerns. In E. S. Weaver (Chair) and J. L. Staubitz (Discussant), *Expanding applications of behavior analytic assessments: Can we use them to measure trait-like characteristics in children?* [Symposium]. Tennessee Association for Behavior Analysis 22nd Annual Conference, Nashville, TN, United States. <https://tennesseeaba.org/media/uploads/2019/10/Schedule-at-a-glance-2019-2.pdf>
- Pollack, M. S.**, Staubitz, J. L., & Lloyd, B. P. (2019, November 14–15). Evaluating a behavior skills training package to transfer stimulus control of skill-based treatment to school staff serving students with emotional and behavioral disorders. In J. E. Staubitz (Chair) and J. Fox (Discussant), *Skill-based treatment for students with e/bd: outcomes for students and staff trainees* [Symposium]. Tennessee Association for Behavior Analysis 22nd Annual Conference, Nashville, TN, United States. <https://tennesseeaba.org/media/uploads/2019/10/Schedule-at-a-glance-2019-2.pdf>
- Staubitz, J. L., Staubitz, J., Hopton, M., & **Pollack, M. S.** (2019, November 14–15). A replication of the enhanced-choice model of skill-based treatment within a public school setting. In J. E. Staubitz (Chair) and J. Fox (Discussant), *Skill-based treatment for students with E/BD: Outcomes for students and staff trainees* [Symposium]. Tennessee Association for Behavior Analysis 22nd Annual Conference, Nashville, TN, United States. <https://tennesseeaba.org/media/uploads/2019/10/Schedule-at-a-glance-2019-2.pdf>
- Pollack, M. S.**, Staubitz, J. L., & Staubitz, J. (2019, November 14–15). The enhanced choice model of skill-based treatment: implications of programming concurrent alternatives to problem behavior. In J. L. Staubitz (Chair) and G. P. Hanley (Discussant), *Practical approaches for mitigating the collateral effects of extinction* [Symposium]. Tennessee Association for Behavior Analysis 22nd Annual Conference, Nashville, TN, United States. <https://tennesseeaba.org/media/uploads/2019/10/Schedule-at-a-glance-2019-2.pdf>

- Pollack, M. S.,** Staubitz, J. L., Haws, R., Goerke, C., Hopton, M., & Staubitz, J. (2018, November). Results of interview-informed synthesized contingency analysis and skill-based treatment for elementary students with emotional and behavioral disorders [Poster presentation]. Tennessee Association for Behavior Analysis 21st Annual Conference, Nashville, TN, United States.
- Skudlarek, K., & **Pollack, M. S.** (2018, May 18). *Learning glass: Lightboard technology* [Paper presentation]. Connecticut Education Network Conference, Hartford, CT, United States.
- Pollack, M. S.,** & Kearns, D. M. (2018, May). *Using live, “bug-in-ear” coaching to provide immediate feedback to in-service teachers* [Poster presentation]. Faculty Teaching Workshop Poster Session of the Center for Excellence in Teaching and Learning, Storrs, CT, United States.
- Pollack, M. S.,** Lyon, C. P., Kearns, D. M., Wexler, J., Clancy, E., & Lemons, C. (2018, May). *Designing and evaluating a content-area literacy instruction professional development model* [Poster presentation]. Annual Graduate Student Symposium of the Center for Behavioral Educational Research, Storrs, CT, United States.
- Pollack, M. S.,** & Boncoddio, R. A. (2017, March 16–18). *Evaluating second graders’ understanding of numbers below zero* [Poster presentation]. Eastern Psychological Association Meeting, Boston, MA, United States. [https://www.easternpsychological.org/files/DOCUMENTLIBRARY/epa%20program%202017_v4\(1\).pdf](https://www.easternpsychological.org/files/DOCUMENTLIBRARY/epa%20program%202017_v4(1).pdf)
- Pollack, M. S.,** Gara, M., & Boncoddio, R.A. (2016, May). *Using a board game to teach negative number: An exploratory study* [Poster presentation]. Connecticut State University Psychology Day, New Haven, CT, United States.
- Pollack, M. S.,** & Fallon, M. (2016, March 3–5). *The effect of music on mood and attention in college students* [Poster presentation]. Eastern Psychological Association Meeting, New York, NY, United States. https://www.easternpsychological.org/files/DOCUMENTLIBRARY/2016%20MEETING%20PROGRAM%2020_0.pdf

TEACHING AND SUPERVISION

COURSES TAUGHT

University of West Georgia (graduate-level, asynchronous, online)

- SPED 7720 Trauma-Informed Functional Behavioral Assessment in Special Education
- SPED 7750 Introduction to Applied Behavior Analysis
- SPED 7768 Ethical and Professional Practice in Special Education and Behavior Analysis

Vanderbilt University (graduate-level, synchronous, in-person)

- SPEDH 7620 Intensive Intervention for Students with Severe and Persistent Behavior Difficulties
- SPEDH 7600 Advanced Procedures in Classroom Management for Students with Mild/Moderate Disabilities
- SPED 8810 Introduction to Single Case Research Design

SUPERVISION

University of West Georgia

- SPED 7793: Experiential Learning in Applied Behavior Analysis (supervised fieldwork)

Vanderbilt University

- Portable Operant Research and Teaching Lab (applied laboratory)
- Lloyd Research Lab (supervised fieldwork)

TEACHING ASSISTANTSHIPS

Vanderbilt University

SPED 8400 Experimental Analysis of Behavior (Instructor: Dr. Blair Lloyd; synchronous, online)
SPEDH 7600 Advanced Procedures in Classroom Management for Students with Mild/Moderate Disabilities (Instructor: Dr. Emily Weaver; asynchronous, online)
SPED 8810 Introduction to Single Case Research Design (Instructor: Dr. Blair Lloyd; synchronous in-person—moved online due to COVID-19 pandemic)

GUEST LECTURES AND PANELS

Emotional/Behavioral Disorders (2024, June)

SPED 7000: Education and Psychology of Exceptional Learners, Vanderbilt University

Students with EBD and Applied Behavior Analysis (2023, June)

SPED 7000: Education and Psychology of Exceptional Learners, Vanderbilt University

The Role of Interdisciplinary Collaboration in School-Based Behavior Assessment (2023, June)

ABA 643: Behavior Assessment, York College of Pennsylvania

From Data to Instruction: Collecting Behavioral Data (2022, October)

SPEDV 7200: Trends and Issues for Teaching Students with Visual Impairments, Vanderbilt University

Student Panel on Tips for Success in the Doctoral Program (2022, September)

SPED 8100: Professional Seminar I, Vanderbilt University

Practical Functional Assessment and Skill-Based Treatment in Schools (2022, July)

ABA 643: Behavior Assessment, York College of Pennsylvania

Students with EBD and Applied Behavior Analysis (2022, June)

SPED 1210/7000: Introduction to Exceptionality/Education and Psychology of Exceptional Learners, Vanderbilt University

Student Panel on The Qualifying Examination (2022, February)

SPED 8200: Professional Seminar II, Vanderbilt University

A Preliminary Concept Analysis of Countercontrol (2022, February)

SPED 7981: Theory in Behavior Analysis, Vanderbilt University

Students with EBD and Applied Behavior Analysis (2021, November)

SPED 7000: Education and Psychology of Exceptional Learners, Vanderbilt University

Student Panel on Tips for Success in the Doctoral Program (2021, September)

SPED 8100: Professional Seminar I, Vanderbilt University

Functional Behavior Assessments (2021, July)

SPEDH 7600: Advanced Procedures in Classroom Management for Students with Mild/Moderate Disabilities, Vanderbilt University

Students with EBD and Applied Behavior Analysis (2021, June)

SPED 1210/7000: Introduction to Exceptionality/Education and Psychology of Exceptional Learners, Vanderbilt University

A Preliminary Concept Analysis of Countercontrol (2021, June)

SPED 7981: Theory in Behavior Analysis, Vanderbilt University

A Preliminary Concept Analysis of Countercontrol (2021, March)

SPED 7430: Administering Ethical Behavior Analytic Services, Vanderbilt University

Student Panel on The Practice IES Grant Proposal (2019, December)

SPED 8300: Professional Seminar III, Vanderbilt University

Functional Behavior Assessment & Behavior Intervention Plans (2019, December)

SPEDH 7600: Advanced Procedures in Classroom Management for Students with Mild/Moderate Disabilities, Vanderbilt University

Teaching and Reinforcing Replacement Behaviors (2019, December)

SPEDH 7620: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties, Vanderbilt University

Interview-Informed Synthesized Contingency Analysis (2019, November)

SPEDH 7620: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties, Vanderbilt University

Data-Based Individualization (2019, September)

SPEDH 7620: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties, Vanderbilt University

Taxonomy of Intervention Intensity (2019, September)

SPEDH 7620: Intensive Interventions for Students with Severe and Persistent Behavior Difficulties, Vanderbilt University

PROFESSIONAL TRAINING

Project ECHO Partner Launch (2024, March)

University of Wyoming Project ECHO

Capture a Cloud: A 4-Day Acceptance and Commitment Training Intensive (2024, January)

ACT Now ABA

CT Leadership Education in Neurodevelopmental and Related Disabilities (LEND) (2023–2024)

University of Connecticut UCEDD

Online Course Design Institute (2020, July)
Center for Teaching, Vanderbilt University

PROFESSIONAL SERVICE

GUEST JOURNAL REVIEWER

Assessment for Effective Intervention (2022–present; 4)
Behavior Analysis in Practice (2021–present; 5)
Behavioral Interventions (2023–present; 1)
Beyond Behavior (2020–2021; 2)
Education and Treatment of Children (2020; 2)
Exceptionality (2021; 1)
Journal of Positive Behavior Interventions (2024; 3)

NATIONAL SERVICE

Association for Positive Behavior Support (APBS)
Co-Chair, Mental Health and PBS Disparities Workgroup (2024–present)
Ex-Officio Member, Board of Directors (2022–2024)
Past-President, Student Professional Learning Community (2023–2024)
President, Student Professional Learning Community (2022–2023)
Vice President, Student Network (2021–2022)
Technology Chair, Student Network (2020–2021)
Member, Public Awareness and Dissemination Committee (2020–2023)
Member, Mental Health Committee (2022–2024)

Conference Submission Reviewer

Association for Positive Behavior Support (2020–2023)
Division for Early Childhood of the Council for Exceptional Children (2024)
Council for Exceptional Children (2023–present)

STATE AND LOCAL SERVICE

Presenter, Incorporating Trauma-Informed Practices into Behavior Supports (2024–2025, monthly)
Stamford Public Schools District Training for BCBA Department

Consultant, Functional Behavior Assessment and Behavior Intervention Planning (2024)
Student Support Team, Union School

Member, CT School Paraeducator Advisory Council (2024)
Connecticut State Department of Education

Presenter, Aligning Behavior Intervention Plan Strategies with Trauma-Informed Care (2024, March)
Connecticut BCBA Community of Practice (50 attendees from over 30 districts)

Presenter, Shifting from Response to Prevention: A Trauma-Informed Approach (2024, March)
West Hartford Public Schools (WHPS) School-Based Training for Paraeducators

Presenter, Developing Trauma-Informed Function-Based Interventions (2023, September)
Metro Nashville Public Schools (MNPS) District Training for Behavior Support Team

Presenter, Considerations for Skill-Based Treatment Implementation in General Education Classrooms (2023, April)
Metro Nashville Public Schools (MNPS) District Training for Behavior Support Team

Presenter, Advocating for Quality FBAs and BIPs (2022, October)
Volunteer Advocacy Project, Vanderbilt Kennedy Center

Presenter, Behavior Analysts' and Mental Health Specialists' Perspectives on Interdisciplinary Collaboration for Intensive Intervention (2022, September)
Metro Nashville Public Schools (MNPS) District Behavior Meeting

Presenter, School-Friendly Functional Analysis: Models and Practice for Designing, Planning, and Implementation (2021, November)
Metro Nashville Public Schools (MNPS) District Training for Behavior Support Team

Presenter, Advocating for Quality FBAs and BIPs (2021, October)
Volunteer Advocacy Project, Vanderbilt Kennedy Center

Presenter, School-Friendly Functional Analysis: Prioritizing Individualization, Collaboration, and Safety (2021, July)
Metro Nashville Public Schools (MNPS) District Training for Behavior Support Team

Presenter, Promoting Student Autonomy and Safety During a School-Based Intervention for Challenging Behavior (2021, May)
Middle Tennessee Regional Meeting, Tennessee Association for Behavior Analysis

Presenter, Advocating for Quality FBAs and BIPs (2020, October)
Volunteer Advocacy Project, Vanderbilt Kennedy Center

Presenter, Consuming Research at Behavior Analytic Conferences (2020, February)
Vanderbilt Association for Behavior Analysis, Vanderbilt University

Presenter, Advocating for Quality FBAs and BIPs (2019, October)
Volunteer Advocacy Project, Vanderbilt Kennedy Center

Presenter, Assessment and Intervention for Students with Persistent Challenging Behavior (2019, May)
Murfreesboro City Schools District Training for Behavior Support Team.

Presenter, An Application of the Enhanced Choice Model to Mitigate the Collateral Effects of Extinction in Skill-Based Treatment (2019, February)
Vanderbilt Association for Behavior Analysis, Vanderbilt University

Presenter, Applying a Choice Model to Improve Academic Engagement (2019, February)
Vanderbilt Association for Behavior Analysis, Vanderbilt University

UNIVERSITY AND DEPARTMENTAL SERVICE

VANDERBILT UNIVERSITY DEPARTMENT OF SPECIAL EDUCATION

Doctoral Student Peer Mentor

Gabrielle Crowell (2020)

Bailey Copeland (2019)

Panelist for *Current Student Experiences* Recruitment Event

2019, 2020, 2021, 2022, 2023

Individual Meetings with Prospective Doctoral Students (x2)

VANDERBILT ASSOCIATION FOR BEHAVIOR ANALYSIS

Advisory Board Member (2021–2023)

Interim Advisor (Summer 2020)

Doctoral Student Representative (2018–2020)

PROFESSIONAL AFFILIATIONS

Association of Professional Behavior Analysts

2024–present

Connecticut Association for Behavior Analysis

2024–present

Association for Positive Behavior Support

2020–present

Council for Exceptional Children

2017–present

Division for Early Childhood

2023–present

Division for Research

2020–present

Division for Emotional and Behavioral Health

2017–present

Association for Behavior Analysis International

2018–2023

Tennessee Association for Behavior Analysis

2018–2023