CURRICULUM VITAE

M. Kathleen Strickland-Cohen, PhD, BCBA-D

University of Utah

Assistant Professor Office: SAEC 2273

Department of Special Education Phone: 940-231-4595

University of Utah Email: kathleen.strickland@utah.edu

1721 Campus Center Drive

Salt Lake City, Utah 84112

# EDUCATION

PhD University of Oregon, Special Education, Areas of Specialization: Applied Behavior Analysis, Intervention/Developmental Disabilities, Design of Instruction, 2012

MS University of North Texas, Behavior Analysis, 2004

BA University of North Texas, Psychology, 1997

# PROFESSIONAL CERTIFICATIONS

*Board Certified Behavior Analyst-D*, No. 1-07-3947

# PROFESSIONAL EXPERIENCE

# *UNIVERSITY TEACHING AND RESEARCH APPOINTMENTS*

|  |  |
| --- | --- |
| 2022-present | * Assistant Professor, Department of Special Education, College of Education, University of Utah |
| 2019-2022 | * Associate Professor of Research, Educational and Community Supports, University of Oregon |
| 2015-2019 | * Associate Professor, College of Education, Texas Christian University (Advanced to Associate Professor with Tenure, Spring 2019) |
| 2013-2015 | * Assistant Professor, Department of Educational Psychology and Leadership, College of Education, Texas Tech University |
| 2012-2013 | * Postdoctoral Research Associate, Educational and Community Supports, College of Education, University of Oregon |

***PROFESSIONAL POSITIONS***

|  |  |
| --- | --- |
| 2004-2008 | * Coordinator of Autism Services, Denton ISD, Denton, TX |
| 2003-2004 | * Consultant, Behavioral Assessment & Technology Support Systems, Dallas/Ft. Worth Schools, TX, Supervisor: Janet Ellis, PhD, BCBA |
| 2001-2002 | * Program Supervisor: In-Home ABA Programs, MHMR Services of Tarrant County, Fort Worth, TX, Supervisor: Shahla A'lai-Rosales, PhD, BCBA |

**HONORS AND AWARDS**

* Feature in TCU Magazine, *Family-professional Partnerships within Schoolwide PBIS: The Partnering for Positive Behavior Meeting Strategy* grant-funded project (PI: Strickland-Cohen), Research & Discovery section (2019 Spring issue)
* Elected President of Behavior Analysis in Public Education (BAiPE) Special Interest Group, Texas Association for Behavior Analysis (2018)
* TCU Student Elected National Residence Hall Honorary Faculty Member (2016-2017)
* Elected Member of TxABA Council and Scholarship Chair, Texas Association for Behavior Analysis (2016)
* The Beacon Award for Leadership in Scholarship and Service, Beacon College (2015)
* Nominee, The Ted Carr Initial Research Award. Association for Positive Behavior Support (2013, 2014, 2015)

**SCHOLARSHIP**

***PEER-REVIEWED JOURNAL ARTICLES (\*student author)***

29. Morris, K., Hirsch, S.E., Strickland-Cohen, M.K., & Bruhn, A. (2023). Remote classroom management: a survey study of teachers’ online practices. *Preventing School Failure: Alternative Education for Children and Youth.* <https://doi.org/10.1080/1045988X.2023.2280982>

28. \*Santiago-Rosario, M.R, \*Austin, S., \*Izzard, S. Strickland-Cohen, M. K., \*Gallo, J., \*Newson, A., McIntosh, K. (2023). Zero tolerance: Effects, bias, and more effective strategies for improving school safety*. Preventing School Failure: Alternative Education for Children and Youth.* <https://doi.org/10.1080/1045988X.2023.2236054>

27. Kittelman, A., Cohen Lissman, D., Strickland-Cohen, M. K., McGrath Kato, M., Flannery, K. B., Horner, R. H., ... & Mowery, A. (2023). CICO-Secondary: A Single-Case Experimental Study in High School. *Journal of Positive Behavior Interventions*.<https://doi.org/10.1177/10983007231200542>

26. Walker, V.L., Conradi, L.A, Strickland-Cohen, M.K., & \*Johnson, H.N. (2023). School-wide positive behavioral interventions and supports and students with extensive support needs: A scoping review. *International Journal of Developmental Disabilities, 69,* 13-28. <https://doi.org/10.1080/20473869.2022.2116232>

25. Machalicek, W., Strickland-Cohen, M.K., Drew, C., & \*Cohen-Lissman, D. (2022). Sustaining personal activism: Behavior analysts as anti-racist accomplices. *Behavior Analysis in Practice, 15*, 1066-1073. <https://doi.org/10.1007/s40617-021-00580-w>

24. Kittelman, A., Strickland-Cohen, M.K., \*Conley, K., & Horner, R. (2022). Allocating resources for Tier 2 and 3 implementation within positive behavioral interventions and support*.* *Teaching Exceptional Children*. <https://doi.org/10.1177/00400599221125889>

23. \*Meline, M., Harn, B., Jamgochian, E., Strickland-Cohen, M. K., Linan-Thompson, S., & Lucero, A. (2022). Examining the use of video analysis on teacher instruction and teacher outcomes: A meta-analysis*. Journal of Special Education*. <https://doi.org/10.1177/00224669221133773>

22. Strickland-Cohen, M.K., Kyzar, K., & \*Garza-Fraire, F.M. (2021). School-family partnerships to support positive behavior: Assessing social validity and intervention fidelity. *Preventing School Failure: Alternative Education for Children and Youth, 64*, 362-370.

21. Nese, R.N.T., Kittleman, A., Strickland-Cohen, M.K., & McIntosh, K. (2021). Examining Teaming and Tier 2 and 3 Practices within a PBIS Framework. *Journal of Positive Behavior Interventions*, [https://doi.org/10.1177/10983007211051090](https://urldefense.com/v3/__https:/doi.org/10.1177/10983007211051090__;!!C5qS4YX3!RUT_WRKgPa0ax0u3EOW5nKCyB8QzZ8dEOHh3ao3qqQ23FHzK3Xkt4fZB6p304jc$)

20. \*Kittelman, A., Strickland-Cohen, M.K., Pinkelman, S., & McIntosh, K. (2020). Re-adoption of SWPBIS following abandonment: A mixed-methods examination*.* *Journal of Positive Behavior Interventions,* *22*, 67-77.

19. Strickland-Cohen, M. K., & Kyzar, K. B. (2019). Events that help and hinder family-teacher communication within SWPBIS: A qualitative analysis. *Journal of Positive Behavior Interventions, 21*, 148-158.

18. \*Jackson Echeverry, M.L., Strickland-Cohen, M.K., Faggella-Luby, M., & Cohen, J.C. (2019). The effects of an individual matching work system on student on-task behavior. *Research and Practice in the Schools, 6,* 41-54.

17. Strickland-Cohen, M.K., Pinkelman, S.E., Jimerson, J.B., \*Berg, T.A., Pinkney, C.J., & McIntosh, K. (2019). Sustaining effective individualized behavior support: Barriers and enablers. *Preventing School Failure: Alternative Education for Children & Youth,* 63, 1- 11.

16. Walker, V.L., Loman, S.L., Hara, M., Park, K.L., & Strickland-Cohen, M.K. (2018). Examining the inclusion of students with severe disabilities in school-wide positive behavioral interventions and supports. *Research and Practice for Persons with Severe Disabilities,3,*223-238.

15. McIntosh, K., Mercer, S.H., Nese, R.N., Strickland-Cohen, M.K., \*Kittelman, A., Hoselton, R., & Horner, R.H. (2018). Factors Predicting Sustained Implementation of a Universal Behavior Support Framework. *Educational Researcher, 47*, 307-316.

14. Loman, S.L., Strickland-Cohen, M.K., & Walker, V.L. (2018). Promoting the accessibility of SWPBIS for students with severe disabilities*.* *Journal of Positive Behavior Interventions and Support*, *20*, 113–123.

13. Kyzar, K., & Strickland-Cohen, M.K. (2017). Family-professional partnerships within SWPBIS: Preliminary examination of the Partnering for Positive Behavior (PPB) intervention. *Inclusion, 5*, 248–262.

12. Borgmeier, C., Loman, S.L., & Strickland-Cohen, M.K. (2017). Function-based thinking: Increasing teacher capacity for assessing student behavior. *Beyond Behavior, 26*, 113- 123.

11. Strickland-Cohen, M.K., Kennedy, P.P., \*Berg, T.A., Bateman, L. & Horner, R.H. (2016). Building school district capacity to conduct functional behavioral assessment. *Journal of Emotional and Behavioral Disorders*, *24*, 352-246.

10. \*Turri, M.G., Mercer, S.H., McIntosh, K., Nese, R N., Strickland-Cohen, M.K., & Hoselton, R. (2016). Examining barriers to sustained implementation of school-wide prevention practices. *Assessment for Effective Intervention,* *42*(1), 6-17.

9. McIntosh, K., Mercer, S.H., Nese, R.T., Strickland-Cohen, M.K., & Hoselton, R. (2016). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions,* 18, 209-218*.*

8. Strickland-Cohen, M. K., & Horner, R. H. (2015). Typical school personnel developing and implementing basic behavior support plans. *Journal of Positive Behavior Interventions,* 17, 83-94.

7. \*Pinkelman, S. E., McIntosh, K., \*Rasplica, C., \*Berg, T., & Strickland-Cohen, M. K. (2015). Perceived enablers and barriers related to sustainability of School-wide Positive Behavioral Interventions and Supports. *Behavioral Disorders, 40* (3), 171-183.

6. McIntosh, K., Kim, J., Mercer, S. H., Strickland-Cohen, M. K., & Horner, R. H. (2015). Variables associated with enhanced sustainability of school-wide positive behavioral interventions and supports. *Assessment for Effective Intervention, 40*, 184-191*.*

5. \*Brewer, A. T., Strickland-Cohen, M.K., Dotson, W., & Williams, D.C. (2014). Advance notice for transition-related problem behavior: Practice guidelines. *Behavior Analysis in Practice, 7* (2), 117-125.

4. Strickland-Cohen, M. K., McIntosh, K., & Horner, R. H. (2014). Sustaining effective practices in the face of principal turnover. *Teaching Exceptional Children, 46* (3), 19-25.

3. Mercer, S. H., McIntosh, K., Strickland-Cohen, M. K., & Horner, R. H. (2014). Measurement invariance of an instrument assessing sustainability of school-based universal behavior practices. *School Psychology Quarterly*, *29* (2), 125-137.

2. \*Gage, N. A., \*Freeman, J., Horner, R. H., Sugai, G., Lewis, T. J., & Strickland-Cohen, K. (2014). Funding support for school-wide positive behavior interventions and support implementation and scale-up: A descriptive study of nine states. *Journal of Disability Policy Studies*, 25, 164-174.

1. \*Spear, C.F., Strickland-Cohen, M.K., Romer, N., & Ablin, R.A. (2013). An examination of social validity within single-case research with students with or at-risk for emotional and behavioral disorders. *Remedial and Special Education, 34* (6), 357-370.

**Manuscripts Under Review and in Preparation**

Kittelman, A., Strickland-Cohen, M.K., Kato, M., Flannery, K.B., & McIntosh, K.M. Factors Related to Effective and Sustained Implementation of Tier 2. *(Under Review)*

Santiago-Rosario, M.R., Austin, S., Strickland-Cohen, M.K., \*Izzard, S., \*Gallow, J., \*St. Joseph, S., & McIntosh, K. An Analysis of Teachers’ Instructional Practices by Student Race. (*Under Review*)

Strickland-Cohen, M.K., Pinkelman, S.E., Simonsen, B. & Morris, K. Function-Based Thinking Within and Across Multi-Tiered Systems of Support*. (Revisions in Progress)*

***BOOK CHAPTERS***

3. Strickland-Cohen, M. K., Loman, S. L., & Horner, R. H. (2015). Improving district capacity to deliver basic FBA/BSP support. In D.A. Crone, L.S. Hawken, & R. H. Horner (Eds.), *Building positive behavior support systems in schools: Functional behavioral assessment* (pp. 134 – 150). New York, NY: Guilford Press.

2. McIntosh, K., Lucyshyn, J. M., Strickland-Cohen, M. K., & Horner, R. H. (2014). Building supportive environments. In F. Brown, J. Anderson, & R. DePry, (Eds.), *Individual positive behavior supports: A standards-based guide to practices in school and community-based settings* (pp. 401-17). Baltimore, MD: Paul H. Brookes.

1. Strickland-Cohen, M.K. & Harn, B. A. (2012). Designing instruction and supports to prevent and decrease problem behavior. In E.E. Barton & B. A. Harn (Eds.), *Educating young children with autism spectrum disorders* (pp. 217-248).Thousand Oaks, CA: Corwin.

***PEER REVIEWED RESEARCH, TRAINING, AND OUTREACH GRANTS***

**Funded**

*CICO-High School: Evaluation of an Effective Tier 2 Behavior Intervention for Students in High Schools*. Institute of Education Sciences (IES). PI – McIntosh, K. Co-PIs – Strickland-Cohen, M.K., Kittelman, A. Total amount: $3.8M (University of Utah sub-contract: $545,101).

*Assessing Impacts of Multi-Tiered Systems of Support on Inclusion and Outcomes for Students with Disabilities.* VPR Seed Grant Program, University of Utah. Funding Period: 04/01/2023 – 03/31/2024. Role: PI. Co-PI – O’Keeffe, B. Award Amount: $18,000.00

*Family-professional partnerships within Schoolwide Positive Behavior Intervention and Supports (SWPBIS): The Partnering for Positive Behavior Meeting Strategy.* Research and Creative Activities Fund and Junior Faculty Summer Research Program, TCU Office of Sponsored Programs. (06/01/2018 – 05/31/2019). Role: PI. Co-PI – Kyzar, K. Award Amount: $9,600.00

*Training school personnel to design function-based support: Outcomes from a state-level evaluation.* Alice Neeley Research and Service Institute, TCU College of Education. Funding Period: 05/01/2018-05/15/2019. Role: PI. Award Amount: $1,500.00

*Family-professional partnership in PBIS research.* Alice Neeley Research and Service Institute, TCU College of Education. Funding Period: 06/30/2017-05/15/2018. Role: PI. Award Amount: $2,000.00

*Enhancing parent engagement within multi-tiered systems of behavior support in schools.* Research and Creative Activities Fund, TCU Office of Sponsored Programs. Funding Period: 06/01/2016 – 05/31/2017. Role: PI. Award Amount: $4000.00

*Texas School Climate Transformation Project.* Texas Education Agency. Funding Period: 10/01/2014 – 09/31/2015. PI – Meixner, V. Role: Co-PI. Award Amount: $50,000

**Submitted-Not Funded**

*CICO-Secondary: Evaluation of an Effective Tier 2 Behavior Intervention for Students in Secondary Schools*. Institute of Education Sciences (IES). Role: PI Co-PIs – Kittelman, A., McIntosh, K. Total amount: $3.8M. Submitted September 2021 – not funded

*Efficient Individualized Support (EIS): Improving Behavioral Outcomes for Students with Individualized Support Needs*. Institute of Education Sciences (IES). Role: PI Co-PI – Machalicek, W. Total amount: $2M. Submitted August 2020 – not funded

*Effective and Efficient Coaching (EECO): A Model Demonstration Project Targeting Behavioral Outcomes for Students with Disabilities*. Office of Special Education Programs (OSEP). Role: PI Co-PI – Machalicek, W. Total amount: $1.5M

Submitted April 2020 – not funded

*Efficient Function-Based Intervention Training (E-FIT): Feasible and Effective Training for School Personnel to Intervene with Students with Challenging Behavior (Resubmission).* Institute of Education Sciences. PI – Borgmeier, C. Co-PIs – Strickland-Cohen, M.K., Loman, S. Total amount: $1.5M. Submitted August 2014 – not funded

*Efficient Function-Based Intervention Training (E-FIT): Feasible and Effective Training for School Personnel to Intervene with Students with Challenging Behavior.* Institute of Education Sciences. PI – Borgmeier, C. Co-PIs – Strickland-Cohen, M.K., Loman, S. Total amount: $1.5M. Submitted August 2013 – not funded

***OSEP NATIONAL CENTER PUBLICATIONS***

Strickland-Cohen, M.K., Iovannone, R., Conley, K., St. Joseph, S.D., Hirsh, S., & Putnam, R. (in press). *Critical Features of Tier 3 Data Collection Systems*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Kittelman, A., Strickland-Cohen, M.K., Horner, R.H., Morris, K., Lewis, T., & Flannery K.B. (March 2023). *Measuring Fidelity of Core Features of Tier 2 Systems and Practices in Schools.* Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Strickland-Cohen, M.K., \*Newson, A., Myer, K., Putnam, B., Kern, L., Myer, B., & Flammini, A. (October 2022). *Strategies for De-escalating Student Behavior in the Classroom*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Conradi, L.A., Walker, V.L., McDaid, P., \*Johnson, H.N., & Strickland-Cohen, M.K. (August 2022). *A Systematic Literature Review of Schoolwide Positive Behavior Interventions and Supports for Students with Extensive Support Needs* (TIES Center Report 106). TIES Center and the Center on PBIS. [www.tiescenter.org](http://www.tiescenter.org)

McDaid, P., Strickland-Cohen, M. K., Walker, V. L., & Conradi, L. A. (July 2022). *Providing Access to Schoolwide Positive Behavior Interventions and Supports for Students with Significant Cognitive Disabilities* (TIES Center Brief #10). TIES Center and the Center on PBIS. [www.tiescenter.org](http://www.tiescenter.org)

\*St. Joseph, S.D., \*Austin, S.C., Strickland-Cohen, M.K., Machalicek, W., & McIntosh, K. (April 2022). *School Refusal: Assessment and Intervention*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Strickland-Cohen, M.K., & Simonsen, B. (January 2022). *Function-Based Support*. Eugene, OR: Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Strickland-Cohen, M.K. & Borgmeier, C., lead authors. Center on PBIS (2022). *Tier 3 Brief Functional Behavior Assessment (FBA) Guide*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Myer, K. & Strickland-Cohen, M.K., lead authors. Center on PBIS (2022). *Tier 3 School Level Systems Guide*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

***CURRICULUM and TEACHING GUIDES***

Borgmeier, C. & Strickland-Cohen, M.K. (2020). Basic FBA to BIP: District Planning & Implementation Guide. Portland State University, Portland, OR. Retrieved from <https://basicfba.com/>

Borgmeier, C., Loman, S.L., & Strickland-Cohen, M.K. (2017). Basic FBA to BIP Web-based Training Modules. Kansas Technical Assistance System Network (TASN). Retrieved from <https://www.ksdetasn.org/atbs/behavior>

Borgmeier, C., Loman, S.L., Strickland-Cohen, M.K., & Horner, R.H. (2015). Basic FBA to BIP: Planning & Coaching Guide. Special Education Department, Portland State University. Retrieved from <https://basicfba.com/>

Loman, S.L., Strickland-Cohen, M.K., Borgmeier, C., & Horner, R.H. (2013). The Basic FBA to BSP Trainer’s Manual. Educational and Community Supports, University of Oregon, Eugene, OR. Retrieved from <http://www.pbis.org>

Vatland, C., Strickland-Cohen, K., Loman, S., Doren, B., Horner, R., & Walker, H. (2011, February). Promoting Self-Determination for Adults: A Practice Guide. Kansas City: National Gateway to Self-Determination. Retrieved from <http://www.aucd.org/NGSD/template/link.cfm>

Loman, S., Vatland, C., Strickland-Cohen, K, Horner, R., & Walker, H. (2010, June). Promoting Self- Determination:  A Practice Guide. Kansas City: National Gateway to Self-Determination. Retrieved from <http://www.aucd.org/NGSD/template/link.cfm>

***MEDIA CONTRIBUTIONS***

Strickland-Cohen, M.K. & Pinkelman, S.A. (March 2023). Exploring Function Across Tiers of Support. The Educator’s Blueprint Podcast Series, Ep. 51. <https://pbismissouri.org/media/educators-blueprint-podcast/>

Morris, K., Strickland-Cohen, M.K., & Kern, L. (March 2023). MTSS and High-Leverage Practices. The Educator’s Blueprint Podcast Series, Ep. 50.

<https://podcasts.apple.com/us/podcast/episode-50-multi-tiered-systems-of-support-and/id1570335663?i=1000606494192>

Strickland-Cohen, M.K., Myer, B.A., & Flammini, A. (October 2022). How to De-escalate Student Behavior. Expert Instruction: The Teach by Design Podcast, Ep. 23.

[https://podcasts.apple.com/us/podcast/ep-23-how-to-de-escalate-student- behavior/id1555365618?i=1000583230850](https://podcasts.apple.com/us/podcast/ep-23-how-to-de-escalate-student-%09behavior/id1555365618?i=1000583230850)

Strickland-Cohen, M.K. & \*Newson, A. (September 2022). School-wide Strategies for Preventing Escalated Behavior. Expert Instruction: The Teach by Design Podcast, Ep. 22. [https://podcasts.apple.com/us/podcast/ep-22-school-wide-strategies-for-preventing- escalated/id1555365618?i=1000580033949](https://podcasts.apple.com/us/podcast/ep-22-school-wide-strategies-for-preventing-%09escalated/id1555365618?i=1000580033949)

Strickland-Cohen, M.K. (March 2022). Supporting Tier 3 and Special Education within an MTSS Framework. The Educator’s Blueprint Podcast Series, Ep. 30. [https://podcasts.apple.com/us/podcast/episode-30-supporting-tier-3-and-special-education/id1570335663?i=1000553435941](https://podcasts.apple.com/us/podcast/episode-30-supporting-tier-3-and-special-%09education/id1570335663?i=1000553435941)

Cave, M. & Strickland-Cohen, M.K. (2019). Teach by Design: Putting a Definition Back in Defiance. Retrieved from [https://www.pbisapps.org/community/Pages/Putting-a- Definition-Back-in-Defiance.aspx](https://www.pbisapps.org/community/Pages/Putting-a-%09Definition-Back-in-Defiance.aspx)

Strickland-Cohen, M.K. & Kyzar, K. (April 2019). Avoiding Problem Behavior in Schools. TCU Magazine Podcast. <https://magazine.tcu.edu/podcast/avoiding-problem-behavior-in-school-new-strategy/>

Research on Problem Behavior Shows the Importance of Parent-Teacher Partnerships: An Interview with Drs. Kathleen Kyzar and Kathleen Strickland-Cohen. (2018, Spring). *Endeavors Magazine*, p. 13.

# PRESENTATIONS AT NATIONAL and INTERNATIONAL CONFERENCES

***PEER-REVIEWED PRESENTATIONS***

Strickland-Cohen, M.K., Conley, K., & Putnam, R. (March 2023). *Improving the Effectiveness and Efficiency of Tier 3 Systems*. Accepted Presentation: Association for Positive Behavior Support (APBS) 20th International Conference, Jacksonville, FL.

Pinkelman, S.E., Strickland-Cohen, M.K., Morris, K., & \*Zimmerman, D. (March 2023). *Function: It’s Not Just for Tier 3.* Accepted Presentation: Association for Positive Behavior Support (APBS) 20th International Conference, Jacksonville, FL.

Morris, K., Strickland-Cohen, M.K., Kern, L., & Powers, L. (March 2023). *Supporting Students with Disabilities within a PBIS Framework Using High Leverage Practices*. Association for Positive Behavior Support (APBS) 20th International Conference, Jacksonville, FL.

\*Izzard, S., \*Santiago-Rosario, M., \*Gallo, J., \*St. Joseph, S. & Strickland-Cohen, M.K. (March 2023). *An Analysis of Teachers’ Equity in Classroom Management Practices.* Accepted Poster Presentation: Association for Positive Behavior Support (APBS) 20th International Conference, Jacksonville, FL.

Strickland-Cohen, M.K. & Pohlman, K. (April 2022). *Trauma Informed Intervention at Tier 3: Supporting Students with Internalizing Challenges.* Association for Positive Behavior Support (APBS) 19th International Conference, San Diego, CA.

Strickland-Cohen, M.K., Pohlman, K. & Flammini, A. (March 2021). *Integrating a Trauma-informed Approach within Tier 3: Individualized Support for Internalizing Behavior.* Association for Positive Behavior Support (APBS) Virtual Conference.

Morris, K., Hirsch, S., & Strickland-Cohen, M.K. (March 2021). *Remote Classroom Management: What We are Doing and Recommendations for Practice.* Association for Positive Behavior Support (APBS) Virtual Conference.

Strickland-Cohen, M.K. (February 2020). *Securing Stakeholder Support: Implementation of a Family-Teacher Partnership Model*. Accepted Symposium: Improving Implementation Fidelity Across Researchers, Teachers, Administrators, and Families. Pacific Coast Research Conference (PCRC), San Diego, CA.

Strickland-Cohen, M.K. & Loman, S.L. (October 2019). *Implementing and Sustaining a Hierarchy of Function-Based Support in Schools.* National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. (May 2019). *Implementing Behavior Change Interventions in School- Based Contexts.* Discussant for Accepted Presentation, “Efficient and Resource-Saving Interventions in Middle Schools: Two Empirical Examples*,*” Association for Behavior Analysis International (ABAI) Convention, Chicago, IL.

Strickland-Cohen, M.K. (February 2019). *Increasing Parent Engagement Across All Three Tiers of Schoolwide PBIS*. Association for Positive Behavior Support (APBS) 2019 Convention, Washington, D.C.

Kittleman, A., Strickland-Cohen, M.K., Pinkelman, S., & McIntosh, K. (February 2019). *Re-adoption of SWPBIS Following Abandonment: A Mixed-Methods Examination.* Poster Presentation: Association for Positive Behavior Support (APBS) Convention, Washington, D.C.

Strickland-Cohen, M.K. & Loman, S.L. (April 2018). *Building and Sustaining a Continuum of Function-Based Support.* Invited Presentation: Association for Positive Behavior Support (APBS) National Conference, San Diego, CA.

Walker, V.L., Loman, S.L., & Strickland-Cohen, M.K. (April 2018). *Including Students with Severe Disabilities in SWPBIS: A Call to Action*. Association for Positive Behavior Support (APBS) National Conference, San Diego, CA.

Strickland-Cohen, M. K., & Kyzar, K. (February 2018). *Family-professional partnerships within PBIS: Results from two applied studies.* Council for Exceptional Children Convention and Expo, Tampa, FL.

Kyzar, K., & Strickland-Cohen, M. K. (February 2018). *Partnering with families in supporting pro-social student behavior: A strengths-based planning tool.* Poster Presentation: Council for Exceptional Children Convention and Expo, Tampa, FL.

Strickland-Cohen, M.K., & Kyzar, K. (September 2017). *Family-Professional Partnership within A School-wide PBIS Model*. Accepted Poster Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. (April 2017). *Utilizing a More Efficient Approach to Function-Based Assessment in Schools*. Council for Exceptional Children National Conference, Boston, MA.

Strickland-Cohen, M.K. & Loman, S.L. (March 2017). *Implementing and Sustaining a Continuum of Function-Based Support.* Association for Positive Behavior Support (APBS) National Conference, Denver, CO.

Strickland-Cohen, M.K. & Grubb, L. (February 2017). *Current Use of Function-Based Support in Schools*. Workshop: National Association of School Psychologists (NASP) National Conference, New Orleans, LA.

Loman, S.L., Walker, V., Park, K.L., & Strickland-Cohen, M.K. (October 2016). *Examining the Inclusion of Students with Severe Disabilities in SWPBIS*. Poster Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. (May 2016). *Sustaining Effective Individualized Behavior Support: An Assessment of Barriers and Enablers*. Association for Behavior Analysis International (ABAI) National Conference, Chicago, IL.

Strickland-Cohen, M.K. & Loman, S.L. (March 2016). *Sustaining Effective Individualized Behavior Support: Systems-level Supports.* Association for Positive Behavior Support (APBS) National Conference, San Francisco, CA.

Loman, S.L. & Strickland-Cohen, M.K. (March 2016). *Results from State-wide FBA/BSP Training for School Personnel*. Association for Positive Behavior Support (APBS) National Conference, San Francisco, CA.

Loman, S.L. & Strickland-Cohen, M.K. (December 2015). *Effects of Universally Designing School-wide Positive Behavior Supports for Students with Disabilities*. Accepted Presentation: TASH Conference, Portland, OR.

Loman, S.L. & Strickland-Cohen, M.K. (2015). *Effects of Universally Designing School-wide PBIS Lessons for Students with ASD*. Association for Positive Behavior Support Conference, Boston, MA.

Strickland-Cohen, M.K. (2014). *Training Typical School Personnel to Develop and Implement “Basic” Behavior Support Plans*. Association for Behavior Analysis International (ABAI) Conference, Chicago, IL.

Strickland, M.K., Spear, C. F. & Romer, N. (2012). *Social Validity within Single-case Research with Students with or At-risk for Emotional and Behavioral Disorders*. Poster: Association for Behavior Analysis-International (ABAI), Seattle, WA.

# *INVITED PRESENTATIONS*

Strickland-Cohen, M.K. & Sommerness, J. (October 2023). *Enhancing Inclusion of Students with Extensive Support Needs Within Schoolwide PBIS.* National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. & Barlow, T. (October 2023). *Enhancing Family-School Partnership within Schoolwide PBIS.* Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Walker, V.A., Conradi, L., & Strickland-Cohen, M.K. & \*Johnson, H. (March 2023). *SWPBIS and Students with Extensive Support Needs: A Scoping Review.* Invited Presentation: Association for Positive Behavior Support (APBS) 20th International Conference, Jacksonville, FL.

Strickland-Cohen, M.K. & Hernandez, A. (October 2022). *Enhancing and Supporting Family-School Partnership within PBIS*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. (June 2022). *Enhancing Inclusion of Students with Significant Cognitive Disabilities within PBIS*. Invited Presentation: Presented as part of OSEP Deep Dive Session, National Down Syndrome Congress Convention, New Orleans, LA.

Strickland-Cohen, M.K. (May 2022). *Implementing Multi-Tiered Systems of Behavior Support in Schools.* Invited Presentation: 1st Annual Kuwait University International Professional Development Conference. Department of Educational Psychology, Kuwait University.

Strickland-Cohen, M.K., Kittelman, A. & Kato, M. (April 2022). *Implementing CICO in High Schools: Lessons Learned on Usability, Acceptability, and Effectiveness*. Invited Presentation: Association for Positive Behavior Support (APBS) 19th International Conference, San Diego, CA.

Strickland-Cohen, M.K. & Iovannone, R. (October 2021). *Supporting Students with Internalizing Behavior at Tier 3: A Function-Based Approach*. Invited Presentation: National PBIS Leadership Virtual Forum.

Fefer, S., Thoma, A., & Strickland-Cohen, M.K. (October 2021). *Enhancing Family-School Communication & Partnership for Students with Targeted Behavior Support Needs.* Invited Presentation: National PBIS Leadership Virtual Forum.

Strickland-Cohen, M.K. & Borgmeier, C. (October 2020). *A Practical Approach to Designing and Implementing Function-Based Support*. Invited Presentation: National PBIS Leadership Virtual Forum.

Strickland-Cohen, M.K. (May 2020). *Family School Partnership within PBIS*. Presented as part of invited panel: Enhancing Family Engagement within PBIS. Association for Positive Behavior Support (APBS) Virtual Conference.

Hearn A., Strickland-Cohen, M.K., and Loman, S.L. (October 2019). *Tier III: Data, Systems, & Practices*. Invited Panel Discussion: National PBIS Leadership Forum, Chicago, IL.

Loman, S.L. & Strickland-Cohen, M.K. (October 2019). *Basic Functional Behavior Assessment to Behavior Intervention Plan: Building School Capacity to Implement Function-based Support.* Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Loman, S.L. & Strickland-Cohen, M.K. (February 2019). *A Practical Approach to Providing Function-Based Behavior Support.* Invited Workshop: Association for Positive Behavior Support (APBS) National Conference, Washington, D.C.

Strickland-Cohen, M.K. & Borgmeier, C. (October 2018). *Using FBA to Build Function- Based Behavioral Support Plans.* Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Loman, S.L. & Strickland-Cohen, M.K. (April 2018). *A Practical Approach to Providing Function-Based Behavior Support.* Invited Workshop: Association for Positive Behavior Support (APBS) National Conference, San Diego, CA.

Loman, S.L. & Strickland-Cohen, M.K. (March 2017). *Basic FBA to BSP: A Practical Approach to Providing Function-Based Behavior Support.* Invited Workshop: Association for Positive Behavior Support (APBS) National Conference, Denver, CO.

Strickland-Cohen, M.K. & Loman, S.L. (October 2016). *Basic FBA to BSP, Part 1: Building School Capacity to Conduct FBA*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Borgmeier, C., Loman, S.L., Strickland-Cohen, M.K. & Swanlund, L. (October 2016). *Basic FBA to BSP, Part 2: Building School Capacity to Develop & Implement Behavior Support Plans.* Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K., Loman, S.L., & Swanlund, L. (October 2015). *Building District Capacity for FBA/BSP.* Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. & Borgmeier, C. (October 2015). *Building Function-based Behavior Support Plans*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Loman, S.L. & Strickland-Cohen, M.K. (October 2015). *Understanding Challenging Student Behaviors*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K., Loman, S.L., & Breen, K.L. (2014). *Building District- and State- Level Capacity to Implement a Continuum of Individualized Support*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. & Borgmeier, C. (2014). *Using FBA to Build Function-Based Behavioral Support Plans*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Loman, S.L., Strickland-Cohen, M.K. (2014). *A Practical Approach to Using Functional Behavioral Assessment (FBA) in Schools*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Loman, S., Strickland-Cohen, M. K., & Bateman, L. (2013). *Basic FBA to BIP*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Loman, S. & Strickland-Cohen, M.K. (2012). *Training School Personnel to Implement FBA/BIP*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

Strickland-Cohen, M.K. & Horner, R.H. (2011). *Practical Training on Using FBA to Build Behavior Intervention Plans*. Invited Presentation: National PBIS Leadership Forum, Chicago, IL.

**UNIVERSITY INSTRUCTION**

***COURSES TAUGHT***

**University of Utah**

* Behavior Support for Students with Mild to Moderate Disabilities (Undergraduate/Graduate)
* Single Case Research Design (Graduate)

**University of Oregon**

* Advanced Applied Behavior Analysis (Doctoral Seminar)
* Classroom Behavior Management (Graduate/Virtual Asynchronous)

**Texas Christian University**

* Single Subject Research Design (Graduate)
* Learner-Centered Teaching (Undergraduate)
* Motivating and Managing Students in the Classroom (Graduate)
* Professional Induction: Culturally Responsive Teaching Practices (Undergraduate)

**Texas Tech University**

* Classroom Management & Learners with Disabilities (Undergraduate)
* Advanced Issues in Applied Behavior Analysis (Graduate/Virtual Synchronous)

**University of Oregon (Graduate Teaching Fellow)**

* Classroom and Behavior Management (Graduate)
* Curriculum in Early Childhood (Graduate)
* Working with Families to Reduce Challenging Behaviors (Graduate practicum)

### *INVITED GUEST LECTURES*

* *Building School and District Capacity to Support Students with Extensive Support Needs.* SPED 7831: Doctoral Seminar in Systems Change and Implementation Science, University of Utah (Fall, 2023).
* *Implementing Function-Based Individualized Support in Inclusive Settings.* SPED 536: Advanced Behavior and Classroom Management, University of Oregon (Fall, 2021).
* *Building Function-Based Behavior Support Plans.* SPED 530 – Advanced Classroom & Behavior Management (Online format), Bushnell University (Winter, 2021).
* *Identifying Function-Based and Contextually Relevant Behavior Support Strategies.* SPED 436/536: Advanced Behavior and Classroom Management (Online format), University of Oregon (Fall, 2020).
* *Conducting Applied Research in School Settings*. Doctoral Seminar EDUC 70953: Research in Education (Online format), Texas Christian University (Spring, 2020).
* *Designing Effective Learning Environments: Understanding Behavior & Reinforcement*. COSD 60390 - Graduate Seminar in Communication Disorders: Low Incidence and ASD. Miller Speech & Hearing Clinic, Texas Christian University (Summer, 2018).
* *Basic FBA to BSP: Building a Program of Research to Effect Change*. Doctoral Seminar EDSP 6303: Emotional and Behavioral Disorders, Texas Women’s University (Spring, 2018).
* *Implementing Practical Functional Assessment* *Techniques in the Classroom*. EDSP 5313: Behavioral Interventions for Students with Disabilities. Texas Women’s University (Spring, 2017).
* *Building a Continuum of Individualized Behavior Support*. EDSP 5313: Behavioral Interventions for Students with Disabilities. Texas Women’s University (Spring 2016).
* *Implementing Program-wide Positive Behavior Interventions and Support (PBIS) in Preschool Settings*. EDEC 60223: The Young Child. Texas Christian University (Spring, 2016).
* *Multi-tiered Systems of Behavioral Support in Schools: Features of Effective Systems*. EDLE 60093: Principal Practicum, Texas Christian University (Spring, 2016).
* *Building School and District Capacity to Implement Positive Behavior Support and Interventions*. Consultation in Schools, Texas Tech University (Spring, 2015).
* *School-wide Positive Behavior Interventions & Support in High School Settings*. Classroom Management & Learners with Disabilities, Texas Tech University (Fall, 2014).
* *Multi-tiered Systems of Academic and Behavior Support*. Causal Inference in Research, Texas Tech University (Fall, 2014).
* *School-wide Approaches to Behavior Support*. Classroom & Behavior Management, Texas Tech University. (Spring 2014).
* *Functional Behavioral Assessment in Schools*. Classroom & Behavior Management, Texas Tech University. (Spring, 2014).
* *Early Literacy and Mathematics*. Techniques and Methodology in Early Childhood Education, University of Oregon (Spring, 2012).
* *Data Collection in Early Childhood Settings*. Techniques and Methodology in Early Childhood Education, University of Oregon (Fall, 2012).
* *Conducting Single-Case Experiments*. Single Subject Design Research Methodology, Washington State University Vancouver (Spring, 2011).

**MEd, MS, and PhD COMMITTEES (Completed and In Process)**

***THESIS ADVISER and MASTER’S COMMITTEE CHAIR***

* Amber Stone, *in progress*, Special Education Master’s Committee Chair, University of Utah.
* Breckyn Taylor, *in progress*, Special Education Master’s Committee Chair, University of Utah.
* Kamie Leonardson, *in progress*, Special Education Master’s Committee Chair, University of Utah.
* Amber Raffety, *in progress*, Special Education Master’s Committee Chair, University of Utah.
* Blair Duker, graduated 2019, Special Education Master’s Thesis, Texas Christian University. Title: *Peer tutoring: Effects of a cognitive-behavioral intervention for high ability students with social skills deficits.*
* Hannah Heurlin, graduated 2019, Special Education Master’s Thesis, Texas Christian University. Title: *Increasing sharing behavior and decreasing aggressive behavior in a student with autism.*
* Talya Oral, graduated 2019, Special Education Master’s Thesis, Texas Christian University. Title: *Improving aggressive behavior and noncompliance in children with Down syndrome using music as a reinforcer.*
* Lindsay Wallace, graduated 2019, Special Education Master’s Thesis, Texas Christian University. Title: *Effects of group contingencies on on-task behavior for students with learning differences.*
* Kara Smith, graduated 2018, Special Education Master’s Thesis, Texas Christian University. Title: *The effects of picture activity schedules on on-task behavior and teacher prompts for two young children with Down syndrome.*
* Sandra Baldaras, graduated 2018, Special Education Master’s Thesis, Texas Christian University. Title: *Self-monitoring and manipulative strategies for off-task behavior in the classroom for students with IDD.*
* Rachel Provenzano, graduated 2017, Special Education Master’s Thesis, Texas Christian University. Title: *Exploring the relationship between self-monitoring prompts and an increase in the on-task behavior of students at risk for behavior disorders.*
* Lily Shaver, graduated 2017, Special Education Master’s Thesis, Texas Christian University. Title: *The effects of a system of least prompts on pretend play behavior.*
* Katalina Govea, graduated 2016, Special Education Master’s Thesis, Texas Christian University. Title: *Point-of-view video modeling to increase pretend play behavior in children with ASD.*
* Kathleen Evans, graduated 2016, Special Education Master’s Thesis, Texas Christian University. Title: *Breaks are better: Guide to improving off-task behavior and task completion for students who engage in escape-maintained problem behavior.*
* Makenzie Jackson, graduated 2016, Special Education Master’s Thesis, Texas Christian University. Title: *The effects of individual matching work systems on the on-task behavior, task completion, and independence of students with developmental disabilities.*

***COMMITTEE MEMBER***

* Lauren Martone, *in progress doctoral dissertation,* Department of Educational Psychology, University of Utah.
* Haylee Heller, *in progress doctoral dissertation,* Department of Educational Psychology, University of Utah.
* Sondra Sears, *in progress doctoral dissertation,* Neag School of Education, University of Connecticut.
* Master’s Committee Member for Special Education Students, University of Utah.

2022-2023: 3 Students.

* Katie Conley, graduated 2021, Doctoral Dissertation, Department of Special Education and Clinical Sciences, University of Oregon. Title: *Exploring sustainability, fidelity, and indicators of data use by schools implementing Positive Behavior Interventions and Support*.
* McKenzie Maline, graduated 2020, Doctoral Dissertation, Department of Special Education and Clinical Sciences, University of Oregon. Title: *Examining the use of video analysis on teacher instruction and teacher outcomes: A meta-analysis.*
* Bailey Devine, graduated 2019, Doctoral Dissertation, Department of Psychology, Texas Christian University. Dissertation title: *Evaluation of tact and listener instructions as a first step toward establishing intraverbal responding.*
* Andrea Lopez, graduated 2018, Special Education Master’s Thesis, Texas Christian University. Title: *Using individual work systems to increase on-task behavior in students with dyslexia.*
* Jillian Drexler, graduated 2018, Special Education Master’s Thesis, Texas Christian University. Title: *The effects of using Elkonin sound boxes as a phonics instruction to increase reading fluency for students with learning differences.*
* Mary Baker, graduated 2017, Special Education Master’s Thesis, Texas Christian University. Title: *Implementing sensory activities to increase on-task behavior in students with autism.*
* Ana Guardia, graduated 2017, Special Education Master’s Thesis, Texas Christian University. Title: *It’s all in the social story: Improving social skills for students with disabilities.*
* Jacklyn Trzaska, graduated 2017, Special Education Master’s Thesis, Texas Christian University. Title: *Using video peer-modeling to Increase oral reading fluency for Students with learning differences.*
* Heather Garza, graduated 2016, Special Education Master’s Thesis, Texas Christian University. Title: *Effects of behavioral skills training and script-fading on the social initiations of children with autism.*
* Ashton Ingle, graduated 2016, Departmental Honors in Communication Sciences and Disorders, Texas Christian University. Title: *“Effects of parent training with children who are late talkers.”*
* Pik Wah Lam, graduated 2016, Doctoral Dissertation, Department of Educational Psychology & Leadership, Texas Tech University. Dissertation title: *Teaching pre-service teachers co-teaching: An interactive co-teaching training protocol.*

### *Undergraduate Honors projectS directed*

* Lauren Keaney, graduated 2019, Departmental Honors in Early Childhood Education, Texas Christian University. Title: *“Teachers’ instructional competencies for including students with intellectual and developmental disabilities in general education settings.”*
* Erin A. Dianis, graduated 2018, Departmental Honors in Early Childhood Education, Texas Christian University. Title: *“Strategies for enhancing family-professional partnership within schoolwide models of behavior support.”*
* Emily Earleywine, graduated 2015, Departmental Honors in Curriculum & Instruction, Texas Tech University. Title: *“Best practices in co-planning: The roles of special and general educators in the co-planning process.”*

**UNIVERSITY SERVICE**

**University of Utah**

* Member, College of Education Ad Hoc EDI Committee, (Fall 2022 – *present*)
* Member, Department of Special Education BCBA Tenure-Track Faculty Hiring Committee (2022-2023)
* Member, Tenure-Track Faculty Hiring Committee, Department of Educational Psychology Tenure-Track Faculty Hiring Committee (2022-2023)

**University of Oregon**

* Chair, PBIS Tier 2/3 Workgroup, Educational and Community Supports Research Unit (2019 – 2022)
* Member, Special Education Equity Sub-Committee, Department of Special Education and Clinical Sciences (2019 – 2022)
* Member, Special Education Doctoral Committee, Department of Special Education and Clinical Sciences (2019 – 2022)
* Co-Chair, ECS Student Research Committee, Educational and Community Supports Research Unit (2019 – 2022)

**Texas Christian University**

* Member, University Compensation Advisory Committee (2017–2019)
* Member, COE Departmental Review Board (2017–2019)
* Member, COE Honors Committee (2016–2019)
* Judge, Student Poster Selection Committee, COE Student Research and Pedagogy Festival (2017-2019)
* Judge, Annual COE Dissertation Award Committee (2017-2019)
* Member, Special Education Faculty Search Committee (Assessment, EC, 2015- 2016)
* ANSERS Institute Affiliated Faculty (2015–2019)
* Judge, John V. Roach Honors College, Boller Student Research Competition Finals (Spring, 2016).

**OTHER PROFESSIONAL SERVICE**

***EDITORIAL EXPERIENCE***

**Editorial Review Board**

*Remedial and Special Education (RASE)*

December 2016 – Present

**Guest Reviewer**

*International Journal of Developmental Disabilities*

Feb. 2022 – Present

*Behavior Analysis in Practice*

April 2021 – Present

*Journal of Applied Research in Intellectual Disabilities*

Jan. 2021 – Present

*Exceptional Children*

June 2018 – Present

*Journal of Positive Behavior Interventions*

Dec. 2017 – Present

*Behavioral Disorders*

June 2017 – Present

*Journal of Behavioral Education*

Oct. 2016 – Present

*Journal of Emotional and Behavioral Disorders (JEBD)*

June 2015 – Present

*Journal of Applied Behavior Analysis (JABA)*

May 2015 – Present

# *PROFESSIONAL ORGANIZATIONS*

Utah Association for Behavior Analysis (UtABA) 2022 – present

Association for Positive Behavior Support (APBS) 2013 – present

Council for Exceptional Children (CEC) 2012 – present

Association for Behavior Analysis International (ABAI) 2000 – present

Texas Association of Behavior Analysis (TxABA) 1998 – present

***LEADERSHIP IN PROFESSIONAL ORGANIZATIONS***

* Member, TASH Ad Hoc Advisory Committee on Neurodiversity (2023-present)
* Utah PBS State Coordinator, OSEP Center on Positive Behavior Interventions and Support (PBIS; 2023-present)
* Member, UtABA School Collaboration Committee (2022-present)
* Member, Tier 3 Workgroup, OSEP Center on PBIS (2021-present)
* Family Engagement Strand Coordinator, Annual National Leadership Forum, Center on PBIS (2021-2023)
* Member, Supporting Students with Disabilities Committee, National Center on PBIS (2020-present)
* Education Strand Coordinator for Texas Association for Behavior Analysis (TxABA) Annual Conference (2019-present)
* IES Grant Reviewer, Research Networks Focused on Critical Problems of Policy and Practice in Special Education grant review panel for FY2019, Institute of Education Sciences (2018)
* Proposal Reviewer, Association for Positive Behavior Support (APBS) Annual Conference (2016–2022)
* President, Behavior Analysis in Public Education (BAiPE) Special Interest Group, Texas Association for Behavior Analysis (2017-2019)
* Scholarship Chair and Council Member, Texas Association for Applied Behavior Analysis, (2016–2019)

**OUTREACH ACTIVITIES**

***STATE PUBLICATIONS***

Strickland-Cohen, M.K. (2017). Texas School-Wide PBIS Evaluation Report 2015-2016. Region 4 Education Service Center, Texas Education Agency PBIS State Representative, Houston, Texas. Retrieved from <http://www.esc4.net>

***STATE CONTRACTS***

* SWPBIS Program Evaluator: Project INSpire (*Influencing Needy Students through Productive Interaction, Reinforcement and Education*), Southside ISD, San Antonio, Texas (2017–2020)
* University Partner, Texas School Climate Transformation Project, Region 11 ESC, Arlington ISD, Arlington, TX (2015-2016 – 2017-2018)

# Program Evaluator: School-wide PBIS in Texas Schools. TEA School Climate Transformation Project (2014-2015 – 2018-2019)

***INVITED PRESENTATIONS AT STATE and REGIONAL CONFERENCES***

Kittleman, A. & Strickland-Cohen, M.K. (December 2023). *Making CICO Implementation Effective and Feasible in High Schools.* California Technical Assistance Center on Positive Behavioral Interventions and Supports (CalTAC PBIS) 10th Annual Virtual High School PBIS Symposium.

Strickland-Cohen, M.K. (June 2023). *De-escalating Student Behavior in the Classroom*. Social, Emotional, Behavior, and Mental Health Summer Symposium, Michigan MTSS TA Center (MiMTSS), Lansing MI

Pinkelman, S.E. & Strickland-Cohen, M.K. (June 2023). *Behavioral Function: It’s Not Just for Tier 3*. Social, Emotional, Behavior, and Mental Health Summer Symposium, Michigan MTSS TA Center (MiMTSS), Lansing MI

Strickland-Cohen, M.K. (February 2021). *Basic FBA to BSP: Building School Capacity to Implement Tier 3 Support*. Invited Presentation: 2021 Northwest PBIS Network Conference (virtual)

Strickland-Cohen, M.K. (April 2020). *Multi-Tiered Systems of Support in Schools*. Invited Presentation: Texas Association for Behavior Analysis (TxABA) Annual Conference (virtual)

Strickland-Cohen, M.K. (April 2020). *Enhancing Family-School Partnership within PBIS.* Invited Presentation: First Annual Washington MTSS Conference (virtual), Office of the Superintendent of Public Instruction, Olympia, WA

Strickland-Cohen, M.K. (September 2019). *Family Engagement within Multi-tiered Systems of Behavior Support*. Invited Presentation: Family-School-Community Alliance Conference, Tampa, FL

Strickland-Cohen, M.K. (March 2019). *A Function-Based Approach to Preventing Problem Behavior in the Classroom*. Invited Presentation: International Association of Laboratory Schools (IALS) Conference, Fort Worth, TX

Strickland-Cohen, M.K. (August 2017). *Building and Sustaining a District Continuum of Individualized Student Supports*. Invited Keynote Presentation: Texas Behavior Support Conference, Houston, TX

Strickland-Cohen, M.K. (August 2017). *A Practical Approach to Providing Function-Based Behavior Support*. Invited Presentation: Texas Behavior Support Conference, Houston, TX

Strickland-Cohen, M.K. (March 2016). *Training School-Based Professionals to Design and Implement Function-Based Support: Building School Capacity*. Invited Presentation: Texas Association for Behavior Analysis (TxABA) Annual Conference, Fort Worth, TX

Strickland-Cohen, M.K. (November 2015). *A Practical Approach for Utilizing Function-based Support in Typical School Contexts*. Invited Presentation: Texas ESC Collaboration Series on Challenging Behaviors, Keller, TX

Strickland-Cohen, M.K. (2015). *Multi-Tiered Systems of Support: Building a “Climate” for Academic Success*. Invited Presentation: Texas Behavior Support Conference, Houston, TX

Strickland-Cohen, M.K. (2015). *Building District Capacity to Deliver a Continuum of Individualized Support*. Invited Keynote Presentation: Texas Association of Behavior Specialists Conference, Austin, TX

Strickland-Cohen, M.K. (2015). *A Proactive Approach to Utilizing Function-Based Support in Typical School Contexts*. Invited Presentation: Texas Association of Behavior Specialists Conference, Austin, TX

Strickland-Cohen (2015). *Sustaining Effective Practices in the Face of Principal Turnover*. Invited Presentation: Montana Council for Exceptional Children Conference, Bozeman, MT

Strickland-Cohen (2015). *Creating a School “Climate” for Academic Success*. Invited Presentation: Montana Council for Exceptional Children Conference, Bozeman, MT

Swain-Bradway, J. & Strickland-Cohen, M. K. (2014). *The Vital Role School Climate and Social/Emotional Supports Play in Academic Success*. Texas Behavior Support (TBS) Conference, Houston, TX

Strickland-Cohen, M.K. (2014). *A Practical Approach for Utilizing Function-Based Support in Typical School Contexts*. Invited Presentation: Lubbock ISD Summer Leadership Institute, Lubbock, TX

Strickland-Cohen, M.K. (2013). *A Practical Approach to Using FBA in School Settings.* Full- day invited workshop presented at the Central Oregon PBIS Conference, Bend, OR

Loman, S., & Strickland-Cohen, M. K. (2013). *Supporting Students with Autism Across All Three PBIS Tiers.* Northwest PBIS Conference, Eugene, OR

Strickland-Cohen, M.K. & Pinkelman, S. E. (2012). *Designing Effective Instructional and Behavioral Supports for Students with Autism*. Northwest PBIS Conference, Portland, OR

***PROFESSIONAL DEVELOPMENT TRAINING and WORKSHOPS (\*student presenter)***

Strickland-Cohen, M.K. (April-May 2023). Building District Capacity to Enhance Student Support at Tier 3 (3-part professional learning series for district behavior specialists). Arlington Independent School District, Arlington, TX.

Strickland-Cohen, M.K. (May 2022). Evidence-Based Consultation & Coaching Practices (professional development for school-based intervention specialists). Springfield School District, Springfield, OR.

\*Newson, A. & Strickland-Cohen, M.K. (April 2022). De-escalation Strategies for Students and Adults (professional development for school-based intervention specialists). Springfield School District, Springfield, OR.

\*Izzard, S. & Strickland-Cohen, M.K. (March 2022). Building Collaborative Partnerships Between General & Special Educators (professional development for school-based intervention specialists). Springfield School District, Springfield, OR.

\*Mowery, A. & Strickland-Cohen, M.K. (February 2022). Problem-Solving Consultation with Classroom Teachers (professional development for school-based intervention specialists). Springfield School District, Springfield, OR.

\*St. Joseph, S. & Strickland-Cohen, M.K. (November 2021). Behavior Support Planning & Implementation: Enhancing Contextual Fit (professional development for district behavior specialists. Bethel School District, Eugene, OR.

Strickland-Cohen, M.K. & Machalicek, W. (Fall 2020 – Spring 2021). Supporting Students with Challenging Behavior and Their Families During Remote Instruction (8-part professional development training series for school psychologists and district behavior specialists). Springfield School District, Springfield, OR.

\*Cohen-Lissman, D. & Strickland-Cohen, M.K (November 2020). Collaborating with Families During Distance Learning (professional development for general educators). 4J School District, Eugene, OR.

\*Austin, S. & Strickland-Cohen, M.K. (January 2020). Preventing & Addressing Challenging Behavior in the Classroom (professional development for general educators). Bethel School District, Eugene, OR.

Strickland-Cohen, M.K., \*Kittelman, A., & \*Santiago-Rosario, M. (October 2019). Implementing and Assessing Classwide Systems of Positive Behavior Support (full-day workshop for elementary PBIS team members). Redmond School District, Redmond, OR.

Strickland-Cohen, M.K. & Machalicek, W. (Fall 2019). Model Demonstration: Basic FBA to BSP for Behavior Interventionists (7-part professional development series for school psychologists and district behavior specialists). Springfield School District, Springfield, OR.

Strickland-Cohen, M.K. (May 2019). Implementing and Sustaining Function-Based Behavior Support in Schools. Invited Presentation: Behavior Analysis in Public Education Special Interest Group, Grapevine, TX.

Strickland-Cohen, M.K. (April 2019). Preventing & Addressing Challenging Behavior in Home and Community Settings. Invited Presentation: Down Syndrome Partnership of North Texas, Fort Worth, TX.

Strickland-Cohen, M.K. & Kyzar, K.B. (January 2019). Partnering for Positive Behavior (PPB): A Strengths-Based Model for Enhancing Family-Teacher Partnerships (professional development for general education teachers). Eagle Mountain-Saginaw ISD, Saginaw, TX.

Strickland-Cohen, M.K. (October 2018). Enhancing Family-Professional Partnerships within a Schoolwide PBIS Model (3-part professional development series for PBIS team members and administrators). Arlington ISD, Arlington, TX.

Strickland-Cohen, M.K. (January-May 2017). Teach Well – Build Relationships ANSERS Initiative (4-part professional development training series). Four 8-hour trainings developed and presented with Dr. Kathleen Kyzar for teachers and administrators in the DFW area. Texas Christian University, Fort Worth, TX.

Strickland-Cohen. M.K. (March 2017). Implementing a Continuum of Function-Based Support in Schools: Factors Related to Sustainability. Invited Presentation: Behavior Analysis in Public Education Special Interest Group, Fort Worth, TX.

Strickland-Cohen, M.K. (January-February 2017). Tier II Positive Behavior Interventions and Supports: Establishing Supplemental Support Systems (3-part professional development series for PBIS team members and administrators). Arlington ISD, Arlington, TX.

Strickland-Cohen, M.K. (April 2016). Sustaining Effective Individualized Behavior Support: Barriers and Enablers. Invited Webinar: Texas Association for Behavior Specialists (TABS).

Strickland-Cohen, M.K. (February 2016). SWPBIS: Building Tier II Systems of Support. Invited Professional Development Workshop, Arlington ISD, Arlington, TX.

Strickland-Cohen, M.K. (December 2015). Evaluating School-wide PBIS: The School-wide Evaluation Tool (SET). Invited Professional Development Workshop, Arlington ISD, Arlington, TX.

Strickland-Cohen, M.K. (2015). Creating a “Climate” for Success: The Role of Social- Emotional Behavior in Academic Achievement. Invited Workshop: Region 3 Education Service Center, Victoria, TX.

Strickland-Cohen, M.K. (2015). Evaluating the Effectiveness of School-wide Positive Behavior Support (Workshop for all school staff). Plainview High School, Plainview, TX.

Strickland-Cohen, M.K. (2015). Building a Continuum of Function-based Support: Basic FBA to BIP (4-part professional development series for school psychologists). Lubbock ISD, Lubbock, TX.

Strickland-Cohen (2014). Classroom- and School-wide Approaches to Reducing Challenging Behavior in Schools (3-part professional development series for teachers and para- educators). Region 17 Education Service Center, Lubbock, TX.

Strickland-Cohen, M.K. (2014). SWPBIS: A Proactive Approach to Addressing Challenging Behavior (2-day workshop for support staff and administrators). Levelland Independent School District, Levelland TX.

Strickland-Cohen, M.K. (2014). Schoolwide PBIS: Taming Tiers II and III (full-day professional development workshop), Lubbock Independent School District, Lubbock, TX.

Strickland-Cohen, M.K. (2014). Basic FBA to BIP (three-part professional development training series for behavior support personnel), Slaton Independent School District, Slaton, TX.

Strickland-Cohen, M. K., & Bateman, L. (2013). Basic FBA to Behavior Support Planning (three-part professional development training series for behavior support personnel), Bethel School District, Eugene, OR.

Strickland-Cohen, M. K. (2011). From “Practical FBA” to BSP (four-part training series for behavior support professionals, Springfield ISD, Springfield, OR).

Strickland-Cohen, M.K., Spear, C., & Van Norman, R. (2011). Embedding Early Literacy Instruction in Play (staff workshop presented at Pearl Buck Center Preschool, Eugene, OR).

***OTHER OUTREACH ACTIVITIES***

# Member of PBIS Sub-Committee, MTSS District Leadership Team, Granite School District, Salt Lake City, UT (2022-present)

# University Partner, MTSS District Leadership Team, Granite School District, Salt Lake City, UT (2022-present)

* University Partner, PBIS District Leadership Team, Student Support Services, Arlington Independent School District, Arlington, TX (2015-2016 – 2018-2019)
* Region 11 University Partner Representative, Texas School Climate Transformation Project, Region 4 Education Service Center, Houston, TX (2015-2016 – 2017-18)
* Region 17 University Partner Representative, Texas School Climate Transformation Project, Region 4 Education Service Center, Houston TX (2014-2015)

# Evaluation Team Member and External Reviewer. AdvancED Reaccreditation Evaluation of the Jane Justin School. Cooks Children’s Medical Center of Fort Worth, Texas (2016-2017)

* Research Advisory Board Member (2010-2013). Pearl Buck Preschool and Head Start Program, Eugene, OR.