**Kaitlin Gould, Ph.D., BCBA-D**

kmg2237@tc.columbia.edu

**CURRENT POSITION**

**Lecturer; Program Director-School Psychology Ed.M. Program** September 2024-Present

*Teachers College, Columbia University* New York, NY

**EDUCATION**

**University of Massachusetts, Boston (APA Accredited/NASP Approved Program)** August 2019

Doctor of Philosophy in School Psychology Boston, MA

Dissertation: *Evaluating the impact of a combined word problem-solving intervention on elementary students’ mathematics and social-emotional learning.*

**University of Massachusetts, Boston** August 2018

Graduate Teaching Program Certificate Boston, MA

**University of Massachusetts, Boston** December 2016

Applied Behavioral Analysis for Special Populations Certificate Boston, MA

**University at Albany, State University of New York (SUNY)** December 2013

Master of Science in Educational Psychology and Methodology Albany, NY

**University at Albany, State University of New York (SUNY)** December 2011

Bachelor of Arts in Psychology, Magna Cum Laude Albany, NY

**PROFESSIONAL CERTIFICATION**

**Licensed Psychologist- New York** 2021-Present

*License Number 024329*

**Licensed Behavior Analyst- Maryland** 2019-2021

*License Number LBA672*

**Leadership Education in Neurodevelopmental Disabilities (LEND) Program**  2018-2019

*Ten-month training program to provide evidence-based screening, diagnosis, and   
Treatment of neurodevelopmental disabilities. Training provided by Kennedy Krieger   
Institute and Johns Hopkins University School of Medicine*

**Board Certified Behavior Analyst-Doctoral** BCBA 2017-2020

*Certification Number 1-17-27595* Doctoral Designation 2020-Present

**Massachusetts Educators Professional License** 2017-2020

*School Psychologist, All Levels*

**PROFESSIONAL AWARDS, HONORS, & RECOGNITION**

**Selected Participant**  2024

*Institute of Education Sciences, Summer Research Training   
Institute on Single-Case Research Design, Madison, WI*

**Article of the Year, Finalist** 2020

*Journal of Educational and Psychological Consultation*

**Book Award in School Psychology PhD**  2019

*University of Massachusetts Boston, College of Education and Human Development*

**Beacon Voyages for Service Award**2017

*University of Massachusetts Boston*

**TEACHING EXPERIENCE**

**Lecturer** September 2024-Present

*Teachers College, Columbia University* New York, NY

HBSK5280, Fieldwork in School Psychological Services

**Lecturer** August 2022-Present

*University at Albany, State University of New York (SUNY)*  Albany, NY

APSY519, Autism I: Overview of Autism Spectrum Disorder

APSY520, Autism II: Introduction to Intervention

APSY521, Autism III: Practicum in Intervention

**Assistant Professor** August 2022-June 2024

*The College of Saint Rose, Graduate School of Education* Albany, NY

SPY500, Introduction to School Psychology

SPY505, Assessment for the School Psychologist III: Social-Emotional & Low Incidence Disabilities

SPY590-591, Internship in School Psychology

SPY525, School Psychology Consultation

**Associate Lecturer** January 2021- June 2021

*University of California-Riverside, Graduate School of Education* Virtual Instruction

EDUC182-231B, Behavioral Interventions in the Schools

EDUC217B, Research Method in Applied Behavior Analysis

**Instructor of Record** September 2017-December 2017

*University of Massachusetts Boston, College of Education and Human Development* Boston, MA

COUNSL601, Research and Evaluation in Psychology

**Teaching Assistant**  September 2015-May 2017

*University of Massachusetts Boston, College of Education and Human Development* Boston, MA

SPY604, Social, Emotional, Behavioral Assessment and Intervention

COUNSL601, Research and Evaluation in Psychology  
COUNSL620, Human Development: Research, Theory, and Practice

**GRANTS**

**Co-Investigator** 2024-2029

*The Culturally Informed Trauma-sensitive practice for Youth (CITY) Program*

Funding source: U.S. Department of Education (S184X240057).

Total requested amount: $4,913,000.

Status: Funded

**Co-Investigator**  2022

*Mindfulness-Based Intervention for Anxiety Experienced by Autistic Children, Parent-Mediated*

Funding source: National Institute of Health

Total requested amount $450,000

Status: Not funded

**Principal Investigator**  2022

*Modification of the Collaborative and Proactive Solutions Intervention for Autistic Individuals*

Funding source: International Society for Autism Research

Total requested amount $20,000

Status: Not funded

**Co-Investigator**  2021

*Transforming Outcomes for Autistic Students: Participatory MAAPS*

Funding source: Institute of Education Sciences

Total requested amount $1,400,000

Status: Not funded

**Principal Investigator**  2017

*Evaluating the Impact of a Combined Word Problem Solving Intervention on Elementary   
Students’ Mathematics and Social Emotional Skills*

Funding source: Craig R. Bollinger Memorial Research Grant

Total requested amount $1,500

Status: Funded

**PUBLICATIONS, peer-reviewed (n=25)**

DeFouw, E. R., Johnson, A. H., Codding, R. S., Collier-Meek, M. A., & **Gould, K**. (under review).   
 Understanding the role of treatment intensity in math fact fluency interventions: A meta-analysis   
 of group and single case design studies. *Journal of School Psychology.*

Anderson, C.M., Williams, Z., McCammon, M., Dwyer, P., Bottini, S.B, **Gould, K.,** Martin, R.J,   
 DePaolo, K., Holmes, S., Busick, M., Morton, H.E, Giwa Onaiwu, M. (under review). A review   
 of and quantitative synthesis of assent practices in research that establishes evidence-based   
 practice for autistic youth. *Journal of Autism and Developmental Disorders.*

**Gould, K.,** Collier-Meek, M.A., Codding, R., Hayden, L., & Pereira, B. (under review). Can one   
 intervention address multiple needs? Impact of a combined intervention on mathematics and   
 social emotional skills. *Remedial and Special Education.*

Martin, R. J., Bottini, S., **Gould, K.,** Losh, A., Crowley-Zalaket, J., McCammon, M., Wolgemuth, J., &   
 Anderson, C. (2024). "We're underserved, but we do the best we can": Accessing behavioral   
 health services for autistic children in rural Appalachia. *Advances in Neurodevelopmental   
 Disorders.*

Bottini, S.B., Morton, H.E., Buchanan, K.A., & **Gould, K.** (2023). Moving from disorder to difference:   
 A systematic review of recent language use in autism research. *Autism in Adulthood.* doi:10.1089/aut.2023.0030

Martin, R. J., Crowley-Zalaket, J., **Gould, K.**, Weddle, S. & Anderson, C. M. (2023). Behavioral   
 parent training via telehealth for autistic children: Further exploration of feasibility and potential   
 efficacy. *Advances in Neurodevelopmental Disorders*, 1-14.   
 https://doi.org/10.1007/s41252-023-00336-3

**Gould, K.,** Martin, R., Bottini, S., Crowley-Zalaket, J., Losh, A., McCammon, M., Wolgemuth, J., &   
 Anderson, C. (2023). Behavioral parent training via telehealth for autistic children in   
 rural Appalachia: A mixed methods feasibility study. *Journal of Positive Behavior Interventions.* https://doi.org/10.1177/10983007231200541

Edelstein, M., Boyle, A., **Gould, K.,** & Sullivan, A. (2022). An evaluation of self-identified preferences   
 in young children with behavior disorders. *Child and Family Behavior Therapy, 44,* 349-359.   
 doi: [10.1080/07317107.2022.2109403](https://doi.org/10.1080/07317107.2022.2109403)

Edelstein, M., Becraft, J., **Gould, K.,** & Sullivan A. (2021). Evaluation of a delay and denial tolerance   
 program to increase appropriate waiting trained via telehealth. *Behavioral Interventions, 37,* 383-396. https://doi.org/10.1002/bin.1855

Collier-Meek, M.A., Sanetti, L.M., **Gould, K.**, & Pereira, B. (2021). Using the performance diagnostic  
 checklist to evaluate and promote paraeducators’ treatment fidelity. *Journal of School Psychology,   
 86,* 1-14. doi: 10.1016/j.jsp.2021.02.005

Fallon, L. M., Collier-Meek, M. A., Famolare, G. M., DeFouw, E. R., & **Gould, K.** (2021). Electronically  
 delivered support to promote implementation fidelity: A research synthesis. *Journal of School   
 Psychology.* doi: 10.1080/2372966X.2020.1853485

Hartz, R., **Gould, K**., Harper, J., & Luiselli, J. (2021). Assessing interobserver agreement (IOA) with   
 procedural integrity: Evaluation of training methods among classroom instructors. *Child and   
 Family Behavior Therapy, 43*, 1-12*.* doi:10.1080/00168890.2020.1848404

Martin, R. J., Anderson, C.M., **Gould, K.,** Morganelli, M., & Kleinert, W.L. (2021). A descriptive   
 secondary analysis of evidence-based interventions for students with autism spectrum disorder.   
 *Contemporary School Psycholog*y, *25,* 75-85.doi: 10.1007/s40688-020-00282-0

Collier-Meek, M.A., Sanetti, L.M., **Gould, K.**, & Pereira, B. (2020). An exploratory comparison of three  
 treatment fidelity assessment methods: Time sampling, event recording, and post-observation   
 checklist. *Journal of Educational and Psychological Consultation, 31,* 334-359.   
 doi: 10.1080/10474412.2020.1777874

Martin, R. J., Codding, R. S., Collier-Meek, M. A., **Gould, K.,** DeFouw, E. R., & Volpe, R. J. (2019).   
 Examination of a parent-mediated detect, practice, and repair procedure to improve math fact   
 fluency. *School Psychology Review, 48,* 293-308. doi:10.17105/SPR-2018-0022.V48-4.

**Gould, K.,** Collier-Meek, M. A., DeFouw, E. R., Silva, M., & Kleinert W. (2018). A systematic review of   
 treatment integrity assessment from 2004 to 2014: Examining behavioral interventions for   
 students with autism spectrum disorder. *Contemporary School Psychology, 23,* 220-230.   
 https://doi.org/10.1007/s40688-019-00233-4.

**Gould, K.,** Harper, J., Gillich, E., & Luiselli, J. (2018). Response interruption and redirection with   
 stimulus control to decrease stereotypy in a student with autism. *Behavioral Interventions, 34,* 118-126, https://doi.org/10.1002/bin.1652.

Collier-Meek, M. A., Fallon, L. M., & **Gould, K.** (2018). How are treatment integrity data assessed?   
 Reviewing the performance feedback literature. *School Psychology Quarterly, 33,* 517-526. doi:   
 10.1037/spq0000239.

DeFouw, E., Codding, R. S., Collier-Meek, M. A., & **Gould, K.** (2018). Examining dimensions of   
 treatment integrity and treatment intensity in mathematics intervention research for students   
 At-risk. *Remedial and Special Education, 40,* 298-312.   
 https://doi.org/10.1177/0741932518774801.

Hayden, L., Hess, C., Broadhead, S., & **Gould, K.** (2018). A school-based multidisciplinary response to   
 student athletes’ mild traumatic brain injury. *Journal of Multidisciplinary Research, 9*, 17-31.

Fettig, A., Cook, A.L., Morizio, L., **Gould, K.,** & Brodsky, L. (2018). Using Dialogic Reading strategies   
 to promote social emotional skills for young students: An exploratory case study in an after  
 school program. *Journal of Early Childhood Research, 16*, 436-448.  
 https://doi.org/10.1177/1476718X18804848.

Kleinert, W. L., Codding, R. S., Minami, T., & **Gould, K**. (2017). A meta-analytic review of the taped   
 problems intervention. *Journal of Behavioral Education, 26,* 1-28.

Hayden, L., Silva, M., & **Gould, K.** (2017). Revealing school counselors’ perspectives on using physical   
 activity and consulting with coaches. *Professional School Counseling, 21*, 1-11.

Cook, A.L., Fettig, A., Morizio, L.J., Brodsky, L.M., & **Gould, K.** (2017). Culturally relevant dialogic   
 reading to promote literacy and social-emotional development*.* *Journal of Child and Adolescent*

*Counseling, 3,* 1-14.

Miller, D. N., & **Gould, K**. (2013). Forgotten founder: Harry Marsh Warren and the history and legacy of   
 the Save-A-Life-League. *Suicidology Online, 4*, 12-15.

**PUBLICATIONS, non-peer-reviewed (n=4)**

Ryland, L., Kandarpa, K., Kanu, B., **Gould, K.,** & Fallon, L. (2023). Culturally responsive behavioral   
 supports. *Communiqué, 51,* 24-25.

**Gould, K.,** Iovannone, R., Anderson, C.M., Hoffkins, C., Jordan, A., & Cavanaugh, B. (2022). Use of   
 teleconsultation in schools. *Communiqué, 50,* 26-27.

DeFouw, E. R., Kurtz, K. D., Pagán-Ortiz, M., Brodt, M., & **Gould, K.** (2020). Transnational experiences   
 in a school psychology training program. *Communiqué*, *49*, 37.

**Gould, K.,** Gaither, J., Dart, E., & Weaver, A. D. (2018). Research-based practice: A practical guide to   
 single case design graphing. *Communiqué*, *47*, 22-24.

**BOOK CHAPTERS (n=4)**

Hayden, L.A., Siwek, F., Cox, M., & **Gould, K.** (2024). Engaging in YPAR with middle school students.   
 In A. Cook & I. Levy (Eds.), *Activating Youth as Change Agents: Integrating Youth Participatory  
 Action Research in School Counseling.*

Collier-Meek, M.A., DeFouw, E.R., & **Gould, K.** (2023). Research on target and class-wide consultation.  
 In D. Newman, S. Sheridan, B. Erchul, & A. Garbacz. (Eds.), *Handbook of Research in School   
 Consultation.*

Hayden, L.A., Hess, C., Broadhead, S., & **Gould, K.** (2023). A school-based multidisciplinary response   
 to student-athletes’ mild traumatic brain injury. In R.F.C. & H.G. (Eds). *Advances and Lessons in   
 Sports.* Cambridge Scholars Publishing. *(Invited)*

Collier-Meek, M. A.,DeFouw, E., & **Gould, K**. (2019). Intervention integrity. In E. Dart & K.   
             Radley (Eds.), *Handbook of Behavioral Interventions in Schools: Multi-Tiered Systems of   
 Support.*New York: Oxford University Press. ISBN: 9780190843229

**INVITED PRESENTATIONS (n=2)**

Morton, H.E., **Gould, K.,** Buchanan, K.A., Rutter, T.M., Wood, E.K., Martin, R.J., McCammon, M.N., &   
 Bottini, S.B. (2024, April). *Including autistic self-report in research.* Presented at the Emory   
 Autism Advocacy Organization Pathways & Passions Research Symposium.

**Gould, K.** (2021, October). *Behavioral parent training: The what, why, and how*. Presented at the Annual   
 Albany Autism Conference, Center for Autism and Related Disabilities (CARD), Virtual   
 Conference.

**PRESENTATIONS, national and international (n=36)**

Buchanan, K. B., **Gould, K.,** Bottini, S. B., Wood, E. K., & Morton, H. E. (2024, May). *Capturing   
 autistic perspectives: A systematic review of patient-reported outcome measurement validity and   
 adaptations within autism research*. In Mazefsky, C. A. (chair) “Advances in measurement of   
 mental health and well-being in autism research” [Panel]. Presented at the International   
 Society for Autism Research Annual Meeting, Melbourne, Australia.

Morton, H.E., **Gould, K.,** Buchanan, K.A., Rutter, T.M., Wood, E.K., Martin, R., McCammon, M.N., &   
 Bottini, S.B. (May, 2023). *Use of autistic self-report in autism research: A systematic review of   
 literature published in 2021*. Poster presented at the International Society for Autism Research  
 Annual Meeting, Stockholm, Sweden.

Bottini, S.B., McCammon, M.N., Martin, R., **Gould, K.,** Williams, Z., Dwyer, P., Onaiwu, M., Busick,   
 M., & Anderson, C. (May, 2023). *A systematic review of assent practices in research that   
 establish evidence-based practices for autistic individuals.* Poster presented at the International   
 Society for Autism Research Annual Meeting, Stockholm, Sweden.

**Gould, K.,** Morton, H., Bottini, S., & Buchanan, K. (2023, February). *Ableism vs neurodiversity: Current   
 langauge use in autism research*. Paper presented at the Annual Convention of National   
 Association of School Psychologists, Denver, CO.

Collier-Meek, M.A., **Gould, K.,** DeFouw, E.R., & Sanetti, L. (2023, February). *Consultation to improve   
 classwide outcomes: Opportunities and challenges.* Paper presented at the Annual Convention of   
 National Association of School Psychologists, Denver, CO.

**Gould, K.,** Martin, R., Bottini, S., & Anderson, C. (2022, May). *Exploring barriers and facilitators to*  
 *accessing behavioral parent training in rural Appalachia.* Paper presented at the Association for  
 Behavior Analysis International 48th Annual Convention, Boston, MA.

**Gould, K.,** Edelstein, M.L., Sullivan, A., Becraft, J.L., & Perkins-Parks, S.K. (2021, May). *Evaluation of   
 A brief delay/denial tolerance training delivered via telehealth.* Paper presented at the   
 Association for Behavior Analysis International 47th Annual Convention, Virtual Conference.

Crowley, J., **Gould, K.,** & Anderson, C.M. (2021, May). *Automatically reinforced self-injury: Assessing   
 For maintenance, longevity, and schedule thinning.* Paper presented at the Association for   
 Behavior Analysis International 47th Annual Convention, Virtual Conference.

**Gould, K.,** Edelstein, M.L., & Sullivan, A. (2021, February). *Teaching self-control skills to facilitate*   
 *kindergarten readiness.* Paper presented at the Annual Convention of National Association of   
 School Psychologists, Virtual Conference.

**Gould, K.**, Pereira, B.A., Collier-Meek, M.A., & Sanetti, L.M. (2021, February). *An exploratory   
 comparison of three treatment fidelity assessment methods.* Paper presented at the Annual   
 Convention of National Association of School Psychologists, Virtual Conference.

**Gould, K.,** Edelstein, M.L., Sullivan, A., & Bradley, R. (2020, May). *Evaluation of a structure   
 interview and synthesized contingency analysis to improve efficient functional assessment.* Paper   
 presented at the Association for Behavior Analysis International 46th Annual Convention,   
 Washington DC.

Boyle, A., **Gould, K.,** Benson, J., Perkins-Parks, S., & Edelstein, M.L. (2020, May). *Generalizing   
 preference assessment methodology using electronic leisure devices.* Paper presented at the   
 Association for Behavior Analysis International 46th Annual Convention, Washington DC.

**Gould, K.,** Sanetti, L.M., Collier-Meek, M., & Pereira, B.A. (2020, February). *Using the Performance   
 Diagnostic Checklist to increase intervention implementation.* Paper presented at the Annual   
 Convention of National Association of School Psychologists, Baltimore, MD.

**Gould, K.,** Collier-Meek, M., Codding, R.S., & Hayden, L.A. (2020, February). *Impact of combined   
 mathematics and social emotional skills.* Poster presented at the Annual Convention of National   
 Association of School Psychologists, Baltimore, MD.

Collier-Meek, M. A., Sanetti, L. M. H., **Gould, K.,** & Pereira, B. (2019, February). *A checklist and   
 supports to help paraeducators implement student interventions*. Poster presented at the Annual   
 Convention of National Association of School Psychologists, Atlanta, GA.

Collier-Meek, M. A., Fallon. L. M., & **Gould, K.** (2019, February). *How are treatment integrity data   
 assessed?* Poster presented at the Annual Convention of National Association of School   
 Psychologists, Atlanta, GA.

**Gould, K.,** Chan-Iannetta, L., & Fallon, L. (2018, February). *First Grade Survival Skills: A Treatment   
 Intensity Study.* Paper presented at the Annual Convention for National Association of School   
 Psychologists, Chicago, IL.

Morizio, L., **Gould, K.,** Broadhead, S., Kleinert, W., & Hayden, L. (2018, February). *Vulnerable Youth   
 and Help Seeking Behaviors: Using Social Network Analysis.* Poster presented at the Annual  
 Convention for National Association of School Psychologists, Chicago, IL.

Hartz, R. & **Gould, K**. (2017, May). *Increasing IOA Integrity with Behavioral Skills Training.* Poster   
 presented at the Association for Behavior Analysis International 43rd Annual Convention, Denver,   
 CO.

Desai, S., Codding, R.S., **Gould, K.**, DeFouw, E. (2017, February). *Field supervisors and interns: Does personality similarity optimize the internship?* Paper presented at the annual convention for National Association of School Psychologists, San Antonio, TX.

DeFouw, E., **Gould, K**., Fallon, L. M., Kurtz, K., & Collier-Meek, M. A. (2017, February). *Providing proactive and efficient treatment integrity support to educators.* Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.

DeFouw, E., **Gould, K.,** Codding, R. S., & Collier-Meek, M. A. (2017, February). *Examining Dimensions of Treatment Intensity in Math Intervention Research.* Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.

Broadhead, S., Hayden, L., **Gould, K.M**., Kleinert, W.L., Silva, M.R., Fisher, C., Pagan-Ortiz., M. (2016, August). *Traumatic brain injury in youth sports: School counselors and school psychologists’ roles in the recovery process*. Symposium presented at the 124th Annual Convention of American Psychological Association, Denver, CO.

Broadhead, S., **Gould, K.,** Peters, S., DeFouw, E., & Brodsky, L. (2016, August). *Access points: Faculty perceptions regarding food insecurity and housing instability.* Poster presented at the 124th Annual Convention of American Psychological Association, Denver, CO.

**Gould, K.,** Harper, J., & Gillich, E. (2016, May). *Response interruption and redirection with stimulus   
 control to decrease stereotypy in a student with autism.* Poster presented at the Association for   
 Behavior Analysis International 42nd Annual Convention, Chicago, IL.

**Gould, K.,**Collier-Meek, M.A., DeFouw, E., Silva, M., & Kleinert, W. (2016, February).  *Treatment integrity and autism: Current research, practices, and recommendations.* Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Kleinert, W., Codding, R.S., Minami, R., & **Gould, K.** (2016, February). *Meta-analysis of the taped problems and taped words interventions.* Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

Martin, R., Codding, R. S., **Gould,** **K.**, & DeFouw, E. (2016, February). Improving the procedural fidelity of home-based academic interventions. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.

Collier-Meek, M. A., Johnson, A. H., Brodsky, L., **Gould, K**. DeFouw, E., Silva, M., & Sanetti, L. M. H. (2016, February). *Evaluating system-wide influences to intervention implementation.* Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

DeFouw, E., Collier-Meek, M. A.,Codding, R. S**.** & **Gould, K**. (2016, February). *Treatment integrity in tier 2 mathematics interventions*. Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

Collier-Meek, M. A., Johnson, A. H., Sanetti, L. M. H., & **Gould, K**. (2015, August). *A measure to assess systemic barriers to implementation in schools.* Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.

Hayden, L., Cook, A., Bednar, J., **Gould, K.,** & Silva, M. (2015, August) *Counselors as Leaders for Systemic Integration of Physical Activity and Sport in Public Education.* Poster presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.

Hayden, L., Whitley, M., Greenspan, S., Bednar, J., **Gould, K**., & Silva, M. (2015, August). *Exploring collaboration between coaches and counselors to support positive youth development.* Paper presented at the 123rd Annual Convention of American Psychological Association, Toronto, Ontario.

Kleinert, W., Codding, R. S., Sheppard, V., Silva, M. & **Gould, K.** (2015, February). *Research synthesis on the taped problems and taped words interventions.* Poster presented at the Annual Convention of National Association of School Psychologists (NASP), Orlando, FL.

**Gould, K**., Wagner, L., Teufel, K., Gray, R., Murray, B., Lehrer, C., …Williams, S. (2014, February). *Developing trade tools: Educational apps across e-platforms.* Poster presented at the Annual Convention of National Association of School Psychologists, Washington D.C.

Williams, S., Creary, H., Teufel, K., Wagner, L., Haas, J., Sheppard, V., …**Gould, K**. (2014, February). *Developing trade tools: Intervention kits.* Paper presented at the Annual Convention of National Association of School Psychologists, Washington D.C.

**PRESENTATIONS, regional (n=9)**

**Gould, K.,** & Harper, J. (2016, October). *Response interruption and redirection with stimulus control to   
 decrease stereotypy in a student with autism.* Symposium presented at the Berkshire Applied   
 Behavior Analysis and Therapy Annual Conference, Amherst, MA.

Hartz, R., & **Gould, K.** (2016, October). *Improving staff performance and data collection methods.* Symposiumpresented at the Berkshire Applied Behavior Analysis and Therapy Annual   
 Conference, Amherst, MA.

Broadhead, S., **Gould, K.,** Peters, S., DeFouw, E., & Brodsky, L. (2016, May). *Access points: Faculty perceptions regarding food insecurity and housing instability.* Poster presented at the Massachusetts School Psychologists Association Spring Conference, Framingham, MA.

Cook, A.L., Fetting, A., Morizio, L.J., Brodsky, L.M., **Gould, K.,** & Thiem, L. (2016, March*). Super friends super readers: Investigating dialogic reading for social-emotional development.* Paper presented at the New England Doctoral Student Conference, Nashua, NH.

DeFouw, E., Peters, S., Pearrow, M., **Gould, K.,** Broadhead, S., Brodsky, L. ... Gable, S. (2015, May). *Food insecurity and housing instability: A survey of faculty perceptions.* Paper presented at the U-ACCESS Students Excel Through Urban Higher Education, Boston, MA.

Fettig, A., Cook, A., Brodsky, L., & **Gould, K.** (2015, April). *Super Friends, Super Readers! Engaging community to support young children's social emotional development.* Poster presented at the 2015 Community-Engaged Partnerships Symposium, Boston, MA.

Creary, H. & **Gould, K.** (2014, October). *Implementing technology in the classroom: teacher’s readiness, use, and obstacles*. Poster presented at the New York Association for School Psychologists, Albany, NY.

Williams, S., **Gould, K.,** Creary, H., Monachino, C. & Murray, B. (2013, October). *Putting the “I” in education: iPads and educational apps.* Paper presented at the New York Association of School Psychologists Conference, White Plains, NY.

Williams, S., **Gould, K**., Creary, H., Monachino, C. & Murray, B. (2013, October). *Putting the “I” in education: iPads and educational apps.* Poster session presented at the Northeastern Educational Research Association 44th Annual Conference, Rocky Hill, CT.

**CLINICAL EXPERIENCE**

**Clinical Investigator** January 2023-July 2024

*Center for Autism and Related Disabilities* Albany, NY

* Participated in collaborative development and implementation of training/education activities for families, school-based professionals, and community providers working with individuals on the autism spectrum
* Implemented clinical services consistent with national standards and evidence-based practices within the field of autism
* Developed systems for clinical service delivery and growth
* Assisted with implementation of evaluation tools and procedures for education/training programs
* Evaluated training curricula through data collection and analysis
* Used data and program evaluation to determine appropriate areas for the expansion of training

**Behavioral Consultant** September 2021- March 2023

*May Institute, School Consultation Department* Randolph, MA

* Conducted program evaluations for sub-separate district programs
* Provided systems-based and case-level consultation to district BCBA’s and administration
* Developed and provide trainings to school-based teams
* Consulted to special education director, special education administration, and relevant team members regarding challenging cases, and/or support legal proceedings for cases

**Research Scientist**  September 2020-August 2022

*May Institute, National Autism Center* Randolph, MA

* Provided supervision to BCBA’s, post-doctoral fellows, and masters’ level clinicians on clinical service provision, including parent training programming and school-based coaching
* Supported development and implementation of standardized interventions for students/clients on the autism spectrum
* Assisted with program development and evaluation for in-home behavioral clinical services

**Post-Doctoral Fellow** September 2019-August 2020

*Kennedy Krieger Institute/Johns Hopkins University School of Medicine*  Baltimore, MD

*Behavior Management Clinic*

Supervisors: Dr. Matt Edelstein, Ph.D., BCBA-D., Dr. Jaime Benson, Ph.D.

* Served as the primary supervisor for undergraduate practicum students
* Conducted initial and ongoing trainings with pre-doctoral interns
* Provided orientation trainings to new interns and practicum students
* Utilized evidence-based data-driven treatment to families serving children with various behavior problems and disruptive behaviors across multiple outpatient pediatric settings
* Primary therapist for caseload of 50-60 patients presenting with a variety of diagnostic and/or behavioral concerns
* Conducted direct and indirect behavior assessments as part of initial and ongoing evaluation to inform case conceptualization and treatment planning
* Developed specific measurable treatment objectives in collaboration with caregivers and community providers in order to monitor progress throughout treatment

**Pre-Doctoral Intern** July 2018-August 2019

*Kennedy Krieger Institute/Johns Hopkins University School of Medicine*  Baltimore, MD

*Behavior Management Clinic (APA Accredited)*

Supervisors: Dr. Alicia Sullivan, Ph.D., Dr. Jessica Handelsman, Ph.D., Dr. Susan Perkins- Parks, Ph.D.

* Provided evidence-based, data-driven treatment to families and community care providers serving children with behavior problems and disruptive behavior disorders in an outpatient pediatric setting.
  + Examples of presenting problems: noncompliance, physical aggression, tantrums, impulsivity, self-injury, bedtime/sleep problems, toileting difficulties, anxiety, depression, Pica
* Conducted direct and indirect behavioral assessments (clinical/behavioral interviews, behavior rating scales, direct behavior observations, etc.) in order to inform case conceptualization and treatment planning.
* Coached caregivers using behavioral skills training procedures to promote skill acquisition and mastery of appropriate intervention strategies.
* Developed specific measurable treatment objectives in collaboration with caregivers by which child and caregiver progress is monitored throughout treatment.
* Consulted with teachers and service care providers regarding intervention strategies and provide recommendations and training regarding student supports and individual education program (IEP) decisions.
* Training program is a member of MCH Leadership Education in Neurodevelopmental and Related Disorders (LEND).

**Substitute School Psychologist** September 2017-June 2018

*Quincy Public Schools- Atherton Hough Elementary School,* Quincy, MA

*Merrymount Elementary School, Beechwood Knoll Elementary School,*

*Broadmeadows Middle School*

Supervisor: Donna Cunningham, Licensed School Psychologist

* Assessed elementary school students for initial evaluations and re-evaluations using standardized psychological, academic, and social-emotional behavioral assessments (e.g., Wechsler Scale of Intelligence for Children, Behavior Assessment Scale for Children, Vineland Adaptive Behavior Scale, Conners, Rey Complex Figure)
* Analyzed and reported on findings to parents, teachers, and staff to support student access to services in special and regular education settings
* Contributed to team meetings and assisted in data-based decision making to provide students with intervention support
* Utilized a collaborative problem-solving model to consult with teachers and staff regarding student academic and behavioral support services
* Engaged in problem-solving and case review during a minimum of one hour of weekly supervision with a licensed school psychologist

**School Psychology Practicum Student** September 2016-June 2017

*Quincy Public Schools-Montclair Elementary School* Quincy, MA

Supervisors: Lisa Chan-Iannetta, Licensed School Psychologist.

Donna Cunningham, Licensed School Psychologist

* Completed 565 supervised hours
* Utilized a collaborative problem-solving model to consult with teachers and staff regarding student academic and behavioral support services
* Conducted functional behavior assessments to identify the function of student problem behavior and developed comprehensive behavior support plans based
* Facilitated a 6-week counseling group of four first through third grade students, collecting social and emotional data and monitoring progress weekly
* Assisted in grade-wide prevention program aimed to teach academic readiness skills (e.g., whole body listening, following the group plan, identifying thoughts and feelings) to first grade students through the use of a standardized curriculum, Incredible Flexible You
* Developed an understanding of the impacts of culture and socio-economic status on student success by engaging in discussions, observations, team meetings (e.g., presented assessment findings at team meetings using a translator), and assessment and intervention planning for students of diverse backgrounds
* Utilized psychological, academic, and social-emotional and behavioral assessment measures (e.g., Wechseler Intelligence Scale for Children, Wechsler Preschool and Primary Scale of Intelligence, Behavior Assessment System for Children, Conners) to complete comprehensive assessments for elementary school-aged students (ages 4-12)
* Engaged in problem-solving and case review during a minimum of two hours of weekly supervision with licensed school psychologists

**School Psychology Practicum Student** September 2015-June 2016

*Melmark New England- Early Childhood and School-Age* Andover, MA

Supervisors: Jessica Everett, PhD, Licensed Psychologist, BCBA-D,

Jill Harper, PhD, BCBA-D

* Completed 800 supervised hours
* Delivered academic, behavior, and activities of daily living supports for students with developmental disabilities and neurological disorders, ages 7-22
* Participated in and provided recommendations for student review meetings and Individual Education Plan meetings to assess student data and evaluate progress
* Conducted functional analyses to identify the function of student problem behavior using escape, attention, ignore, and control conditions
* Developed comprehensive behavior support plans based on functional analyses, and provided recommendations for general intervention strategies, antecedent strategies, teaching strategies, and consequence strategies
* Identified a need to train staff on interobserver agreement fidelity and created a staff training and research project to support increased fidelity of accurate data collection
* Created and administered interventions for behaviors and social-emotional regulation and anxiety
* Administered the Assessment of Basic Language and Learning Skills Revised (ABLLS-R) and Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and reported on findings to school staff and families
* Engaged in a minimum of 2 hours of weekly supervision with licensed psychologists and board-certified behavior analysts.

**School Psychology Practicum Student** September 2013-May 2014

*North Colonie Central School District- Shaker Junior High* Latham, NY

Supervisor: Supervisor: Miel Fajen, EdD, Licensed Psychologist

* Completed 498 supervised hours
* Utilized psychological (e.g., Wechsler Intelligence Scale for Children, Woodcock Johnson Tests of Cognitive Abilities), academic (e.g., Woodcock Johnson Tests of Achievement), and social-emotional and behavioral (Behavior Assessment System for Children, Vineland Adaptive Behavior Scale) assessment measures to complete comprehensive assessments for middle school students
* Consulted with teachers, parents, and other service providers both within and outside of the school to meet student academic and behavioral needs no
* Facilitated counseling groups of seventh and eighth grade students to a) address student anxiety using Coping Cat, and b) provide social skill support and practice to students on the autism spectrum
* Designed and implemented a weekly academic intervention for student an eighth-grade student with reading difficulties, targeting phonemic awareness
* Participated in Committee on Special Education team meetings to review student data related to their Individualized Education Programs

**RESEARCH EXPERIENCE**

**Research Scientist** September 2020-August 2022

*May Institute, National Autism Center* Randolph, MA

* Designed, implemented, and disseminated original research projects focusing on behavioral interventions, educator and parent training, telehealth, participatory research, and autism
* Supported development and implementation of standardized classroom interventions for students on the autism spectrum
* Led parent training sessions utilizing a research protocol and standardized clinical manual
* Utilized large-N group design, single-case experimental design, systematic reviews, meta-analyses, and qualitative methodology
* Supervised and trained postdoctoral fellows, pre-doctoral interns, and research assistants
* Developed and managed research database using *REDCap*
* Coordinated large, multi-site grant, funded by the Institute of Education Sciences(IES)

**Pre/Post Doctoral Intern Research Assistant** November 2018-August 2020

*Kennedy Krieger Institute/Johns Hopkins School of Medicine* Baltimore, MD

*Assessment of Functions of Behavior, Treatment Development*

* Aggregated and analyzed ongoing patient data to determine accuracy of indirect assessments in identifying functions of problem behavior
* Determined match between identified function using variety of indirect and direct sources; determine accuracy and efficiency of analysis
* Utilized results of the study to guide clinical assessment and treatment strategies

**Principal Investigator, Dissertation Research** September 2017-November 2019

*Evaluating the Impact of a Combined Word Problem Solving* Boston, MA

*Intervention on Elementary Students’ Mathematics and Social Emotional Skills*

*University of Massachusetts Boston*

Supervisor: Mel Collier-Meek, PhD, BCBA

* Engaged in systematic, research-based process to combine two evidence-based interventions into one combined intervention
* Created supporting materials to monitor progress, including math word problem solving probes, goal attainment scaling measure, content quizzes for social and emotional learning progress monitoring, demographic forms, student referral forms
* Conducted an expert panel review to analyze effectiveness of combined intervention
* Collaborated with the principal of an urban elementary school to select student participants
* Supervised graduate-level student to collect, enter, and analyze data

**Graduate Research Assistant** August 2014-August 2019

*Treatment Integrity and Interventions Research Lab* Boston, MA

*University of Massachusetts, Boston*

Supervisor: Mel Collier-Meek, PhD, BCBA

* Assisted in the preparation of a federal grant application, including research, writing, and budgeting.
* Conducted multiple systematic literature searches and methodological coding related to treatment integrity, Applied Behavior Analysis, and teacher behavior.
* Independently led doctoral-level colleagues in the conceptualization and completion of a systematic literature review targeting dimensions of treatment integrity within the autism literature (e.g., created handbook for coding dimensions, conducted literature search, coded articles, analyzed data, disseminated findings to peer-reviewed journal).
* Contributed to the coding and writing of a systematic literature review examining treatment intensity and integrity of math interventions for students at-risk for math failure.
* Conducted treatment fidelity coding of videos examining teacher responses to student behavior in an alternative placement setting.
* Contributed to the coding and writing of a systematic literature review examining the evaluation of treatment integrity in the single-case design performance feedback literature.
* Assisted in the planning and writing of a book chapter summarizing the implementation and support of behavioral interventions in schools using a Multi-Tiered Systems of Support framework.
* Contributed to weekly research team meetings by reviewing research, updating task lists, and keeping accurate records of research activities.

**Graduate Research Assistant** August 2014-August 2019

*Social Emotional Development Through Sport Research Lab* Boston, MA

*University of Massachusetts, Boston*

Supervisor: Laura A. Hayden, EdD

* Systematically coded qualitative data from nation-wide survey on perceptions of counselor and coach collaboration
* Contributed to data dissemination of a multiple research projects (e.g., exploring the collaboration between coaches and school staff to support positive youth development, exploring multidimensional responses emphasizing psychological awareness to support student-athletes’ following a traumatic brain injury) at national conferences (i.e., Annual Convention of American Psychological Association) and in peer-reviewed journals
* Conceptualized, planned, and implemented an international project collaborating with a Chilean school district to provide students with positive youth development opportunity through physical activity
* Mentored doctoral-level colleagues through the conceptualization and completion of a project using a social network analysis to determine formal and informal pathways of supports for students with both internalizing and externalizing issues in a suburban high school
* Contributed to weekly research team meetings by reviewing research, updating task lists, and keeping accurate records of research activities.

**Graduate Research Assistant** August 2014-June 2015

*Academic Interventions Research Lab* Boston, MA

*University of Massachusetts, Boston*

Supervisor: Robin Codding, PhD, BCBA

* Assisted in the development of Tier 2 math intervention program (i.e., Accelerating Math Performance with Practice Strategies; AMPPS) by systematically developing math computation fact worksheets and flashcards, word problems, number lines, and a flowchart to guide practitioners and interventionists when making data-based decisions for students.
* Contributed to the organization and development of book addressing effective math interventions, specific to whole-number knowledge
* Collected interobserver agreement data for a math intervention designed to improve the integrity of parent implementation to increase student math computation accuracy and fluency.
* Used XYit software to systematically coded and analyzed single case articles examining the effectiveness of the taped problems math intervention for a meta-analysis.
* Contributed to weekly research team meetings by reviewing research, updating task lists, and keeping accurate records of research activities.

**Research Specialist** January 2011-August 2012

*Center for Autism and Related Disabilities* Albany, NY

Supervisor: Kristin Christodulu, PhD

* Organized and assisted the development of research regarding parent training effectiveness and social skills acquisition for students on the autism spectrum
* Input and analyzed training and research data into SPSS.
* Scored assessments specific to students with ASD, such as The Autism Diagnostic Observation Schedule, Second Edition (ADOS-2), Parental Stress Index (PSI), Family Quality of Life Scale (FQOL), Vineland Adaptive Behavior Scale (Vineland II), Behavior Rating Inventory of Executive Function (BRIEF), Faux Pas Recognition Test, and Social Skills Improvement System (SSIS).
* Assisted staff with administrative tasks, including managing the organization of conferences and training presentations.

**Assessment and Research Assistant** August 2014-June 2015

*Quality Rating and Improvement System (QRIS) Research Program* Boston, MA

* Traveled across the state to systematically observe preschool classroom structure and student/teacher interactions.
* Assisted in validating preschool program competencies when using the QRIS.
* Administered and scored assessments of preschool students across the state using the Peabody Picture Vocabulary Test and the Woodcock Johnson Test of Intelligence.

**SERVICE TO THE PROFESSION**

**Publications Co-Chair, Grants Committee Co-Chair** August 2022-Present

*New York Association of School Psychologists (NYASP)*

**Journal Editor**2022-Present

*Behavior Analysis: Research and Practice*

**Behavioral School Psychology Interest Group (BSPIG) Co-Chair**2021-2025

*National Association of School Psychologists (NASP)*

**Journal Reviewer**

*Perspectives in Early Childhood Psychology and Education*2015

**Guest Editor, Journal Reviewer**

*Behavior Analysis in Practice* 2021-Present

*Behavior Analysis: Research and Practice*  2021-Present

**Behavioral School Psychology Interest Group (BSPIG):** 2020

*Ron Edwards Dissertation Award Committee Co-Chair*

National Association of School Psychologists (NASP)

**Conference Proposal Reviewer**

*National Association of School Psychology (NASP)* 2015-2023

*American Psychological Association (APA)*  2016-2022

*Northeast Positive Behavioral Intervention Supports (NEPBIS) Leadership Forum*  2017-2018

**Behavioral School Psychology Interest Group (BSPIG) Co-Student Representative** 2017-2018

*National Association of School Psychology (NASP)*

**SERVICE TO THE UNIVERSITY**

**The College of Saint Rose**

Committee Member, Graduate Academic Committee 2023-2024

Committee Member, Academic Technology Committee 2022-2024

Committee Member, Library Committee 2022-2024

**GRADUATE STUDENT COMMITTEES**

**Dissertation Committee Member**

*Year Student Degree/University Role*

In Progress Sarah Butt University of Southern Mississippi Member

**PROFESSIONAL AFFILIATIONS**

International Society for Autism Research

National Association of School Psychologists

New York Association of School Psychologists

Association for Behavior Analysts International