

# Samantha E. Goldman

Department of Education, Assumption University  
500 Salisbury St., Worcester, MA 01609  
508-767-7125 s.goldman@assumption.edu

## CURRENT POSITION

<i>Department Chair</i>	Fall 2023-present
<i>Associate Professor of Special Education</i> , Department of Education Assumption University, Worcester, MA	Fall 2022-present

## AREAS OF INTEREST

family-school partnerships; special education advocacy and alternative dispute resolution; teacher preparation; positive behavior supports; autism spectrum disorders

## EDUCATION

<b>Vanderbilt University</b> , Peabody College, Nashville, TN <i>Ph.D.</i> , Special Education Minor: Applied Behavior Analysis	2012-2016
<b>Vanderbilt University</b> , Peabody College, Nashville, TN <i>M.Ed.</i> , Special Education- Severe Disabilities	2007-2009
<b>Williams College</b> , Williamstown, MA <i>B.A.</i> , Psychology, Art	2001-2005

## PROFESSIONAL CERTIFICATIONS

Board Certified Behavior Analyst, #1-14-17695	2014
Licensed Applied Behavior Analyst (MA), #0002115	2017
Teaching Certification (MA, TN), Comprehensive Special Education, K-12	2009

## TEACHING EXPERIENCE

2016-present **Assumption University**, Worcester, MA  
College of Liberal Arts and Sciences courses:  
EDU 265: *Effective Classroom Management* (FA2016-23, SP2017-23)  
EDU 499: *Independent Study: Social & Emotional Learning for Secondary Students* (SP23)  
HON 444: *Honors Capstone* (SP2021, FA23)  
School of Graduate Studies courses:  
SED 565: *Pre-Practicum II* (FA2019, SP2019)  
SED 568: *Behavior Assessment and Interventions* (FA2016-22, SP2017-23)  
SED 587: *Advanced Applications of Positive Behavior Supports* (FA2016-21)  
SED 589: *Research and Practice in Positive Behavior Supports* (SP2017-23)  
SED 590: *Practicum/Seminar: Teaching Students with Moderate Disabilities* (FA17, SP22)

ASD 600: *Foundations and Characteristics of Autism Spectrum Disorders* (FA20, 21, 23)

SED 700: *Directed Study*

*Introduction to Research in Education* (FA2017-18, SPR2017)

*Positive Behavior Supports and Social-Emotional Learning* (SPR2017)

*Application of Positive Behavior Supports in Schools: Tier II Supports* (FA2018)

*Using Positive Behavior Supports in a Middle School Spanish Classroom* (SPR2019)

*District-Wide Positive Behavior Interventions and Supports Module* (SUM2020)

*PBIS Tier III Training Implementation and Evaluation* (FA2020)

2015

**Vanderbilt University**, Peabody College, Nashville, TN

**Course Instructor**

SPED 2330: *Characteristics of Students with Severe Disabilities* (Fall 2015)

**Co-Instructor**

SPED 3000: *Education and Psychology of Exceptional Learners* (Spring 2015)

SPED 3960: *Independent Study in Autism Spectrum Disorders* (Summer 2015)

## ACADEMIC APPOINTMENTS AND PROFESSIONAL EXPERIENCE

2023-present **Department Chair**, Department of Education

2022-present **Associate Professor of Special Education**, Department of Education

2022 **Interim Director**, Graduate Special Education Programs

2016-2022 **Assistant Professor of Special Education**, Department of Education

*Assumption University*, Worcester, MA

2022-2023 **Project Evaluator**, National Science Foundation Robert Noyce Teacher  
Scholarship Program Grant

*Assumption University*, Worcester MA

2012-2016, **Research Assistant**, Department of Special Education

2007-2009 *Vanderbilt University*, Nashville, TN

2012-2016, **Long Term Trainee**, UCEDD

2007-2009 *Vanderbilt Kennedy Center*, Nashville, TN

**Behavior Analysis Intern**

2014 *Millar Rich*, Nashville, TN

2013 *Behavior Analysis Clinic*, *Vanderbilt University*, Nashville, TN

2013 **Assistant Director**, ACM Music Camp

*Vanderbilt Kennedy Center*, Nashville, TN

2009-2012 **Special Education Teacher**, King Open School

*Cambridge Public Schools*, Cambridge, MA

2004, 2008 **Respite Provider**

*Easter Seals*, Richmond, VA and Nashville, TN

2005-2007 **Lead Applied Behavior Analysis Therapist**

*Nashoba Learning Group*, Bedford, MA

<sup>a</sup> indicates collaborative research with students and practicing educators

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## AWARDS AND HONORS

- 2023      **Paul Ziegler Presidential Award for Excellence in Scholarship**  
Assumption University
- 2023      **Fulbright Specialist**  
*Fulbright Foreign Scholarship Board, U.S. Department of State*
- 2015      ***Council on Research and Evaluation Award***  
*Association of University Centers on Disabilities, Washington, DC*
- 2015      ***Robert Gaylord-Ross Award for Excellence in Scholarly Writing***  
*Department of Special Education, Vanderbilt University*
- 2014      ***Alice H. Hayden Emerging Leader Award***  
*TASH, Washington, DC*

## PEER REVIEWED JOURNAL ARTICLES

### Published

- <sup>a</sup>**Goldman, S. E.**, & Preece, N. (2023). Listening to the perspectives of autistic adolescents on inclusive education: A systematic literature review. *Review Journal of Autism and Developmental Disorders*. Advance online publication.
- De la Cruz, J. A. & **Goldman, S. E.** (2023). The impact of an undergraduate led mathematics summer camp on high school students' interest in mathematics and mathematics teaching. *Investigations in Mathematics Learning*. Advance online publication.
- <sup>a</sup>Negron-Campbell, A., **Goldman, S. E.**, & Vander Hart, N. (2023). Professional development on the basics of behavior assessment and intervention: Training by school district staff for district staff. *Preventing School Failure*. Advance online publication.
- <sup>a</sup>**Goldman, S. E.** & Vander Hart, N. (2023). The impact of a university-district partnership model on preservice teacher outcomes: Developing future special educators. *Exceptionality*, 31(5), 379-394.
- De la Cruz, J. A. & **Goldman, S. E.** (2023). Impact of a mathematics early teaching experience for undergraduates: A teach preparation recruitment strategy. *International Electronic Journal of Mathematics Education*, 18(4), em0759.
- Burke, M. M., **Goldman, S. E.**, & Li, R. (2023). A tale of two adaptations of a special education advocacy program. *Intellectual and Developmental Disabilities*, 61(2), 95-109.
- Sanderson, K. A., & **Goldman, S. E.** (2023). Factors associated with parent IEP satisfaction. *Remedial and Special Education*, 44(3), 184-196.

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- Goscicki, B. L., **Goldman, S. E.**, Burke, M. M., & Hodapp, R. M. (2023). Applicants to a special education advocacy program: Insiders in the world of disabilities? *Intellectual and Developmental Disabilities, 61*(2), 110-123.
- <sup>a</sup>**Goldman, S. E.**, Finn, J. B., & Leslie, M. J. (2022). Classroom management and remote teaching: Tools for defining and teaching expectations. *Teaching Exceptional Children, 54*(6), 404-413.
- Sanderson, K. A., **Goldman, S. E.**, & Rojas, A. (2022). A review and analysis of single case research examining adolescent participation in IEP meetings. *The Journal of Special Education 56*(2), 97-109.
- Sanderson, K. A., & **Goldman, S. E.** (2022). Understanding the characteristics and predictors of student involvement in IEP meetings. *The Journal of Special Education, 56*(1), 3-13.
- Goldman, S. E.**, & Gilmour, A. (2021). Educating students with autism spectrum disorders: Is teacher certification type associated with academic outcomes? *Journal of Autism and Developmental Disorders, 51*(2), 550-563.
- Goldman, S. E.** (2020). Special education advocacy for families of students with intellectual and developmental disabilities: Current trends and future directions. *International Review of Research in Developmental Disabilities, 58*. 1-50.
- Goldman, S. E.**, Goscicki, B. L., Burke, M. M., & Hodapp, R. M. (2020). Developing special education advocates: What changes during an advocate training program? *Journal of Policy and Practice in Intellectual Disabilities, 17*(4), 308-317.
- Goldman, S. E.**, & Mello, M. P. (2020). Social validity of a school-home note intervention for students with autism spectrum disorders: Independent stakeholder perspectives. *DADD Online Journal, 7*(1), 65-78.
- Sanderson, K. A., & **Goldman, S. E.** (2020). A systematic review and meta-analysis of interventions to increase adolescent IEP meeting participation. *Career Development and Transition for Exceptional Individuals, 43*(3), 157-168.
- Goldman, S. E.**, Burke, M. M., Casale, E. G. Frazier, M. A., & Hodapp, R. M. (2020). Families requesting advocates for children with disabilities: The who, what, when, where, why and how of special education advocacy. *Intellectual and Developmental Disabilities, 58*(2), 158-169.
- Goldman, S. E.**, & Burke, M. M. (2019). The perceptions of school involvement of parents of students with autism spectrum disorders: A systematic literature review. *Review Journal of Autism and Developmental Disorders, 6*, 109-127.

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- Goldman, S. E.**, Sanderson, K. A., Lloyd, B. P., & Barton, E. E. (2019). Effects of school-home communication with parent-implemented reinforcement on off-task behavior for students with ASD. *Intellectual and Developmental Disabilities, 57*, 95-111.
- Goldman, S. E.**, Burke, M. M., & Mello, M. P. (2019). The perceptions and goals of special education advocacy trainees. *Journal of Developmental and Physical Disabilities, 31*, 377-397.
- Goldman, S. E.**, Glover, C. A., Lloyd, B. P., Barton, E. E., & Mello, M. P. (2018). Effects of parent implemented visual schedule routines for African American children with ASD in low-income home settings. *Exceptionality, 26*, 162-175.
- Burke, M. M. & **Goldman, S. E.** (2018). Special education advocacy among culturally and linguistically diverse families. *Journal of Research in Special Educational Needs, 18*, 3-14.
- Goldman, S. E.** & Mason, C. Q. (2018). Predictors of participant perceptions of facilitated individualized education program meeting success. *Journal of Disability Policy Studies, 29*, 43-53.
- Goldman, S. E.**, & Burke, M. M. (2017). The effectiveness of interventions to increase parent involvement in special education: A systematic literature review and meta-analysis. *Exceptionality, 25*, 97-115.
- Mason, C. Q., & **Goldman, S. E.** (2017). Facilitated individualized education planning: The state of implementation and evaluation. *Journal of Disability Policy Studies, 27*, 212-222.
- Goldman, S. E.**, Burke, M. M., Mason, C. & Hodapp, R. M. (2017). Correlates of sustained volunteering: Advocacy for students with disabilities. *Exceptionality, 25*, 40-53.
- Burke, M. M., & **Goldman, S. E.** (2017). Documenting the experiences of special education advocates. *The Journal of Special Education, 51*, 3-13.
- Mello, M. P., **Goldman, S. E.**, Urbano, R. C., & Hodapp, R. M. (2016). Services for children with ASD: Comparing rural and non-rural communities. *Education and Training in Autism and Developmental Disabilities, 51*, 355-365.
- Burke, M. M., **Goldman, S. E.**, Hart, M. S., & Hodapp, R. M. (2016). Evaluating the efficacy of a special education advocacy training program. *Journal of Policy and Practice in Intellectual Disabilities, 13*, 269-276.
- Burke, M. M., Mello, M. P., & **Goldman, S. E.** (2016). Examining the feasibility of a special education advocacy training. *Journal of Developmental and Physical Disabilities, 28*, 539-556.
- Burke, M. M. & **Goldman, S. E.** (2015). Identifying the associated factors of mediation and due process in families of students with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 45*, 1345-1353.

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- Lloyd, B. P., Wehby, J. H., Weaver, E. S., **Goldman, S. E.**, Harvey, M. N., & Sherlock, D. R. (2015). Implementation and validation of trial-based functional analyses in public elementary school settings. *Journal of Behavioral Education, 24*, 167-195.
- Burke, M. M. & **Goldman, S. E.** (2015). Family-school partnerships among culturally and linguistically diverse families of children with disabilities. *CAISE Review, 3*, 14-29.
- Hodapp, R. M., **Goldman, S. E.**, & Urbano, R. C. (2013). Using secondary datasets in disability research: Special issues, special promise. *International Review of Research in Developmental Disabilities, 45*, 1-34.
- Goldman, S. E.**, Urbano, R. C. & Hodapp, R. M. (2011). Determining the amount, timing, and causes of mortality among infants with Down syndrome. *Journal of Intellectual Disability Research, 55*, 85-94.
- Hodapp, R. M., Miodrag, N., **Goldman, S. E.**, Urbano, R. C. (2010). Health outcomes of infants and toddlers with Down syndrome. In *Health Issues in Persons with Down syndrome*, R.C. Urbano (Ed.), *International Review of Research in Mental Retardation, 39*, 37-66.

### In Press

- Casale, E. G., Green, A. F., **Goldman, S. E.**, Burke, M. M. & Hodapp, R. M. (in press). Preparing special educators and school principals in special education law: An undervalued area of professional training? *Teacher Education and Special Education*.

### Under Review

- Goldman, S. E.**, & Mello, M. P. (under review). Understanding the perceptions of school engagement of parents of children with autism spectrum disorders.
- Burke, M. M., & **Goldman, S. E.** (under review). Exploring the motivation, process, and barriers for replication of a special education advocacy program

### BOOK CHAPTER

- Burke, M. M. & **Goldman, S. E.** (2019). Working with parents. In D. Bateman, J. Cline, & M. Yell (Eds.), *Current Trends and Legal Issues in Special Education* (pp. 53-71). Thousand Oaks, California: Corwin Publishing.

### PRESENTATIONS

#### Invited Presentations

- Goldman, S.** (2023, July). *Volunteer Advocacy Project Seminar*. Presented for the ROC Parents' Association American IEP Conference, Taipei, Taiwan.

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**Goldman, S.** (2017, November). *Symposium on developing and testing strengths-based interventions for parents of children with disabilities: The Volunteer Advocacy Project*. Presented at the National Council on Family Relations annual conference, Orlando, FL.

**Goldman, S.** & Mason, C., (2016, February). *Facilitated individualized education planning: The state of implementation and evaluation*. Presented online for the National Center on Dispute Resolution Technical Assistance Workgroup on Facilitated IEP quarterly meeting.

**Goldman, S.** (2012, October). *Infusing literacy into predictable routines for students with significant disabilities*. Presented at the annual Tennessee Association for the Education and Rehabilitation of the Blind and Visually Impaired Conference, Nashville, TN.

### Peer-Reviewed Presentations

Burke, M., & Goldman, S. (2023, December). *Motivation, Process, and Barriers for Replicating an Advocacy Program*. Presented at the annual TASH conference, Baltimore, MD.

**Goldman, S.** & Vander Hart, N. (November, 2023). *Factors Impacting Special Educator Attrition and Retention: Lessons Learned from the Pandemic*. Poster presented at Massachusetts Council for Exceptional Children conference, Norwood, MA.

<sup>a</sup>**Goldman, S.,** & Preece, K. (2023, January). *The Perspectives of Adolescent Students with Autism Spectrum Disorders on Inclusion: Findings from a Systematic Literature Review*. Poster presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities International Conference, Clearwater Beach, FL.

**Goldman, S.,** & Holbert, A. (2022, October). *Expanding Special Education Advocacy: Replication of the Volunteer Advocacy Project by Community-Based Family Support Organizations*. CADRE Symposium on Dispute Resolution in Special Education, Denver, CO.

<sup>a</sup>**Goldman, S.,** Negron, A., & Vander Hart, N. (2022, May). *Training School-Based Practitioners to Conduct Functional Behavioral Assessments and Develop Function-Based Intervention Plans*. Poster presented at the Association for Behavior Analysis International Conference, Boston, MA.

<sup>a</sup>**Goldman, S.,** & Negron, A. (2022, February). *Using the BASIC FBA Training for In-District Professional Development*. Presented at the Council for Exceptional Children Convention, virtual event.

<sup>a</sup>Negron, A., & **Goldman, S.** (2021, October). *Training School Personnel on the Basics of Functional Behavioral Assessment and Function-Based Intervention*. Poster presented at the PBIS Leadership Forum, virtual event.

<sup>a</sup>**Goldman, S.,** & Negron, A. (2021, May). *Teaching School Personnel the Basics of Functional Behavioral Assessment and Function-Based Intervention*. Poster presented at the Association for Behavior Analysis International Conference, virtual event.

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- <sup>a</sup>**Goldman, S.**, & Vander Hart, N. (2021, March). *The Impact of University-District Partnership on Pre-Service Teacher Outcomes*. Presented at the Council for Exceptional Children Convention, virtual event.
- Goldman, S.** (2020, January). *Understanding Parent Perceptions of Family-School Partnership and Home-School Communication Interventions for Students with ASD*. Presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities International Conference on Autism, Intellectual Disability, and Developmental Disabilities, Sarasota, FL.
- <sup>a</sup>Palencia, C., & **Goldman, S.** (2019, November). *Incorporating positive behavior supports in an inclusive middle school Spanish classroom*. Poster presented at Massachusetts Council for Exceptional Children conference, Norwood, MA.
- Goldman, S.**, Burke, M., & Mello, M. P. (2019, August). *The perceptions and goals of special education advocacy trainees*. Presented at the International Association for the Scientific Study of Intellectual and Developmental Disabilities World Congress, Glasgow, Scotland.
- Goldman, S.**, Burke, M., & Mello, M. P. (2019, June). *The perceptions and goals of special education advocacy trainees*. Poster symposium presented at the American Association on Intellectual and Developmental Disabilities annual conference, Twin Cities, MN.
- Goldman, S.**, Burke, M., Casale, E., Frazier, M., & Hodapp, R. (2019, April). *Using special education advocates: Family needs, processes, and outcomes*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
- <sup>a</sup>Vander Hart, N., Schaper, E., & **Goldman, S.** (2018, November). *Partnership to elevate preparation of teachers of diverse learners*. Presented at the Massachusetts Association of Colleges for Teacher Education annual conference, Sturbridge, MA.
- <sup>a</sup>**Goldman, S.** & Vander Hart, N. (2018, June). *Preparing pre-service teachers to work with students with disabilities through community partnership*. Poster presented at the American Association on Intellectual and Developmental Disabilities annual conference, St. Louis, MO.
- Goldman, S.**, Sanderson, K., Barton, E., & Lloyd, B. (2018, May). *Using school-home communication to decrease off-task behavior for students with autism spectrum disorders*. Poster presented at the Association for Behavior Analysis International annual symposium, San Diego, CA.
- Sanderson, K., & **Goldman, S.** (2018, February). *A systematic review and meta-analysis of interventions to increase IEP participation for transition-age students*. Poster presented at the Council for Exceptional Children Convention, Tampa, FL.

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- <sup>a</sup>Vander Hart, N., **Goldman, S.**, & Schaper, E. (2018, February). *Partnership to elevate preparation of special education teachers*. Presented at the Council for Exceptional Children Convention, Tampa, FL.
- Goldman, S.**, Burke, M., Casale, E., & Hodapp, R. (2017, June). *Families' experiences working with special education advocates to promote family-school partnerships*. Poster presented at the American Association on Intellectual and Developmental Disabilities annual conference, Hartford, CT.
- Sanderson, K., & **Goldman, S.** (2017, June). *A systematic review and meta-analysis of interventions to increase IEP participation for transition-age students*. Poster presented at the American Association on Intellectual and Developmental Disabilities annual conference, Hartford, CT.
- Goldman, S.**, Chandler, R., Burke, M. & Hodapp, R. (2017, April). *Special education law training for master's-level pre-service teachers in the United States*. Poster presented at the Council for Exceptional Children Convention, Boston, MA.
- Goldman, S.** & Mason, C. (2017, April). *Facilitated IEP meetings: The state of implementation and evaluation*. Poster presented at the Council for Exceptional Children Convention, Boston, MA.
- Goldman, S.**, Sanderson, K., Barton, E., & Lloyd, B. (2017, March). *Using school-home communication to decrease off-task behavior for students with autism spectrum disorders*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
- Goldman, S.**, & Sanderson, K. (2017, January). *Using school-home communication to decrease off-task behavior for students with autism spectrum disorders*. Presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities conference, Clearwater Beach, FL.
- Goldman, S.**, Chandler, R., Burke, M. & Hodapp, R. (2016, June). *Special education law training for master's-level pre-service teachers in the United States*. Poster presented at the American Association on Intellectual and Developmental Disabilities conference, Atlanta, GA.
- Sanderson, K., **Goldman, S.**, & Mello, M. (2016, May). *Parents and professional as special education advocates: The Volunteer Advocacy Project*. Presented at the Tennessee Disability MegaConference, Nashville, TN.
- Goldman, S.** (2016, April). *Using home-school communication to reduce problem behaviors in children with ASD*. Poster presented at the Council for Exceptional Children Convention, St. Louis, MO.
- Goldman, S.**, & Burke, M. (2016, April). *Increasing parent involvement in special education: A systematic literature review and meta-analysis*. Poster presented at the Council for Exceptional Children Convention, St. Louis, MO.

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- Goldman, S.,** Burke, M., Mason, C., & Hodapp, R. (2016, March). *Long-term outcomes of a volunteer advocacy training: Correlates of sustained volunteering*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
- Goldman, S.,** Burke, M., Mason, C., & Hodapp, R. (2015, November). *Long-term outcomes of a volunteer advocacy training: Correlates of sustained volunteering*. Poster presented at the Association of University Centers on Disabilities annual conference, Washington DC.
- Mason, C. & **Goldman, S.** (2015, October). *Facilitated IEP implementation and outcomes*. Presented at the Center for Appropriate Dispute Resolution national symposium, Eugene, OR.
- Goldman, S.** & Burke, M. (2015, June). *Sustained volunteering in special education advocates*. Presented at the American Association on Intellectual and Developmental Disabilities annual conference, Louisville, KY.
- Chiu, C., Burke, M., & **Goldman, S.** (2015, June). *Special education advocacy training program: Overview, lifespan adaptation, cross-cultural modification*. Presented at the American Association on Intellectual and Developmental Disabilities annual conference, Louisville, KY.
- Goldman, S.,** Glover, C., Lloyd, B., Barton, E., & Mello, M. (2015, May). *Effects of parent implemented visual schedule procedures for African-American children with ASD in low-income home settings*. Poster presented at the Association for Behavior Analysis International Conference, San Antonio, TX.
- Burke M. & **Goldman, S.** (2015, January). *Identifying the associated factors of mediation and due process in families of students with autism spectrum disorder*. Poster presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities conference, Clearwater Beach, FL.
- Huber, H., **Goldman, S.,** & Yoder, P. (2015, January). *Predictors of growth in communication complexity over 16 months for children with ASD*. Poster presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities conference, Clearwater Beach, FL.
- Goldman, S.,** Lloyd, B., & Mello, M. (2015, January). *Effects of a parent implemented visual schedule procedure for an African-American child with ASD in a high poverty home: A case study*. Poster presented at the Council for Exceptional Children Division on Autism & Developmental Disabilities conference, Clearwater Beach, FL.
- Goldman, S.** & Burke, M. (2014, December). *The experiences of culturally and linguistically diverse special education advocates*. Presented at the annual TASH conference, Washington, DC.

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- Mason, C., **Goldman, S.** & Burke, M. (2014, November). *Engaging families and schools in non-adversarial conflict resolution*. Poster presented at Association of University Centers on Disabilities annual conference, Washington, DC.
- Goldman, S.**, Mello, M., Urbano, R., & Hodapp, R. (2014, May). *The relation between severity, age, and services for children with ASD*. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
- Huber, H., **Goldman, S.**, & Yoder, P. (2014, May). *Predictors of growth in communication complexity over 16 months for children with ASD*. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
- Lloyd, B., Wehby, J., Weaver, E., **Goldman, S.**, Harvey, M., & Sherlock, D. (2014, May) *An evaluation of trial-based functional analyses in classroom settings*. Presented at the Association for Behavior Analysis International Conference, Chicago, IL.
- Goldman, S.**, Mello, M., Urbano, R., & Hodapp, R. (2014, March). *The relation between severity, age, and services for children with ASD*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Chicago, IL.
- Mello, M., **Goldman, S.**, Urbano, R., & Hodapp, R. (2014, March). *Services for children with ASD: Comparing rural and non-rural communities*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Chicago, IL.
- Goldman, S.**, Mello, M., Urbano, R., & Hodapp, R. (2014, February) *Behavior problem clusters for children with autism spectrum disorders*. Poster presented at Association for Behavior Analysis International- Autism conference, Louisville, KY.
- Lloyd, B., **Goldman, S.**, Wehby, J., Weaver, E., Harvey, M., & Sherlock, D. (2014, February). *An evaluation of trial-based functional analyses in classroom settings*. Poster presented at Association for Behavior Analysis International- Autism conference, Louisville, KY.
- Burke, M. & **Goldman, S.** (January, 2014). *Comparing family-school partnerships among students with autism and other disabilities*. Poster presented at CEC-DADD conference, Clearwater Beach, FL.
- Brock, M., **Goldman, S.**, Huber, H., Boehm, T., & Mello, M. (2013, December). *The role of teacher accountability: A debate between stakeholders*. Presented at the annual TASH conference, Chicago, IL.
- Burke, M. & **Goldman, S.** (2013, December). *Addressing gaps in the educational system: Advice from culturally diverse parents*. Presented at the annual TASH conference, Chicago, IL.
- Lloyd, B., **Goldman, S.**, Sherlock, D., & Weaver, E. (2013, October) *Trial-based functional analyses in classroom settings*. Presented at the annual Tennessee Association for Behavior Analysis conference, Nashville, TN.

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## GRANTS AND RESEARCH SUPPORT

- 2023- 2024 *Special Educators' Voices: Why They Choose to Stay in or Leave the Profession*. Faculty Development Grant, Assumption University (\$3,500).
- 2023 *Developing an Education Advocate Training Program in Taiwan*. Fulbright Specialist Project, U.S. Department of State and American Institute in Taiwan (\$8,000).
- 2021- 2022 <sup>a</sup>*Evaluating the Effectiveness and Acceptability of a School-Based Training for Behavior Specialists*. Faculty Development Grant, Assumption University (\$3,500).
- 2021 <sup>a</sup>*The Perceptions of Students with Autism on Inclusion*. Honors Program Summer Research Fellowship, Assumption University (\$7,000).
- 2019- 2020 *Special Education Advocacy Training Effectiveness: Replication and Extension*. Faculty Development Grant, Assumption College (\$3,500).
- 2017- 2018 *Parent Involvement in School for Students with Autism Spectrum Disorders*. Faculty Development Grant, Assumption College (\$3,500).
- 2015- 2016 Principal Investigator, *Using Home-School Communication to Reduce Problem Behavior in Children with ASD*. Organization for Autism Research (\$2,000).
- 2015- 2016 *Semmel Award for Excellence in Dissertation Research*. Department of Special Education, Vanderbilt University (\$1,312).
- 2015- 2016 *Dean's Fellowship*. Peabody College, Vanderbilt University (\$5,000).
- 2015- 2016 *Special Education Endowment Award*. Department of Special Education, Vanderbilt University (\$870).

## PROFESSIONAL SERVICE

### ***Proposal Reviewer***

- Field Initiated Projects Grant Competition 2022  
U.S. Department of Health and Human Services, Administration for Community Living,  
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)
- Family-Partnership Program Advisory Committee 2017-2021  
Council for Exceptional Children Convention and Expo

### ***Guest Lecturer***

- "Inclusion in US Public Schools," Graduate course: *Inclusion- Theory and Practice*, 2014-2023  
National Taiwan Normal University
- "Teaching at a Liberal Arts College," Doctoral seminar: *College Teaching for Doctoral Students*, 2021  
University of Illinois at Urbana-Champaign

***Doctoral Committee Member***, Early Research Project, Special Fields Portfolio 2022-2023  
University of Illinois at Urbana-Champaign

***Student Member Mentor*** 2023  
Council for Exceptional Children, Division on Autism and Developmental Disorders

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<b>Guest Article Editor</b>	2021-2022
<i>SAGE Open</i>	
<b>Alternative Dispute Resolution Consultation</b>	2018
<i>Oregon Department of Education</i>	
<b>Reviewer, 2020 Evidence Based Practice Report</b>	2018
<i>The National Clearinghouse on Autism Evidence &amp; Practice</i>	
<b>Guest Journal Reviewer</b>	
<i>Autism: International Journal of Research and Practice</i>	2017- 2023
<i>Exceptionality: A Special Education Journal</i>	2019- 2023
<i>Intellectual and Developmental Disabilities</i>	2022- 2023
<i>Journal of Autism and Developmental Disorders</i>	2018- 2019, 2023
<i>Research in Autism Spectrum Disorders</i>	2023
<i>Educational Policy</i>	2023
<i>Educational Researcher</i>	2023
<i>Equity &amp; Excellence in Education</i>	2023
<i>Teaching and Teacher Education</i>	2023
<i>Journal of Applied Research in Intellectual Disabilities</i>	2023
<i>Community, Work &amp; Family</i>	2023
<i>Remedial and Special Education</i>	2017- 2022
<i>Journal of Developmental and Physical Disabilities</i>	2019- 2022
<i>International Journal of Disability, Development, and Education</i>	2021- 2022
<i>Journal of Child and Family Studies</i>	2016- 2021
<i>Journal of Policy and Practice in Intellectual Disabilities</i>	2016-2017, 2021
<i>SAGE Open</i>	2020- 2021
<i>International Journal of Developmental Disabilities</i>	2021
<i>Teacher Education and Special Education</i>	2020
<i>European Journal of Special Needs Education</i>	2020
<i>Educational Review</i>	2020

## UNIVERSITY SERVICE

### Assumption University

#### *University-Wide*

#### **Committee Member**

Academic Assessment Committee	2020- present
Calendar Committee	2022- present
D'Amour Center for Teaching Excellence Advisory Council	2020-2022
Early College Committee	2021-2022
Disabilities Committee	2018-2020

<sup>a</sup> indicates collaborative research with students and practicing educators

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**Department of Education Senator**, Representative Faculty Senate 2017-2023  
**Invited Speaker**, Summer faculty dinner, D'Amour Center for Teaching Excellence April 2023  
**Search Committee Member**, Director of Accessibility Services Search 2018

*College of Liberal Arts and Sciences*

**Academic Advisor** 2017- present  
**Committee Member**  
 Summer Scholars Research Program Review Committee 2022- 2023  
 Augustine Scholarship/Merit Award Committee 2018-2020  
**Proposal and Thesis Advisor**, Honors Program 2020- present  
**Recruitment and Retention Activities**  
**Volunteer Caller**, Hounds Stronger Together Initiative 2020-2021  
**Email Outreach to Prospective Students**, Admissions Committee Initiative 2018, 2019  
**Light the Way Breakfast Attendee**, Accept Assumption February 2019  
**Guest Speaker**, Dean's Office Status Allocation Retreat May 2018

*School of Graduate and Professional Studies*

**Search Committee Member**  
 Tenure Track Faculty Search, Clinical Counseling Psychology Program 2022- 2024  
 Professor of Practice Faculty Search, Applied Behavior Analysis Psychology Program 2022  
**Faculty Sponsor**, Graduate Studies Symposium 2017-present  
**Committee Member**, Graduate Appeals Committee August 2019

*Education Department*

**Committee Member**, MA Department of Education Program Review 2018-2020  
**Undergraduate Practicum Support Activities**  
**Presenter**, Practicum Seminar on Classroom Management 2019-2023  
**Behavior Management Consultant**, Practicum March 2019  
**Program Supervisor Trainer**, Practicum 2017, 2018  
**Recruitment and Retention Activities**  
**Department Representative**, Accept Assumption 2017, 2019, 2022, 2023  
**Department Representative**, Assumption Open House 2017, 2019, 2023

*Special Education Program*

**Reviewer**, Special Education Program Admissions Committee 2016- present  
**Evaluator**, Special Education Program Oral Examinations 2016- present  
**Program and Course Developer**, Autism Endorsement/CAGS Program 2017-2018  
**Committee Member**, Special Education Program Academic Assessment Team 2017

<sup>a</sup> indicates collaborative research with students and practicing educators

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**Vanderbilt University**

<i>Consultant</i> , Volunteer Advocacy Project	2016-2022
<i>Early Career Faculty Mentor</i> , Department of Special Education	2018-2021
<i>Guest Speaker</i> , Low-Incidence Program Doctoral Seminar	2018
<i>Behavior Analytic Experience Supervisor</i> , Department of Special Education	2016-2017
<i>Program Coordinator</i> , Volunteer Advocacy Project	2014-2016
<i>Advisory Board Member</i> , Vanderbilt Association for Behavior Analysis	2014-2016
<i>Doctoral Student Mentor</i> , Department of Special Education	2013-2016

**SERVICE TO THE COMMUNITY**

<i>MA Urban Project</i> Worcester IHE Partner	2022-2023
<i>State Advocate</i> Special Education Legislative Summit, Council for Exceptional Children	July 2021
<i>Sub-Committee Member</i> Assumption Sub-Committee on Mentoring & Retention, Worcester Teacher Advisory Committee	Fall 2019
<i>School-Wide Positive Behavior Supports Consultant</i> Positive Behavior Support Team, City View Discovery School, Worcester Public Schools	Fall 2017

**PROFESSIONAL AFFILIATIONS**

*American Association on Intellectual and Developmental Disabilities (AAIDD)*  
*Association for Behavior Analysis International (ABAI)*  
*Berkshire Association for Behavior Analysis and Therapy (BABAT)*  
*Council for Exceptional Children (CEC)*  
     *CEC Division on Autism & Developmental Disabilities (DADD)*  
     *CEC Division on Research (DR)*  
*TASH*

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