

# Adam B. Feinberg, Ph.D, BCBA-D

## CONTACT INFORMATION

University of Connecticut  
Neag School of Education  
Gentry 015C  
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## EDUCATION

**Ph.D., School Psychology** May 2003  
**Lehigh University**, Bethlehem, PA  
Full Accreditation, American Psychological Association (NASP Approved)

**M.Ed., Human Development** June 2000  
**Lehigh University**, Bethlehem, PA

**B.S. in Psychology, Biology Minor** April 1997  
**University of Pittsburgh**, Pittsburgh, PA

## LICENSES & CERTIFICATIONS

**Licensed Psychologist (MA #8781)** *October 2007 to present*  
**Board Certified Behavior Analyst – Doctoral Level (1-03-1280)** *January 2004 to present*

## ACADEMIC APPOINTMENTS

**Assistant Research Professor** *September 2016 to present*  
**Northeast PBIS Network Director**  
University of Connecticut, Storrs, CT

Providing technical leadership support to state level development of Positive Behavior Intervention & Supports (PBIS) for Massachusetts including summative and formative evaluation components. Northeast PBIS Network Director role included providing leadership support to states within the Northeast region of the US relative to PBIS. Activities include conducting a needs assessment across the region prior to creating a plan for providing regional support at the state level for development of PBIS in school districts across the states. Also assisting as a resource for the Department of Education staff relative to leadership development of PBIS regionally for their schools & districts.

**Director of Clinical Training** *September 2014 to August 2016*  
**Clinical Professor** *September 2015 to August 2016*  
University of Massachusetts-Boston, Boston, MA

Clinical professor (full-time) providing instruction and mentoring to masters and doctoral level students in best practices in school and psychology and development of systems-wide practices for schools. Instruction of courses in practices of school psychology in schools and health care settings, systems level change and

behavioral supports. As Director of Clinical Training, I have completed activities including successfully organizing and directing the PhD program through an accreditation process with the American Psychological Association. Assisting with leadership of the program with developing system and procedures for daily operation for faculty and students. These activities also included supporting students and faculty with course planning and assistantships.

**Adjunct Professor**

*January 2004 to December 2013*

Northeastern University, Boston, MA.

Instruction of a graduate-level course in curriculum-based assessment. Provide instruction to master and doctoral level students in a formative academic assessment method in school settings.

**CLINICAL EXPERIENCE**

**Director of Positive Behavioral Interventions and Supports  
(formerly Director of Academic Supports)**

*September 2006 to June 2014*

The May Institute, Inc., Randolph, MA

Develop training and consultation services relative to academic assessment and intervention at the school and district levels. Create training modules for school administration, academic support teams, special education, and general education staff related to RtI and the application of the problem-solving model, along with effective intervention planning programming for students. Also the role includes consultation with administrators with develop aspects of a RtI programming within current school practices. These consultations schedules focused on building models of academic and behavioral supports that occur across various tiered levels of programming targeting increased performance either class, school, or district-wide.

**Director of Internship in School Psychology**

*July 2010 to June 2014*

The May Institute, Inc., Randolph, MA

Organize and provide training and clinical opportunities for pre-doctoral students in the field of School Psychology. Provided training relative to experiences in behavioral, social, and emotional assessment and behavioral and academic intervention for students with mental health issues as well as developmental disabilities. Assist in mentoring interns and post-doctoral fellows in program development and research projects related to increasing service delivery effectiveness.

**Senior Clinical Staff**

*July 2007 to June 2014*

National Autism Center, Randolph, MA.

Provide support in the development of national standards relative to evidence-based practice for children and adolescents with Autism. Reviewed peer reviewed literature according to a Strength of Evidence Classification scale to determine the relative merit of various intervention strategies. The purpose of these standards is to provide practitioners and parents with a universal set of accepted standards that promote evidence-based treatment approaches for autism.

**Senior Educational Consultant**

*August 2004 to August 2008*

The May Institute, Inc., Randolph, MA

Provide training and supervision in the delivery of psychological and educational services to both children with autism spectrum and other developmental disorders in public schools. Training and consultation services provided at individual, class-wide, and school-wide levels. Individual and class-wide training and consultation

services in behavioral supports for students with autism spectrum and other developmental disorders. Consultation includes coordination of home and school services, developing, implementing, and evaluating behavioral and social programming using applied behavioral analysis procedures. School-wide consultation focus on implementation of Positive Behavior Intervention & Supports (PBIS), a proactive, multi-level whole-school approach consisting of empirically-based strategies to improve students' behaviors and maximize students' academic engagement. Team leader and Licensed Psychologist role responsibilities involve supervision of Masters and Doctoral level consultants relative to the application of psychological principles in schools and homes.

**Senior Educational Consultant/Postdoctoral Fellow in Clinical Psychology** August 2003 to August 2004

The May Institute, Inc., Randolph, MA

Provided supervision around psychological and educational services to both children with autism spectrum and other developmental disorders in public schools, as well as supports for individuals, provided PBIS consultation to schools in urban and suburban settings. Trained and assisted with rural and remote communities without access to effective behavioral supports and their secondary educational systems to build local capacity in the delivery of effective ABA services for families and their school systems.

**Educational Consultant/Predoctoral Internship in Clinical Psychology** August 2002 to August 2003

The May Institute, Inc., Randolph, MA

Provision of psychological and educational services to both children with autism spectrum and other developmental disorders in public schools. Additional placement provided psychological consultation to educators serving students with acquired brain injuries in a residential day school. Coordination of home and school services as well as developing and implementing individual and class-wide behavior support systems regarding student behavioral and academic concerns. Behavioral support practices focused on increasing social skills programming in students and classroom programs in order to best impact more positive social integration within school settings.

**Contracted School Psychologist**

July 2001 to August 2002

Wilson Area School District, Easton, PA.

Responsibilities as a certified school psychologist included multidisciplinary evaluations of children with behavioral and academic needs, and consultation with school staff. Evaluations include measures of cognitive, behavioral, and academic functioning of students in various school levels and placements. Other responsibilities included on-site consultation under the direction of an outside consultant in the redesign of emotional support service delivery

**PUBLICATIONS:** Peer reviewed

Silva, M., Collier-Meek, M. A., Coddling, R. S., Kleinert, W., & **Feinberg, A. B.** (2019). Data collection and analysis in response-to-intervention: A survey of school psychologists. Manuscript submitted for publication.

Fallon, L. M., Cathcart, S. C., & **Feinberg, A. B.** (2018). Understanding home-based treatment fidelity assessment and promotion: Implications for school psychologists. *Contemporary School Psychology*. Manuscript submitted for publication.

- Ferguson, T. D., Briesch, A. M., Volpe, R. J., Donaldson, A. R., & **Feinberg, A. B.** (2018). Psychometric considerations for conducting observations using time-sampling procedures. *Assessment for Effective Intervention*, 1534508417747389.
- Briesch, A.M., Ferguson, T.D., Daniels, B., Volpe, R.J., & **Feinberg, A.B.**, (2017). Examining the influence of interval length on the dependability of observational estimates. *School Psychology Review*, 46(4), 426-432. doi: 10.17105/SPR-2016-0006.V46-4
- Kleinert, W. L., Silva, M. R., Coddling, R. S., **Feinberg, A. B.**, & James, P. S. S. (2017). Enhancing classroom management using the classroom check-up consultation model with in-vivo coaching and goal setting components. In *School Psychology Forum* (Vol. 11, No. 1), 5-19.
- Fallon, L. M., & **Feinberg, A. B.** (2016). Implementing a Tier 2 behavioral intervention in an alternative high school program. *Preventing School Failure: Alternative Education for Children and Youth*, 1-9. doi: 10.1080/1045988X.2016.1254083
- Kilgus, S.P., Fallon, L.M., & **Feinberg, A.B.** (2016). Function based modification of check-in check-out to influence escape maintained behavior. *Journal of Applied School Psychology*, 32, 24-25. doi: 10.1080/15377903.2015.1084965
- Fallon, L.M., Collier-Meek, M.A., Sanetti, L.M.H., **Feinberg, A.B.**, & Kratochwill, T.R., (2016). Implementation planning to promote parents' treatment integrity of behavioral interventions for children with autism. *Journal of Educational and Psychological Consultation*, 25, 1-23. doi: 10.1080/10474412.2015.1039124
- Feinberg, A.B.**, & Shapiro, E.S. (2009). Teacher accuracy: An examination of teacher-based judgments of students' reading with differing achievement levels. *Journal of Educational Research*, 102(6), 453 - 462. doi: 10.3200/joer.102.6.453-462
- Volpe, R.J., Blom-Hoffman, J., **Feinberg, A.B.**, & Gadow, K.D. (2009). Factor analytic and individualized approaches to constructing brief measures of ADHD behaviors. *Journal of Emotional and Behavior Disorders*, 17(2), 118-128. doi: 10.1177/1063426608323370
- Handler, M.W., Rey, J., Connell, J., Thier, K., **Feinberg, A.B.**, & Putnam, R. (2007). Practical considerations in creating school-wide positive behavior support in public schools. *Psychology in the Schools*, 44, 29-39. doi: 10.1002/pits.20203
- Luiselli, J.K., Putnam R.F., Handler, M.W., & **Feinberg, A.B.**, (2005). Whole-school positive behavior support: Effects on student discipline problems and academic performance. *Educational Psychology*, 25, 183-198.
- Feinberg, A.B.**, & Shapiro, E.S. (2003). Accuracy of teacher judgments in predicting oral reading fluency. *School Psychology Quarterly*, 18, 52-65. doi: 10.1521/scpq.18.1.52.20876
- Coddling, R.S., **Feinberg, A.B.**, Dunn, E.K., & Pace, G.M.(2005). Effects of immediate performance feedback on implementation of behavior support plans. *Journal of Applied Behavior Analysis*, 38, 205-219. doi: 10.1901/jaba.2005.98-04

**PUBLICATIONS:** Book Chapters

- Sugai, G., La Salle, T., Everett, S, & **Feinberg, A.B.** (2019). Multi-tiered systems of support: The what, why, and how for school counselors. In E. Goodman-Scott, J. Betters-Bubon, & P. Donohue (editors), *The school*

counselor's guide to multi-tiered systems of support. Routledge.

**Feinberg, A.B., & VanLone, J. (2019).** Whole School PBIS Rules and Rewards Systems. In K. Radley & E. Dart (editors), *Handbook of behavioral interventions in schools: multi-tiered systems of support*. Oxford University Press.

**PUBLICATIONS: non-refereed**

**Feinberg, A.B., & Ledew, P. (2011).** Active Duty: Helping parents become effective members of their child's IEP team. *Exceptional Parent Magazine, 41*, 36-39.

**NATIONAL CONFERENCE PRESENTATIONS**

**Feinberg, A.B., Everett S., (2019, February).** Targeting systems of support: Enhancing PBIS in high needs districts. Paper presented at the Annual Convention of the Association of Positive Behavior Supports, San Diego, CA.

**Feinberg, A.B., Moorthy, S., (2018, March).** Northeast PBIS Network. Paper presented at the Annual Convention of the Association of Positive Behavior Supports, San Diego, CA.

**Feinberg, A.B., & La Salle, T., (2018, February).** Positive behavior support & school climate: Integrating both frameworks for student support. Paper to be presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Silva, M. R., Coddling, R. S., Collier-Meek, M. A., & **Feinberg, A. B.** (2017, May). Student choice of math interventions: Investigating the effects of choice on digits correct per minute. In B. K. Martens (chair), *Increasing children's math work completion by offering a choice of interventions and reinforcement contingencies*. Symposium proposal submitted to be conducted at the annual convention of the Association for Behavior Analysis International, Denver, CO.

**Feinberg, A. B., Simonsen, B., Freeman, J., Everett, S., Putnam, R.F., (2017, April).** Supporting district, state, and regional implementation capacity: Lessons learned from Northeast PBIS. Paper presentation presented at the Council for Exceptional Children Convention, Boston, MA.

**Feinberg, A.B., & Fallon, L.M. (2017, February).** *Building a SWPBIS Framework in Alternative School Settings: Process Considerations and Outcomes*. Paper to be presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

**Feinberg, A.B., Lindsay, L.M., & Kilgus, S.P. (2016, February).** *Modifying Tier Two Supports: Intervention for students motivated by escape*. Paper to be presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

Silva, M. R., Kleinert, W. L., Coddling, R. S., **Feinberg, A.B.** (2016, February). *Effective classroom supports: An investigation of the classroom check-up*. Poster proposal to be presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.

**Feinberg, A.B., Fallon, L.M., Robinson-Joy, M, Miller, T.M., & Furman, M. (2015, March).** *Developing family behavior support plans to reduce children's disruptive behavior at home*. Paper presented at the Annual Convention of the Association of Positive Behavior Supports, Boston, MA.

**Feinberg, A.B., Handler, M.W., Fallon, L.M., & Meyer, K. (2015, March).** *Implementing system-wide PBS across school districts: Celebrations, barriers, and lessons learned*. Paper presented at the Annual Convention of

the Association of Positive Behavior Supports, Boston, MA.

- Handler, M.W., Kilgus, S.P., Fallon, L.M., & **Feinberg, A.B.** (2015, February). *Check in check-out in alternative settings: Supporting students with emotional disabilities*. Poster to be presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- Collier-Meek, M. A., Sanetti, L. M. H., Fallon, L. M., & **Feinberg, A. B.** (2014, February). *Supporting parents to implement student interventions*. Poster to be presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Fallon, L. M., & **Feinberg, A. B.** (2014, February). *Autism and inclusion classrooms: Using visuals to increase positive behavior*. Poster to be presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- Putnam, R., **Feinberg, A.B.**, Fallon L. (2013, October). *Classwide PBIS: Improving on-task behavior in classrooms*. Paper presented at the National PBIS Leadership Forum, Rosemont, IL.
- Fallon, L., & **Feinberg, A.B.**, (2013, March). *Visual cues to enhance universal SWPBIS practices for student with autism*. Poster presented at the annual meeting of the Association for Positive Behavior Supports, San Diego, CA.
- Hardy, C., & **Feinberg, A.B.**, (2013, February). *Class-wide Positive Behavior Supports: Plan development, Plan implementation, and outcomes*. Paper presented at the annual meeting of the National Association of School Psychologists. Seattle, WA.
- Hardy, C., & **Feinberg, A.B.**, (2013, February). *Conducting effective school-based PBIS leadership team meetings: Integrity checklist*. Poster presented at the annual meeting of the National Association of School Psychologists. Seattle, WA.
- Hardy, C., & **Feinberg, A.B.**, (2012, October). *Classroom positive behavior supports: Plan development, implementation, and outcomes*. Symposium presented at the Berkshire Applied Behavioral Analysis and Therapy Conference. Amherst, MA.
- Feinberg, A.B.**, Putnam, R., Smyth, D.S., Anderson, C. (2012, May). *Designing effective classroom support interventions*. Symposium presented at the Annual Association of Applied Behavior Analysis Conference. Seattle, WA
- Kilgus, S.P., & **Feinberg, A.B.** (2012, February). *Use of task modification to increase academic performance and decrease escape-maintained behavior*. Poster presented at the Annual National Association of School Psychologists. Philadelphia, PA.
- Feinberg, A.B.**, Smyth, D. (2011, February). *PBIS in alternative school settings*. Paper presented at the Annual National Association of School Psychologists. San Francisco, CA.
- Martin, K., & **Feinberg, A.B.**, (2010, May). *Efficacy of a personal FM device in the classroom for a child with PDD and auditory processing disorder*. Poster session presented at the Association of Behavior Analysis International (ABAI) Annual Convention, San Antonio, TX.
- Their, K.S., **Feinberg, A.B.**, Fishbaugh, C., & Handler, M.W. (2008, March). *Intensive level academic supports: Monitoring implementation integrity & student outcomes*. In K.S. Their (Chair), *Working Both Sides of the Triangle: Academic & Behavioral Systems, Practices, and Data*. Symposium presented at the 5<sup>th</sup> International Conference of Positive Behavior Support. Rosemont, IL.
- Feinberg, A.B.**, Their, K.S. (2008, February). *Evaluating teacher implementation of the CBM problem solving model*. Paper presentation at the Annual National Association of School Psychologists. New Orleans, LA.
- Feinberg, A.B.**, & Heppe, G. (2007, May). *Response to Intervention: A description of a staff training project and outcomes*. Paper presentation at the Annual Massachusetts Title 1 Conference. Hyannis, MA.
- Rey, J., **Feinberg, A.B.**, & McGrath-Davis, C. (2006, May). *Administrators as PBS leaders: A top down driven*

- process? Symposium presented at the Annual Association of Behavioral Analysis Conference. Atlanta, GA.
- Feinberg, A.B., & Wilczynski, S.,** (2006, April). Developing positive behavior plans for individuals with challenging behavior. Workshop presented at the Best Practices in Autism Treatment and Methodologies Education Conference. San Jose, CA.
- Feinberg, A.B.** (2006, April). Using social skills assessments to develop effective social skills intervention. Workshop presented at the Best Practices in Autism Treatment and Methodologies Education Conference. San Jose, CA.
- Feinberg, A.B.,** Putnam, R., & Handler, M.W. (2006, April). *Positive schools: School-wide Positive Behavior Support*. Paper presented at the Annual Conference of the National Association of Elementary School Principals. San Antonio, TX.
- Connell, J., **Feinberg, A.B.,** Angello, L.M., Amy Tsirovasile-Domo, A., (2005, May). *Applications of performance feedback: Fee-for-service consultation in the home*. Poster presented at the Annual Conference of the Association for Behavior Analysis. Chicago, IL.
- Feinberg, A.B.,** Connell, J.C., Mautone, J.M., Handler, M.W. & Putnam, R.F., (2005, April). Classroom-wide behavior support: Using data to identify needs and solutions. Symposium presented at the Annual Conference of the National Association of School Psychologists. Atlanta, GA.
- Connell, J., Handler, M.W., Tracey, S., Rey, J., O'Leary Zonarich, C., Sawyer, L.M., & **Feinberg, A.B.** (2004, May). Teaching schools the ABC's of designing effective and efficient systemic interventions. In R.F. Putnam (Chair), *Developing effective school-wide behavior support interventions to improve urban schools*. Symposium presented at the Annual Conference of the Association of Behavior Analysis. Boston, MA.
- Codding, R.S., & **Feinberg, A.B.** (2004, May). Improving implementation integrity of behavior support plans through abbreviated performance feedback. In J.K. Luiselli (Chair), *Effective staff training in behavioral healthcare: Teaching knowledge competencies and improving procedural implementation*. Symposium presented at the Annual Conference of the Association of Behavior Analysis. Boston, MA.
- Handler, A.B., & Putnam, R.F., & **Feinberg, A.B.,** (2004, April). *Effective school-wide behavior support practices in urban schools*. Paper presented at the annual meeting of the National Association of School Psychologists. Dallas, TX.
- Feinberg, A.B.,** & Shapiro, E.S., (2004, April). *Teacher accuracy: The effects of student reading achievement level*. Paper presented at the annual meeting of the National Association of School Psychologists. Dallas, TX.
- Feinberg, A.B.,** (2004, April). The use of teacher consultation to increase communication in a kindergarten student with Selective Mutism. In R.S. Codding (Chair), *Selective mutism: using school-based interventions to increase verbal communication*. Symposium presented at the annual meeting of the National Association of School Psychologists. Dallas, TX.
- Feinberg, A.B.,** & Handler, M.W. (2003, November). Improving academic achievement using school-wide behavioral support interventions. In J.K. Luiselli (Chair), *Behavior consultation to public schools: Improving student discipline practices and academic achievement through prevention-focused and systems-wide intervention*. Symposium presented at the Annual Association of Behavior Therapy Conference. Boston, MA.
- Feinberg, A.B.** (2003, October). The effectiveness of two types of stimulus fading procedures to increase communication in a kindergarten student with selective mutism. In J. Luiselli (Chair), *Selective mutism: Empirically supported school-based interventions*. Symposium presented at the Berkshire Applied Behavioral Analysis and Therapy Conference. Amherst, MA.
- Rey, J., Handler, M.W., **Feinberg, A.B.,** & Putnam, R. F. (2003, June). *Tailoring prevention programming in school settings: The impact of sociodemographics on adoption and adaptation*. Poster presentation presented at the 11<sup>th</sup> Annual Meeting of the Society for Prevention Research. Washington, DC.
- McQuillan, K., & **Feinberg, A.B.** (2001, April). *Psychopharmacology and students with emotional/behavior*

*disorders: A school-based model.* Paper presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

**Feinberg, A.B.,** Nebrig, M.R., Volpe, R.J., & Byrnes, K.L. (2000, March). *Effective interventions for writing difficulties.* Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Molina, B., **Feinberg, A.B.,** Blumenthal, J., Pelham, W. Jr. (1997, June). *Substance use by adolescents with ADHD: The effects of religiosity.* Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

## REGIONAL CONFERENCE PRESENTATIONS

**Feinberg, A.B.,** Villar, J., Ferrick, M., & Jones, D. (2019, May). *District-level PBIS Supports: Building systems of support.* Paper presentation presented at the 2019 Northeast PBIS Leadership Forum. Mystic, CT.

Fallon, L. M., Collier-Meek, M. A., & **Feinberg, A. B.** (2017, May). *Intensive classroom management support for teachers in high-need settings.* Presentation to be given at the Northeast PBIS Leadership Forum, Mystic, CT.

Fallon, L.M., & **Feinberg, A.B.** (2016, November). *Modifying tier two supports: Intervention for students motivated by escape.* Poster presented at the 12th Annual New England Positive Behavioral Interventions and Supports Forum, Norwood, MA.

Fallon, L.M., **Feinberg, A.B.,** & DePasquale, M. (2016, November). *Towards effective PBIS practice in alternative school settings: Readiness to launch.* Paper presented at the 12th Annual New England Positive Behavioral Interventions and Supports Forum, Norwood, MA.

Silva, M. R., Kleinert, W. L., Coddling, R. S., **Feinberg, A. B.** (2015, November). *Examining the effects of the classroom check up on disruptive behavior and teacher praise.* Poster presented at the 11th Annual New England Positive Behavioral Interventions and Supports Forum, Norwood, MA.

Fallon, L. M., Collier-Meek, M. A., Sanetti, L. M., & **Feinberg, A. B.** (2014, October). *Promoting treatment fidelity of home-based behavior support plans: Practical applications and case examples.* Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

Fallon, L. M., Miller, T. M., **Feinberg, A. B.,** Joy, M. R. & Furman, M. (2014, October). *PBIS in the home: Supports for families involved in the Children's Behavioral Health Initiative (CBHI).* Presentation given at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.

**Feinberg, A.B.,** & Fallon, L.M. (2014, May). *Classroom-based supports within a PBIS Framework.* Presentation at the Northeast PBIS Forum. Mystic, CT.

Rossi, C., Furey, W.M., Whitcomb, S., Fefer, S., & **Feinberg, A.B.** (2014, May). *Exploring concurrent validity of the PBIS Inventory in comparison to the Benchmarks of Quality.* Poster at the Northeast PBIS Forum. Mystic, CT.

Fallon, L. M., Collier-Meek, M. A., Sanetti, L. M., & **Feinberg, A. B.** (2014, April). *Implementation planning to promote parents' treatment fidelity of home-based behavioral interventions for children with Autism.* Paper presented at the Massachusetts Association of Applied Behavior Analysis 4th Annual Convention, Waltham, MA.

**Feinberg, A.B.** (2013, November). *PBIS in alternative settings: Persistence.* Keynote presentation delivered at the New York State Regional Special Education Assistance Support Center Conference. Syracuse, NY.

Johnson, R., **Feinberg, A.B.,** Connelly, (2013, May). *PBIS and Academics: A district-wide approach.* Presentation at the Northeast PBIS Forum. Cromwell, CT.

Fallon, L., Collier-Meek, M., & **Feinberg, A.B.** (2013, May). *Coordinating supports for PBIS in the classroom.*



Presentation at the Northeast PBIS Forum. Cromwell, CT.

- Whitcomb, S., & **Feinberg, A.B.**, (2013, October). Applied research in school settings: Including school professionals in collecting, analyzing, and using data. Symposium presented at the Annual Meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Feinberg, A.B.**, & Bickford, R. (2012, May). *PBIS in alternative school settings*. Presentation at the Northeast PBIS Forum. Cromwell, CT.
- Antosh, T., Berk, B., Knopf, R.A., & **Feinberg, A.B.**, (2009, November). Implementing PBIS on a state-wide basis. In **A. Feinberg** (Chair). Symposium presented at the New England PBIS Forum. Norwood, MA.
- Pettrucelli, M.L., & **Feinberg, A.B.**, (2008, November). *Social skill interventions for children with autism*. Paper presentation at the fourth Annual Forum on School-wide Positive Behavior Support. Norwood, MA.
- Feinberg, A.B.**, & Putnam, R.F. (2007, June). *Using Data under a Response to Intervention Model with Students with Autism Spectrum Disorders*. Paper presented at the Massachusetts Department of Education Professional Development Conference. Worcester, MA
- Feinberg, A.B.** (2007, November). *Introduction to Response to Intervention*. Paper presentation at the third Annual Forum on School-wide Positive Behavior Support. Norwood, MA
- Feinberg, A.B.**, Methe, S. & Bruinooge, E. (2006, September). *Early numeracy measures to improve mathematical performance*. Paper presentation at the second Annual Forum on School-wide Positive Behavior Support: Improving Discipline & Academic Performance. Norwood, MA.
- Feinberg, A.B.** (2005, October). Effects of PBS on Student Academic Achievement. In J.K. Luiselli (Chair), *Positive Behavior Support (PBS) and Applied Behavior Analysis (ABA): Discontent or Reconciliation*. Symposium presented at the Berkshire Applied Behavioral Analysis and Therapy Conference. Amherst, MA.
- Putnam, R.F., & **Feinberg, A.B.**, (2005, May). Systemic academic and behavioral support practices to improve student achievement. Workshop presented at the 29<sup>th</sup> Annual Massachusetts Title I Conference. Hyannis, MA.
- Feinberg, A.B.**, & Coddling, R.S., (2003, October). *The use of performance feedback in increasing teacher integrity with behavioral support plans in school settings*. Poster presented at the Berkshire Applied Behavioral Analysis and Therapy Conference. Amherst, MA.

## GRANT FUNDING

- 2006 Massachusetts Department of Education Summer Institute: Response to Intervention Programming in Schools. Grant funded training for 35 teachers and administrators (9 school districts) in the process of a developing a Response to Intervention Model in their individual schools. Funded for \$35,000.00

## EDITORIAL EXPERIENCE

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| Editorial Advisory Board, <i>Psychology in the Schools</i>   | <i>June 2007 to present</i> |
| Ad hoc reviewer, <i>Journal of Applied School Psychology</i> | <i>February, 2005</i>       |
| Ad hoc reviewer, <i>Psychology in the Schools</i>            | <i>September, 2005</i>      |

## DISSERTATION COMMITTEE PARTICIPATION

Whitney Kleinert	Brief Experimental Analysis: A Tool for Identifying Interventions for Combined Skill and Performance Deficits in Math	Co-Chair Dissertation Committee Member	Completed Spring 2017
Meghan Silva	Exploring the Effect of Intervention Choice on Academic Performance and Student Acceptability	Dissertation Committee Member	Proposed Winter 2016
Sheila Desai	Supervisory Dyads in School Psychology Internships: Does Personality Match Affect Supervisory Working Alliance, Supervision Satisfaction, and Work Readiness?	Co-Chair Dissertation Committee Member	Completed Spring 2016
Tyler Ferguson	Examining the influence of interval and observation length on the dependability of data	Dissertation Committee Member	Completed Spring 2014

#### **PROFESSIONAL AFFILIATIONS**

National Association of School Psychologists  
 Association for Positive Behavior Support  
 Association for Behavior Analysis  
 Berkshire Association of Behavioral Analysis and Therapy