

Dana M. Gadaire
436 McGurrin Hall
The University of Scranton
Dana.Gadaire@scranton.edu

EDUCATION

Doctor of Psychology in School Psychology - 2011
University of Southern Maine
Master of Arts in Clinical/Community Psychology - 2008
Georgia State University
Master of Social Work - 2002
University of Georgia
Bachelor of Science in Psychology - 2000
University of Florida

LICENSES AND CERTIFICATIONS

Licensed Psychologist (NE #1033)
Board Certified Behavior Analyst- Doctoral Level (#1-12-11480)
Licensed Clinical Social Worker (FL #11091)
Licensed School Psychologist (FL #1558)
Qualified Supervisor, Florida Department of Health

CLINICAL EXPERIENCE

Visiting Professor, *The University of Scranton Department of Counseling and Human Service*

January 2020-present

Teach undergraduate and graduate courses in Applied behavior analysis, psychology, and counseling; supervise undergraduate and graduate-level trainees in Applied Counseling, Psychology, and Behavior Analysis.

Interdisciplinary Program Coordinator/Assistant Research Professor, *The Scott Center for Autism Treatment/ Florida Institute of Technology*

January 2012-December 2019

Developed and directed clinical programs for children with autism and related disabilities, diagnosed and treated various neurodevelopmental and behavioral disorders of childhood and adolescence, supervised early intensive behavioral intervention, and supervised graduate students/trainees. Research endeavors focused on evaluations of the behavioral mechanisms underlying common behavioral interventions such as group activity schedules and token economies.

External Reviewer, Beacon Health Options, Miami, Florida

January 2017-August 2018

Consulted and reviewed clinical programs for children with autism and related disabilities for purposes of quality assurance and fiscal management

Instructor, ABA Technologies/Florida Institute of Technology

January 2013-June 2014

Assisted in curriculum development and taught online courses in applied behavior analysis for students seeking to meet credentialing requirements for BCBA certification (Master's level).

Post-doctoral Fellow, Munroe-Meyer Institute/University of Nebraska Medical Center

August 2011-June 2012

Provided comprehensive psychological services for children and families in primary care settings. Services included administration of diagnostic assessments for learning, emotional, and behavioral disorders, behavioral parent training, and consultation with schools and physicians to address common childhood problems. Common targets of intervention included noncompliance, disruptive/aggressive behaviors, academic performance, impulsivity, obsessive-compulsive behaviors, sleep problems, anxiety, and depression.

Pre-doctoral Intern, Nebraska Internship Consortium in Professional Psychology, Munroe-Meyer Institute/University of Nebraska Medical Center

July 2010-July 2011

Provided intensive behavior analytic assessment and intervention for children with developmental disabilities. Administered diagnostic evaluations for autism and related disorders, supervised implementation of treatment programs in Early Intervention, Severe Behavior Disorders, and Parent Training Clinics. Coordinated and implemented research studies assessing the effectiveness of token economies, self-control training, and interventions to improve social skills in children with developmental disabilities.

Social Worker, Providence Service Corporation, Brunswick, Maine

October 2008-May 2010

Provided in-home and school-based services including behavioral parent-training, behavior management, individual and family counseling, and school consultation for children with developmental and behavioral disorders.

Graduate Assistant, Department of School Psychology, University of Southern Maine

January 2008-May 2009

Provided direct behavioral intervention including contingency management, academic instruction, social skills training, self-control training, and crisis management in a day treatment program for students with severe emotional and behavioral disorders.

Graduate Research Assistant, Regents Center for Learning Disorders, *Georgia State University*
August 2006-July 2007
Conducted standardized psychological and academic assessments for determination of learning disability and eligibility for academic accommodations at the college level.

Graduate Research Assistant, Department of Psychology, *Georgia State University*
August 2005- July 2007
Assisted in development of assessment instruments, data collection, analysis, and report writing for grant-funded evaluation of a statewide mentoring program for at-risk elementary and middle-school girls.

Clinical Specialist, *Marcus Autism Center*, Atlanta, GA
September 2004-July 2005
Provided assessments and interventions for children with pediatric feeding disorders including food refusal and selectivity. Supervised data collection and trained caregivers to implement treatment protocols. Conducted evaluations for the Pediatric Feeding, Severe Behavior Disorders, and Early Intervention Clinics.

Behavior Analyst, *University of Florida/Florida Department of Children and Families*
August 2002 –June 2004
Conducted behavioral assessments and interventions for children in protective custody, consulted and trained group home and shelter staff to manage the maladaptive behaviors of resident youth, conducted single subject evaluations of interventions and trained caregivers to implement treatment protocols. Monitored placement disruptions among children in protective custody/ foster care for the purpose of program evaluation.

CLINICAL PROGRAM DEVELOPMENT

Virtual CASTLE, *The University of Scranton*
September 2020 and August 2021
Developed and direct a grant-funded, intensive outpatient program to enhance social and academic skills among school-aged children with autism spectrum disorders. Programming involves behavioral skills training, interactive web-based video gaming, and other social interactions.

Virtual Integrated Peacemakers Program, *The University of Scranton*
April – May 2021
The University of Scranton
Adapted and administer a grant-funded Peacemakers Program™ to serve children with neurodevelopmental disorders and neurotypical children in an integrated online format. Activities focus on conflict resolution, coping skills, and psychological wellbeing.

EPIC (Engaged, Prepared, and In Control) Summer Treatment Program, *The Scott Center for Autism Treatment/ Florida Institute of Technology*

August 2018 and August 2019

Developed and administered an evidence-based Summer Treatment Program (NREPP)

for youth (5-13 years) with autism and related conditions. In the context of a highly structured behavior management system, the EPIC program engaged children in collaborative STEM-based activities to enhance socialization, coping skills, perspective-taking, and flexibility across novel environments.

FIT Club, *The Scott Center for Autism Treatment/ Florida Institute of Technology*

2012-2019

Developed and coordinated a group social skills intervention for children (ages 5-10 years) with autism and related conditions. Interventions included structured social activities, natural environment teaching (NET), and individualized token reinforcement systems to promote social engagement in naturalistic settings (e.g., sports clinics, field trips, group projects).

FIT Panthers *The Scott Center for Autism Treatment/ Florida Institute of Technology*

2012-2019

Developed and coordinated a group social skills intervention for children (ages 11-14 years) with autism and related conditions. Interventions included structured social activities, natural environment teaching (NET), self-monitoring, and systematic titration of prompting/ reinforcement to promote independence in social interactions across various settings (e.g., sports clinics, field trips, group projects).

Family Advocacy Program, *The Scott Center for Autism Treatment/ Florida Institute of Technology*

2016-2019

Developed and coordinated a wrap-around service for families of children receiving early intensive behavioral intervention. Services included individual (parent), couples, and family counseling, inter-disciplinary service coordination, parent support and psycho-educational groups, and referrals to local agencies to address families' logistical, material, and advocacy needs.

REFERRED PUBLICATIONS

Gadaire, D.M., McGarry, K., Topçuoğlu, B. Haggerty, K. (in preparation).

Psychological reactance and the development of preference in children.

Gadaire, D.M., Henry, J.E., Creel, K., & Freitas, L. (in preparation). Comparison of treatments derived from synthesized and isolated functional analysis methods.

Kelley, M.E., **Gadaire, D.M.,** & Henry, J.E. (in preparation). In pursuit of valid behavioral assessment.

- Gadaire, D.M.**, Senn, L., & Robinson, T. (under review). Correspondence between children's knowledge of safety behaviors and reporting of potential threats in school settings. *Behavioral Interventions*.
- Kelley, M.E., Clark, R.J., McGarry, K.M., Henry, J.E., Morgan, A.C., **Gadaire, D.M.**, & Sloman, K.N. (under review). Multiple Schedules Facilitate Rapid Noncontingent Reinforcement Schedule Thinning. *Behavior Analysis in Practice*.
- Henry, J.E., Kelley, M.E., LaRue, R.H., Kettering, T.L., **Gadaire, D.M.**, & Sloman, K.N. (in press). Integration of experimental functional analysis procedural advancements: Progressive from brief to extended experimental analyses. *Journal of Applied Behavior Analysis*.
- Gadaire, D.M.**, Senn, L., Albert, K., Shaham, Y., Robinson, T., Passage, M., Topcuoglu, B. (2021). Differential effects of token production and exchange on children's responding in applied contexts. *Learning & Motivation, 73*, 101694.
- Gadaire, D.M.**, Bartell, K., & Noto, J. (2020). Effects of group activity schedules on preference for social interaction in children with autism spectrum disorders. *Learning & Motivation, 71*, 101638.
- Gadaire, D.M.**, Bartell, K., & Villacorta, J. (2018). Promotion of social engagement in children with autism using group activity schedules. *Learning & Motivation, 64*, 18-26.
- Gadaire, D.M.**, Marshall, G., Brissett, E. (2017). Differential reinforcement of low rate Responding to facilitate social skills in children with autism. *Learning & Motivation, 60*, 34-40.
- Gadaire, D.M.**, Henrich, C.C., & Finn-Stevenson, M. (2017). Longitudinal effects of parent-child interactions on children's social development. *Research on Social Work Practice, 27*(7), 767-778.
- Lancaster, B.M., **Gadaire, D.M.**, Holman, K., & LeBlanc, L. (2015). Association between diabetes treatment adherence and parent-child agreement regarding treatment responsibilities. *Families, Systems, & Health, 33*(2), 120.
- Gadaire, D.M.**, Fisher, W.W., & Steege, M. (2014). The effects of presenting delays before and after task completion on self-control responding in children with behavior disorders. *Journal of Applied Behavior Analysis, 47*(1), 192-197.
- Gadaire, D. M.**, Kelley, M. E. & DeRosa, N. M. (2010) Research needed for focusing on additional generality of applied behavior analysis. *Behavior Analyst Today, 49-58*.
- Henrich, C.C., & **Gadaire, D.M.** (2008). Head Start and parent involvement. *Infants & Young Children, 21*(1), 56-69.

Gutierrez, A. Jr., Vollmer, T.R., Dozier, C.L., Borrero, J.C., Bourret, J., Rapp, J.T., & **Gadaire, D.** (2007). Manipulating establishing operations to verify and establish stimulus control during mand training. *Journal of Applied Behavior Analysis, 40*, 645-658.

Gadaire, D. & Vollmer, T. (2000). Assessment and treatment of automatically reinforced self-injurious and stereotypic behavior. *Journal of Undergraduate Research, 1*(4), *University of Florida*.

BOOK CHAPTERS & INVITED PAPERS

Gadaire, D.M., Lund, S., & Bordonata, T. (in preparation). Social media under quarantine: Applications of counseling skills to enhance effective virtual communication

Gadaire, D.M. & Kilmer, R. (2020). Use of the Template for Intervention Description and Replication (TIDieR) in Social Work Research. *Journal of Evidence-Based Social Work*.

Gadaire, D.M., Kelley, M.K., Roane, H.H., & LaRue, R.H. (2021). Indirect Behavioral Assessments: Interviews and Rating Scales. In W.W. Fisher, C.C. Piazza, & H.S. Roane (Eds.) *Handbook of Applied Behavior Analysis- 2nd Edition*. New York: Guilford Press

Gadaire, D.M. (2015). Book Review: From evidence to outcomes in child welfare. *Research on Social Work Practice, 26*, (4), 460-462.

Ribeiro, A., Liddon, C. J., **Gadaire, D.M.**, & Kelley, M. E. (2015). Sleep, Elimination, and Noncompliance in Children. In *Clinical and Organizational Applications of Applied Behavior Analysis*. Eds. Roane, H. R., Ringdahl, J. E., & Falcomata, T. S.

Kelley, M. E., LaRue, R. H., Roane, H. S., & **Gadaire, D.M.** (2011). Indirect Behavioral Assessments: Interviews and Rating Scales. In Fisher, W.W., Piazza, C.P., & Roane, H.S. (Eds.) *Handbook of Behavior Analysis*.

TEACHING EXPERIENCE

The University of Scranton

COUN 584	Autism and Mental Health Across the Lifespan
ABA 630	Applied Behavior Analysis I
PSY 335	Psychological Testing
CHS 341	Group Dynamics
CHS 384	Introduction to Applied Behavior Analysis
CHS 322	Cognitive Disabilities

Florida Institute of Technology

BEHP 5251 Intensive Practical Training in Behavior Analysis
BEHP 5004 Advanced Topics in Applied Behavior Analysis

University of Nebraska Medical Center

PSY 908 Assessment and Treatment of Child Psychopathology

University of Southern Maine

SPY 751 Clinical Research Methods

Georgia State University

PSYC 2070 Introduction to Human Sexuality
PSYC 1100 Natural Science Aspects of Psychology

University of Georgia

SOWK 2100 Introduction to Social Work

SELECTED PRESENTATIONS AND WORKSHOPS

Passage, M., **Gadaire, D.M.**, & Llinas, M. (2020). The effects of metacontingencies on altruistic responding. Virtual presentation for Applied Behavior Analysis International (ABAI) Culturo Behavior Science Conference

Gadaire, D.M. (2020). Standing up for our kids: Bullying awareness and prevention. The University of Scranton's 19th Annual Conference on disABILITY.

Gadaire, D.M. (2020). Working within the special education system. Invited presentation to Chi Delta Rho Academy at The University of Scranton.

Gadaire, D.M. (2020). Invited virtual workshop for Aspire Academy, Toronto, Canada.

Gadaire, D.M. (2020). *An Evening with Dr. Temple Grandin* (April 17, 2020). Virtual town hall interview supported by grant funding from the Autism Collaborative Centers of Excellence (ACCE).

<https://www.alloneforautism.org/acce-hubs/executive-hub/temple-grandin.html>

Gadaire, D.M. (2020). *Identifying signs of anxiety and depression in your child.* Virtual town hall presentation supported by grant funding from the Autism Collaborative Centers of Excellence (ACCE).

Gadaire, D.M. (2020). *Supporting positive family interactions; Managing sibling conflict.* Virtual town hall presentation supported by a grant funding through the Autism Collaborative Centers of Excellence (ACCE).

- Gadaire, D.M.** (2020). *Sleep and feeding issues in children with autism*. Virtual town hall presentation supported by grant funding through the Autism Collaborative Centers of Excellence (ACCE).
- Gadaire, D.M.** (2020). *Effects of social distancing on adolescents*. Virtual town hall presentation supported by grant funding from the Autism Collaborative Centers of Excellence (ACCE).
- Gadaire, D.M.** (2020). *Effects of social distancing on adolescents*. Virtual town hall presentation in collaboration with Dr. Gabriel Kuperminc supported by grant funding from the Autism Collaborative Centers of Excellence (ACCE).
- Gadaire, D.M.** (2018). *Behavioral Approaches to Social Skills Intervention (from early learners to preadolescents)*. Invited presentation at Southeastern Association for Behavior Analysis (SEABA), Chattanooga, Tennessee.
- Gadaire, D.M.** (2018). *Future directions in translational research using multiple schedules of reinforcement*. Invited discussion of data-based paper presentations at Florida Association for Behavior Analysis, Bonita Springs, Florida.
- Gadaire, D.M.** (2018). *Psychological Reactance and Changes in Children's Preferences for Tangible Reinforcers*. Data-based symposium at annual conference of Florida Association for Behavior Analysis, Bonita Springs, Florida.
- Gadaire, D.M.,** Bartell, K., and Noto, J. (2018). *Evaluating group activity Schedules to Promote Social Play in Children with Autism*. Data-Based Symposium at Florida Association for Behavior Analysis, Bonita Springs, Florida.
- Gadaire, D.M.** (2016). *Strategies for Dealing with Bullying*. Invited Webinar for AutismAdvisor.org
- Gadaire, D.M.** (2015). *Behavioral approaches to treating children sleep disturbances*. Invited workshop for Autism PALS (Autism Coalition of Brevard), Melbourne, Florida.
- Gadaire, D.M.** (2013). *Assessment and Treatment of Sleep Disturbances in Children*. Invited webinar for ABA Technologies, Melbourne, Florida.
- Gadaire, D.M.,** Broomfield, K., Kuperminc, G.P. (2005). *Effects of an after-school mentoring program on social development of African-American girls*. Data-based presentation at Southeast ECO Conference, Columbia, South Carolina.
- Gadaire, D.M.,** MacLeod, S., and Rogers, T. (2003). *Assessment of Staff Training to Promote Effective Interactions in an Emergency Shelter for At-Risk and Runaway Youth*. Data-based presentation at annual conference of Florida Association for Behavior Analysis, St. Petersburg, Florida.

Gadaire, D.M. and Manheim, M. (2002). *Applied Behavior Analysis for Dummies*.
Workshop at the annual conference of Georgia Association of Social Workers,
Atlanta, Georgia.

GRANTS

Gadaire, D.M., Rizzo, A., Mark, B., & Gallagher, M. (2019). Virtual
assessment of stress responding in children with autism

Funding Source: Organization for Autism Research (OAR)

Funding Amount: \$40,000

Status: Not funded

Jimenez-Gomez, C. & **Gadaire, D.M.** (2017). Physiological measures of
sleep patterns and associated behavioral effects in children with autism

Funding Source: Organization for Autism Research (OAR)

Funding Amount: \$10,000

Status: Not funded

AWARDS AND HONORS

Editorial Board Member, *Journal of Evidence-Informed Social Work*
2016-present

Editorial Board Member, *Research on Social Work Practice*
2015-present

American Psychological Association (Division 25) Dissertation Award
2012

Awarded annually in recognition of doctoral research that significantly advances
applied knowledge in the field of basic behavioral processes.