

Katharine L. Cameron

EDUCATION

Teachers College, Columbia University, New York, NY
Doctor of Philosophy, Applied Behavior Analysis, May 2018

Teachers College, Columbia University, New York, NY
Master of Arts in Applied Behavior Analysis, May 2015

University of Connecticut, Storrs, CT
Master of Arts in Education, Neag School of Education, May 2009
GPA 4.00/4.00

Inquiry Project: “The Effects of Nightly Reading on Students’ Attitudes and Achievement”

University of Connecticut, Storrs, CT
Bachelor of Science in Special Education, Neag School of Education, May 2008
Interdisciplinary area of concentration: English
GPA 3.79/4.00

University of Connecticut, Storrs, CT
Bachelor of Arts in English, May 2008
Research Project: “Young Adult Literature and the Portrayal of People with Disabilities”
GPA 3.79/4.00

PROFESSIONAL EXPERIENCE

Fred S. Keller School, Yonkers, NY
Program Supervisor, July 2018 - Present

- Supervised up to four preschool classrooms with students who demonstrated a range of levels of verbal behavior
- Mentored and trained classroom teachers and teacher assistants through CABAS® ranking system
- Delivered weekly feedback to teachers on student programming through book checks and in-class observations
- Coordinated mentorship experiences and BACB® supervision for master’s level ABA students and school psychology students
- Contributed to weekly lecture series addressing various topics in Applied Behavior Analysis

Fred S. Keller School, Yonkers, NY
Classroom Teacher, September 2015 - June 2018

- Planned and implemented daily instruction in individual and small group settings for students with and without disabilities
- Designed student curriculum based on individual student needs and IEP goals
- Conducted criterion referenced assessments on a quarterly basis
- Communicated student progress to parents weekly and with formal reports updated quarterly
- Attended annual CPSE meetings and collaborated with service providers in district throughout Westchester County
- Created and implemented behavior change plans
- Collected, graphed, and analyzed data related to individual student responding as well as class-wide instruction
- Mentored and trained teaching assistants through CABAS® ranking system

Alexander Hamilton Elementary School, Morristown, NJ
Teacher Assistant, September 2014 - June 2015

- Planned and implemented daily reading, mathematics, writing, communication, and social instruction for students with and without disabilities
- Conducted criterion referenced and standardized assessments with classroom teachers
- Collected, graphed, and analyzed data related to student responding across instructional and behavior change programs

Fred S. Keller School, Yonkers, NY

Teacher Assistant, September 2013 - June 2014

- Implemented daily instruction in individual and small group settings to students with and without disabilities across academic, communication, and social self-management programs
- Conducted criterion referenced assessments with classroom teachers
- Collected, graphed, and analyzed data related to student responding across instructional and behavior change programs

Cutler Middle School, Groton, CT

Special Education teacher, ABA Program, September 2009 - June 2013

- Planned and executed daily reading, mathematics, speech, language, social, and functional instruction for students with disabilities
- Trained paraprofessional staff in discrete trial implementation and data collection
- Analyzed discrete trial data to determine instructional progress and program effectiveness
- Conducted and wrote functional behavior assessments in conjunction with district BCBA
- Designed, implemented, and monitored behavior intervention programs for students with autism
- Modified general education curriculum for students with disabilities

W.B. Sweeney Elementary School, Windham, CT

Graduate Intern - Differentiating Reading Instruction, Fall 2008 - May 2009

- Developed and implemented differentiated reading lessons for students in grades K-4
- Conducted research for inquiry project on nightly reading with family members
- Provided additional support for select students experiencing difficulties in reading and writing
- Administered standardized and curriculum-based assessments, including the Peabody Picture Vocabulary Test III, Language Assessment Scales (LAS), and DIBELS measures

Center for Students with Disabilities, University of Connecticut, Storrs, CT

Learning Specialist, Fall 2008 - May 2009

- Provided instruction in skill areas, including note-taking, reading, test-taking, and time management
- Promoted self-advocacy and student independence on the university campus
- Maintained student files and compiled session logs
- Collaborated with university faculty and campus support services regarding student needs, including reasonable accommodations

RESEARCH

Cameron, K. (2018). *The Effects of a Behavioral Momentum Blending Intervention on the Accuracy of Textual and Spelling Responses Emitted by Preschool Students with Blending Difficulties* (Doctoral Dissertation).

PRESENTATIONS

Cameron, K. (2018). The Effects of a Behavioral Momentum Blending Intervention on the Accuracy of Textual and Spelling Responses Emitted by Preschoolers with Blending Difficulties (ABAI Symposium Presentation) San Diego, CA.

Cameron, K., Mellon, L., & Greer, R.D. (2018). From the Identification of Idiosyncratic Reading Problems to the Establishment of Idiosyncratic Reading Solutions (CABAS® Conference Presentation) Morristown, NJ.

HONORS AND ACTIVITIES

- UConn Dean's List 2005 - 2009
- UConn New England Scholar
- CPR and First-Aid Certified
- "Spiderwebs" short story published
Essay Connection, 8th Edition
- Phi Beta Kappa
- James D. Strauch Fund Scholarship
- Vernon & Elizabeth Brown Scholarship
- Susan Hope Sherman Scholarship