

Melissa A. Collier-Meek, PhD, BCBA

CURRENT POSITION

Associate Professor, School Psychology

*Department of Health Studies and Applied Educational Psychology
Teachers College, Columbia University*

Co-Founder and Co-Director, Sustain Collaborative

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CONTACT INFORMATION

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EDUCATION

Ph.D.	University of Connecticut, Storrs <i>Neag School of Education</i> <i>Department of Educational Psychology</i> Ph.D. in Educational Psychology Subspecialty: School Psychology APA & NASP accredited program	2009-2013
Certificates	University of Connecticut, Storrs <i>Neag School of Education</i> <i>Department of Educational Psychology</i> Certificate in Program Evaluation Certificate in Positive Behavior Supports <i>Institute for Teaching and Learning</i> Certificate in College Instruction	2010-2013 2009-2013 2010-2011
Interdisciplinary Training	University of Connecticut Health Center, Farmington <i>Maternal and Child Health Interdisciplinary Leadership</i> <i>Education in Neurodevelopmental and Related Disabilities (MCH LEND)</i>	2010-2011
M. A.	University of Connecticut, Storrs <i>Neag School of Education</i> <i>Department of Educational Psychology</i> Masters of Arts Degree in Educational Psychology Subspecialty: School Psychology	2008-2009
B. S. with Honors	University of Connecticut, Storrs	2004-2008

College of Liberal Arts and Sciences
 Bachelor of Science Degree with Honors in Human
 Development and Family Studies

PROFESSIONAL LICENSE & CERTIFICATION

Licensed Psychologist <i>Connecticut License Number: 3530</i>	2015 - present
Board Certified Behavior Analyst <i>Certificant Number: 1-14-16495</i>	2014 - present

PROFESSIONAL AWARDS, HONORS, & RECOGNITION

Article of the Year <i>Journal of Educational and Psychological Consultation</i>	2023
Collier-Meek, M. A., Kratochwill, T. R., Luh, H. J., Sanetti, L. M. H., Susilo, A. (2023). Reflections on consultation: Applying a DisCrit and equitable implementation lens to help school psychologists disrupt disparities. <i>Journal of Educational and Psychological Consultation</i> , 33, 10-44. doi: 10.1080/10474412.2022.2131558	
Elected Member, Society for the Study of School Psychology	2022 - present
Finalist, Article of the Year <i>Journal of Educational and Psychological Consultation</i>	2020
Collier-Meek, M. A., Sanetti, L. M. H., Gould, K., & Pereira, B. (2020). Comparing the utility of three direct treatment fidelity assessment methods: Time sampling, event recording, and post-observation rating scale. <i>Journal of Educational and Psychological Consultation</i> . doi: 10.1080/10474412.2020.1777874	
Honorable Mention, Article of the Year <i>School Psychology Review</i>	2019
Collier-Meek, M. A., Johnson, A. H., Sanetti, L. M. H., & Minami, T. (2019). Identifying critical components of classroom management implementation. <i>School Psychology Review</i> , 48, 348-361.	
Lightner Witmer Award <i>American Psychological Association, Division 16</i>	2019
Reviewer of the Year <i>Journal of School Psychology</i>	2017
Editorial Appreciation Award <i>School Psychology Review</i>	2017

Nominee, Reviewer of the Year <i>Journal of School Psychology</i>	2015, 2016
Finalist, Article of the Year <i>Journal of School Psychology</i>	2015
Sanetti, L. M. H., Collier-Meek, M. A., Long, A. C. J., Byron, J. R., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. <i>Journal of School Psychology, 53</i> , 209-229.	
Early Career Scholar <i>School Psychology Research Collaboration Conference</i> <i>Society for the Study of School Psychology.</i>	2015
Selected Participant <i>Institute of Education Sciences, Summer Research Training Institute on Single-Case Research Design, Madison, WI.</i>	2014
Scholarship and Leadership Award <i>Neag Graduate Student Association, University of Connecticut.</i>	2012, 2011, 2010
Professional Development Scholarship for Graduate Students <i>Pearsons/Trainers of School Psychology, Philadelphia, PA.</i>	2012
Predoctoral Fellowship Award <i>Department of Educational Psychology, University of Connecticut.</i>	2011
J. Raymond and Augusta Gerberich Fellowship <i>Neag School of Education, University of Connecticut.</i>	2011
American Psychological Association Student Travel Award <i>119th Annual Convention of American Psychological Association, Washington, D.C.</i>	2011
Tedd Carr Outstanding Poster Award (Honorable Mention) <i>Eighth International Conference on Positive Behavior Support. Denver, CO.</i>	2011

GRANTS & FUNDED PROJECTS

External Funding (>\$8.5 million as PI or co-PI)

2024-2029	Principal Investigator. (Fellow PI: Arora). <i>The Culturally Informed Trauma-sensitive practices for Youth (CITY) Program</i> . Funding source: U.S. Department of Education (S184X240057). Total funded: \$4,913,000.
2024-2026	Principal Investigator. <i>Advancing implementation of behavioral health interventions in schools</i> . Funding source: National Institute of Mental Health, Loan Repayment Program. Total funded: \$26,000.
2021-2026	Co-Principal Investigator (Co-PIs: Lisa Sanetti & Nedim Yel). <i>PRIME2: Planning Realistic Intervention implementation and Maintenance by Educators</i> . Funding source: Institute of Education Sciences (Initial Efficacy; R323A210266). Total funded: \$3,769,253 (subaward to UMB/TC \$1,721,542).

- 2022-2025 Consultant. (PIs: Connors & Arora). *Strategic Treatment Assessment with Youth (STAY): A measurement-based care approach to treatment retention among racial and ethnic minority youth with depression*. Funding source: National Institute of Mental Health (1R34MH134915-01). Total amount funded: \$733,310.
- 2021-2025 Consultant. (PIs: McLeod & Cook). *Developing and validating a technically sound and feasible self-report measure of teachers delivery of common practice elements*. Funding source: Institute of Education Sciences (Measurement; R305A210168). Total amount funded: \$2,000,000.
- 2018-2022 Co-Investigator. (PIs: Blacher & Eisenhower). *Smooth sailing: Teacher directed intervention to improve outcomes for young children with ASD in general education classrooms*. Funding source: Institute of Education Sciences (Development & Innovation; R324A180105). Total funded: \$1,400,000.

Under Review

Principal Investigator. (Co PI: Sanetti). *Iterative Development and Testing of Behavior FITS (Function-based Indicated Tier 2 Strategies) to Streamline Systems and Improve Learner Outcomes*. Funding source: Institute of Education Sciences (Development & Innovation). Total requested: \$2,000,000. Status: Under review (2024 score: 2.03).

Internal Funding

- 2024-2025 Faculty Awardee (with Prerna Arora). *Strategic Treatment Assessment with Youth (STAY): The development and refinement of a clinical protocol and implementation plan for clinicians who serve racial and ethnic minoritized youth with depression or suicide risk*. Funding source: Level 2 Collaboration Grant. Total funded: \$13,800.
- 2023-2024 Faculty Awardee (with Prerna Arora). *Embedding Diversity, Equity, and Inclusion throughout school psychology coursework*. Funding source: Dean's Faculty Diversity Teaching Award. Total funded: \$9,000. Status: Funded.
- 2018 Principal Investigator. *Supporting paraeducators delivery of student interventions*. Status: Funded. Funding source: Joseph P. Healey Research Grant Program, UMass Boston. Total amount funded: \$7,500.
- 2015 Principal Investigator. *Intervention, teacher, and school factors related to implementation*. Funding source: College of Education and Human Development Summer Faculty Research Grant Preparation Fellowship, UMass Boston. Status: Funded. Total amount funded: \$4000.
- 2013-2014 Co-Principal Investigator. (PI: Lisa Sanetti). *Initial evaluation of a direct measure of classroom management implementation*. Funding source: University of Connecticut Research Foundation. Status: Funded. Total amount funded: \$1500.
- 2011-2012 Principal Investigator. *Increasing parent treatment integrity to a homework intervention through conjoint behavioral consultation and performance feedback*. Funding source: Doctoral Dissertation Fellowship Competition and Doctoral

Dissertation Extraordinary Expense Award, University of Connecticut Graduate School. Total amount funded: \$2500.

- 2008 Principal Investigator. *Perceptions of school personnel regarding family school communication*. Funding source: Office of Undergraduate Research, University of Connecticut. Status: Funded. Total amount funded: \$500.

PUBLICATIONS, peer reviewed (n = 62)

*Student coauthor

- 62 Pierce, A. M., Sanetti, L. M. H., **Collier-Meek, M. A.**, & Johnson, A. H. (in press). Evaluating the correspondence between expert visual analysis and quantitative methods. *School Psychology*. <https://doi.org/10.1037/spq0000644>
- 61 Veiga, M., Fallon, L. M., **Collier-Meek, M. A.**, Susilo, A., *Ballard, S., & *Sunda, R. (in press). Training school psychologists to conduct culturally informed functional behavioral assessment interviews. *School Psychology*.
- 60 Pierce, A. M., Sanetti, L. M. H., **Collier-Meek, M. A.**, & Johnson, A. H. (2024). Evaluating the impact of implementation planning: A pre-registered meta-analysis. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2024.2365624>
- 59 *Morizio, L. J., Cook, A. L., **Collier-Meek, M. A.**, *Famolare, G. M., Fallon, L. M., & Bender, S. L. (2024). Creating Compassion: Creatively focused explicit behavioral instruction for empathy development. *School Psychology Review*, 53, 294-309. <https://doi.org/10.1080/2372966X.2022.2109060>
- 58 Hamsho, N., **Collier-Meek, M. A.**, *McAvoy, H. & Eisenhower, A. (2024). Relationships of paraeducators and teachers with their Autistic students. *Journal of School Psychology*. <https://doi.org/10.1016/j.jsp.2024.101321>
- 57 Sanetti, L. M. H., Yel, N., Long, A. C. J., **Collier-Meek, M. A.**, & Kratochwill, T. R. (2024). Assessing teachers' intervention-related expectations and self-efficacy: An examination of the factor structure of the Implementation Beliefs Assessment. *School Psychology*. <https://doi.org/10.1037/spq0000624>
- 56 Hamsho, N., Eisenhower, A., *Galligan, M., **Collier-Meek, M. A.**, Bolourian, Y., *Levinson, S., & Blacher, J. (2024). Drawing on key partner perspectives of an autism-focused professional development program: A conceptual framework for coaching. *Journal of Educational and Psychological Consultation*, 34, 14-43. doi: 10.1080/10474412.2023.2262450
- 55 **Collier-Meek, M. A.**, Kratochwill, T. R., Luh, H. J., Sanetti, L. M. H., *Susilo, A. (2023). Reflections on consultation: Applying a DisCrit and equitable implementation lens to help school psychologists disrupt disparities. *Journal of Educational and Psychological Consultation*, 33, 10-44. doi: 10.1080/10474412.2022.2131558
- 54 *Kurtz, K. D., Pearrow, M., Battal, J., **Collier-Meek, M. A.**, Cohen, J. A., & *Walker, W. (2023). Adapting social emotional learning curricula for an urban context via focus groups: Process and outcomes. *School Psychology Review*, 52, 548-562. <https://doi.org/10.1080/2372966X.2021.2021782>
- 53 Grapin, S., **Collier-Meek, M. A.**, January, S. A., Yang, C., & *Portillo, N. L. (2023). Reconceptualizing mentorship for the 21st century: A systematic mapping of research in school psychology. *School Psychology Review*, 52, 224-242. doi: 10.1080/2372966X.2021.1910861

- 52 Fallon, L. M., **Collier-Meek, M. A.**, *Falamore, G., *DeFouw, E. R., & Gould, K. (2022). Electronically delivered implementation supports to promote treatment fidelity: A research synthesis. *School Psychology Review*, *51*, 221-236. doi: 10.1080/2372966X.2020.1853485
- 51 *DeFouw, E. R., **Collier-Meek, M. A.**, Daniels, B., Coddling, R. S., & *Veiga, M. (2021). Does intervention session length matter? A comparison of a math intervention across three durations. *Journal of Behavioral Education*. Advance online publication. doi: 10.1007/s10864-021-09460-3
- 50 **Collier-Meek, M. A.**, Sanetti, L. M. H., *Gould, K., & *Periera, 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
- 49 Rowe, D. A., **Collier-Meek, M. A.**, Kittelman, A., & Pierce, J. (2021). Ensuring effective implementation of evidence-based practices. *TEACHING Exceptional Children*, *53*, 396-399. DOI: 10.1177/00400599211025642
- 48 **Collier-Meek, M. A.**, Sanetti, L. M. H., *Gould, K., & *Pereira, B. (2021). Comparing the utility of three direct treatment fidelity assessment methods: Time sampling, event recording, and post-observation rating scale. *Journal of Educational and Psychological Consultation*, *31*, 334-359. doi: 10.1080/10474412.2020.1777874
- 47 *Silva, M., **Collier-Meek, M. A.**, Coddling, R. S., *Kleinert, W., & Feinberg, A. B. (2021). Data collection and analysis in response-to-intervention: A survey of school psychologists. *Contemporary School Psychology*, *25*, 554-571. doi: 10.1007/s40688-020-00280-2
- 46 **Collier-Meek, M. A.**, Sanetti, L. M. H., Fallon, L. M., & Chafouleas, S. M. (2020). Exploring the influences of assessment method, intervention steps, intervention sessions, and observation timing on treatment fidelity estimates. *Assessment for Effective Intervention*, *46*, 3-13. doi: 10.1177/153450841985722
- 45 Klingbeil, D. A., & **Collier-Meek, M. A.** (2020). Considerations for school psychology to realize its promise: Commentary on the special issue from early career school psychologists. *School Psychology*, *35*, 453-456. doi:10.1037/spq0000412
- 44 Coddling, R. S., **Collier-Meek, M. A.**, Jimerson, S., Klingbeil, D. A., Mayer, M. J., & Miller, F. (2020). School Psychology reflections on COVID-19, antiracism, and gender and racial disparities in publishing. *School Psychology*, *325*, 227-232. <http://dx.doi.org/10.1037/spq0000399>
- 43 Bender, S. L., Fallon, L. M., Pearrow, M. M., Cook, A. L., Paskiewicz, T., Daniels, B., & **Collier-Meek, M. A.** (2020). Building a school psychology program committed to social justice: Structure and outcomes at University of Massachusetts Boston. *School Psychology Trainers' Forum*, *37*, 54-72. <https://tsp.wildapricot.org/>
- 42 Dart, E. H., **Collier-Meek, M. A.**, Chambers, C., & Murphy, A. (2020). Multi-informant assessment of treatment integrity in the classroom. *Psychology in the Schools*, *57*, 805-822. doi: 10.1002/pits.22351
- 41 **Collier-Meek, M. A.**, Fallon, L. M., & *DeFouw, E. R. (2020). Assessing implementation of the Good Behavior Game: Comparing estimates of adherence, quality, and exposure. *Assessment for Effective Intervention*, *45*, 95-109. doi: 10.1177/1534508418782620
- 40 *Silva, M., **Collier-Meek, M. A.**, Coddling, R. S., & *DeFouw, E. R. (2020). Acceptability assessment of school psychology interventions from 2005-2017. *Psychology in the*

- Schools*, 57, 62-77. doi: 10.1002/pits.22306
- ³⁹ Johnson, A. H., Connolly, J., **Collier-Meek, M. A.**, Cornell, B. & *Walker, W. (2020). Developing a measure to evaluate perceptions of team meetings in schools. *Journal of Educational and Psychological Consultation*, 30, 1-28. doi: 10.1080/10474412.2019.1629945
- ³⁸ **Collier-Meek, M. A.**, Johnson, A. H., Sanetti, L. M. H., & Minami, T. (2019). Identifying critical components of classroom management implementation. *School Psychology Review*, 48, 348-361. doi: 10.17105/SPR-2018-0026.V48-4
- ³⁷ *Martin, R., Coddling, 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
- ³⁶ Sanetti, L. M. H., & **Collier-Meek, M. A.** (2019). Increasing implementation science literacy to address the research-to-practice gap in school psychology. *Journal of School Psychology*, 76, 33-47. doi: 10.1016/j.jsp.2019.07.008
- ³⁵ *Gould, K., **Collier-Meek, M. A.**, *DeFouw, E. R., *Silva, M., & *Kleinert W. (2019). 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. doi: 10.1007/s40688-019-00233-4
- ³⁴ **Collier-Meek, M. A.**, Johnson, A. H., & Sanetti, L. M. H. (2019). Evaluating the fit of the ecological framework for implementation variables. *Assessment for Effective Intervention*, 45, 14-26. DOI: 10.1177/1534508418777848
- ³³ Farrell, A. F. **Collier-Meek, M. A.**, & Furman, M. (2019). Supporting afterschool program staff in low resource communities: A professional development approach. *American Journal of Community Psychology*, 63, 378-390. doi: 10.1002/ajcp.12330
- ³² **Collier-Meek, M. A.**, Sanetti, L. M. H., Levin, J. R., Kratochwill, T. R., & Boyle, A. M. (2019). Evaluating implementation supports delivered within problem-solving consultation. *Journal of School Psychology*, 72, 91-111. DOI: 10.1016/j.jsp.2018.12.002
- ³¹ Fallon, L. M., **Collier-Meek, M. A.**, & *Kurtz, K. D. (2019). Feasible coaching supports to promote teachers' classroom management in high-need settings: An experimental single case design study. *School Psychology Review*, 48, 3-17. DOI: 10.17105/SPR-2017-0135.V48-1
- ³⁰ **Collier-Meek, M. A.**, Sanetti, L. M. H., & Boyle, A. M. (2019). Barriers to implementation of classroom management and behavior support plans: An exploratory investigation. *Psychology in the Schools*, 56, 5-17. DOI: 10.1002/pits.22127
- ²⁹ **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2019). Treatment integrity of a homework intervention: Evaluating parent and student adherence, quality, and program differentiation. *International Journal of School and Educational Psychology*, 7, 56-68. DOI: 10.1080/21683603.2017.1376726
- ²⁸ *DeFouw, E. R., Coddling, R. S., **Collier-Meek, M. A.**, & *Gould, K. (2019). Examining dimensions of treatment fidelity and treatment intensity in mathematics intervention research for students at-risk. *Remedial and Special Education*, 40, 298-312. DOI: 10.1177/0741932518774801
- ²⁷ **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
- 26 Fallon, L. M., **Collier-Meek, M. A.**, *Kurtz, K. D., & *DeFouw, E. R. (2018). Emailed implementation supports to promote treatment integrity: Comparing the effectiveness and acceptability of prompts to performance feedback. *Journal of School Psychology*, 68, 113-128. DOI: 10.1016/j.jsp.2018.03.001
- 25 Erchul, W. P., Fischer, A. J., **Collier-Meek, M. A.**, & Bloomfield, B. S. (2018). Highlighting the utility of the consultant analysis record for consultation research and training. *Journal of Educational and Psychological Consultation*, 4, 445-459. DOI: 10.1080/10474412.2017.1418366
- 24 **Collier-Meek, M. A.**, Johnson, A. H., & Farrell, A. F. (2018). Development and initial evaluation of the Measure of Active Supervision and Interaction. *Assessment for Effective Intervention*, 43, 212-226. DOI: 10.1177/1534508417737516
- 23 Fischer, A. J., Schultz, B. K., **Collier-Meek, M. A.**, Zoder-Martell, K., & Erchul, W. P. (2018). A critical review of videoconferencing software to support school consultation. *International Journal of School and Educational Psychology*, 6, 12-22. DOI: 10.1080/21683603.2016.1240129
- 22 **Collier-Meek, M. A.**, Fallon, L. M., & *DeFouw, E. R. (2017). Towards feasible implementation support: Emailed prompts to promote teachers' treatment integrity. *School Psychology Review*, 46, 379-394. DOI: 10.17105/SPR-2017-0028.V46-4
- 21 Schultz, B. K., Zoder-Martell, K. A., Fischer, A. J., **Collier-Meek, M. A.**, Erchul, W. P., & Schoemann, A. M. (2017). When is teleconsultation most acceptable to school psychologists? *Journal of Educational and Psychological Consultation*, 28, 279-296. DOI: 10.1080/10474412.2017.1385397
- 20 Fischer, A. J., **Collier-Meek, M. A.**, Bloomfield, B. S., Erchul, W. P., & Gresham, F. M. (2017). A comparison of problem identification interviews conducted face-to-face and via videoconferencing using the consultant analysis record. *Journal of School Psychology*, 63, 63-76. DOI: 10.1016/j.jsp.2017.03.009
- 19 **Collier-Meek, M. A.**, Sanetti, L. M. H., & Fallon, L. M. (2017). Incorporating applied behavior analysis to assess and support educator's treatment integrity. *Psychology in the Schools* 54, 446-460. DOI: 10.1002/pits.22001
- 18 **Collier-Meek, M. A.**, Sanetti, L. M. H., & Boyle, A. M. (2016). Providing feasible implementation support: Direct training and implementation planning in consultation. *School Psychology Forum*, 10, 106-119. Retrieved from: [https://www.nasponline.org/resources-and-publications/periodicals/spf-volume-10-issue-1-\(spring-2016\)](https://www.nasponline.org/resources-and-publications/periodicals/spf-volume-10-issue-1-(spring-2016))
- 17 Long, A. C. J., Sanetti, L. M. H., **Collier-Meek, M. A.**, Gallucci, J. J., Altschaeffl, M., & Kratochwill, T. R. (2016). An exploratory investigation of teachers' intervention planning and perceived implementation barriers. *Journal of School Psychology*, 55, 1-26. DOI: 10.1016/j.jsp.2015.12.002
- 16 Cuticelli, M., **Collier-Meek, M. A.**, & Coyne, M. D. (2016). Performance feedback to increase opportunities to respond during instruction of a core reading program. *Psychology in the Schools*, 53, 89-105. DOI: 10.1002/pits.21884
- 15 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2015). Data-driven delivery of implementation supports in a multi-tiered framework: A pilot study. *Psychology in the Schools* 52, 815-828. DOI: 10.1002/pits.21861
- 14 Fallon, L. M., **Collier-Meek, M. A.**, Sanetti, L. M. H., Feinberg, A. B., & Kratochwill, T.

- R. (2015). Implementation planning to promote parents' treatment integrity of home-based behavioral interventions for children with autism. *Journal of Psychological and Educational Consultation*, 25, 1-23. DOI: 10.1080/10474412.2015.1039124
- ¹³ Sanetti, L. M. H., **Collier-Meek, M. A.**, Long, A. C. J., Byron, J. R., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. *Journal of School Psychology*, 53, 209-229. DOI: 10.1016/j.jsp.2015.03.002
- ¹² Fallon, L. M., **Collier-Meek, M. A.**, Maggin, D. M., Sanetti, L. M. H., & Johnson, A. H. (2015). Is performance feedback an evidence-based intervention? A systematic review and evaluation of single-case research. *Exceptional Children*, 8, 227-246. DOI: 10.1177/0014402914551738
- ¹¹ Sanetti, L. M. H., **Collier-Meek, M. A.**, Long, A. C. J., Kim, J. S., & Kratochwill, T. R. (2014). Using implementation planning to increase teachers' adherence and quality to behavior support plans. *Psychology in the Schools*, 51, 879-895. DOI: 10.1002/pits.21787
- ¹⁰ Farrell, A. F., **Collier-Meek, M. A.**, & Pons, S. R. (2014). Embedding positive behavior supports in afterschool programs. *Beyond Behavior*, 23, 38-45.
- ⁹ Kilgus, S. P., **Collier-Meek, M. A.**, Johnson, A. H., & Jaffery, R. (2014). Applied empiricism: Ensuring the validity of response-to-intervention decisions. *Contemporary School Psychology*, 18, 1-12. DOI: 10.1007/s40688-013-0009-z
- ⁸ **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2014). Treatment integrity assessment of consultation and intervention implementation: A review of conjoint behavioral consultation studies. *Journal of Educational and Psychological Consultation* 24, 55-73. DOI: 10.1080/10474412.2014.870482
- ⁷ Sanetti, L. M. H., & **Collier-Meek, M. A.** (2014). Increasing the rigor of treatment integrity assessment: A comparison of direct observation and permanent product methods. *Journal of Behavioral Education* 23, 60-88. DOI: 10.1007/s10864-013-9179-z
- ⁶ **Collier-Meek, M. A.**, Fallon, L. M., Sanetti, L. M. H., & Maggin, D. M. (2013). Focus on implementation: Strategies for problem-solving teams to assess and promote treatment fidelity. *Teaching Exceptional Children*, 45, 52-59. Retrieved from: <http://cec.metapress.com/content/p72233487154536g/>
- ⁵ Sanetti, L. M. H., Fallon, L. M., & **Collier-Meek, M. A.** (2013). Performance feedback provided by school personnel to increase teachers' intervention implementation: An evaluation of effectiveness, procedural integrity, and feasibility. *Psychology in the Schools*, 50, 134-150. DOI: 10.1002/pits.21664
- ⁴ **Collier-Meek, M. A.**, Fallon, L. M., Johnson, A. J., Sanetti, L. M. H., & DeCampo, M. (2011). Constructing self-modeling videos: Procedures and technology. *Psychology in the Schools*, 49, 3-14. DOI: 10.1002/pits.20614
- ³ Sanetti, L. M. H., Fallon, L. M., & **Collier-Meek, M. A.** (2011). Treatment integrity assessment and intervention by school-based personnel: Practical applications based on a preliminary study. *School Psychology Forum*, 5, 87-102. Retrieved from <http://www.nasponline.org/publications/spf/index-list.aspx>
- ² England, D. E., Descartes, L. J., & **Collier-Meek, M. A.** (2011). Gender role portrayal in Disney princesses. *Sex Roles*, 64, 555-567. DOI: 10.1007/s11199-011-9930-7 [Most downloaded article in Sex Roles]

- ¹ Farrell, A. F., & **Collier, M. A.** (2010). School personnel's perceptions of family-school communication: A qualitative study. *Improving Schools, 13*, 4-20. DOI: 10.1177/1365480209352547

PUBLICATIONS, non-refereed (n = 3)

*Student coauthor

- ³ Pierce, A. M., **Collier-Meek, M. A.**, *Drachslin, L., & Sanetti, L. M. H. (2024). Providing support for intervention implementation. *Communique, 52* (8), 19-21. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1425831.pdf>
- ² Pierce, A. M., **Collier-Meek, M. A.**, *Bucherbeam, T., & Sanetti, L. M. H. (2024). Monitoring intervention fidelity for data-based decision making. *Communique, 52* (7), 22-24. Retrieved from: <https://eric.ed.gov/?id=EJ1421674>
- ¹ **Collier-Meek, M. A.**, Pierce, A. M., *Flash, S., *Perry, S., & Sanetti, L. M. H. (2024). Focus on intervention fidelity to improve student outcomes. *Communique, 52* (6), 24-26. Retrieved from: <https://eric.ed.gov/?id=EJ1417042>

BOOKS

- ³ Sanetti, L. M. H., **Collier-Meek, M. A.**, Kratochwill, T. R., & Bergan, J. R. (under contract). *Problem-solving consultation and therapy (2nd Ed)*. Springer Nature.
- ² Kratochwill, T. R., & Bergan, J. R., Sanetti, L. M. H., **Collier-Meek, M. A.** (under contract). *Practical guide to problem-solving consultation (2nd Ed)*. Springer Nature.
- ¹ Sanetti, L. M. H., & **Collier-Meek, M. A.** (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation*. New York, NY: Guilford Press.

BOOK CHAPTERS (n = 9)

*Student coauthor

- ⁹ **Collier-Meek, M. A.**, Pierce, A., & Sanetti, L. M. H., (under review). Implementation science and school psychology. In M. Burns (Ed.). *School psychology: Controversies and current practice*. Oxford University Press.
- ⁸ **Collier-Meek, M. A.**, Pierce, A., & Alavi, S. (in press). Assessing implementation within MTSS. In J. M. Twyford, K. Eklund, E. Dowdy, R. Kamphaus, & C. R. Reynolds (Eds.). *Culturally Informed Approaches to Behavioral and Emotional Assessment of Youth*. Guilford Press.
- ⁷ **Collier-Meek, M. A.**, DeFouw, E., & Gould, K. (in press). Targeted and class-wide consultation. In S. A. Garbacz, D. Newman, W. Erchul, & S. Sheridan (Eds.), *Handbook of Research in School Consultation: Empirical Foundations for the Field (3rd Ed.)*. Taylor and Francis Group.
- ⁶ Grapin, S. L., January, S-A., A., Yang, C., & **Collier-Meek, M. A.** (under review). Creating supportive and inclusive graduate programs. In C. Malone & L. Parris (Eds.), *The Oxford Handbook of Social Justice in School Psychology*. Oxford University Press.
- ⁵ Sanetti, L. M. H., & **Collier-Meek, M. A.** (2023). Best practices in implementation science and practice for school interventions. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology (7th Ed.)*. National Association of

School Psychologists.

- 4 Coddling, R. S., **Collier-Meek, M. A.**, & *DeFouw, E. (2022). Treatment integrity and intensity: Considerations for delivering individualized interventions. In M. Tankersley, B. G. Cook, & T. J. Landrum (Eds.), *Advances in Learning and Behavioral Disabilities* (Vol. 31). Bingley, UK: Emerald Publishing.
- 3 **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.
- 2 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2016). Treatment integrity: Evidence-based interventions in applied settings. In L. Theodore (Ed.), *The Handbook of Applied Interventions for Children and Adolescents*. New York: Springer Publishing Company.
- 1 Sanetti, L. M. H., **Collier-Meek, M. A.**, & Fallon, L. M. (2016). Fidelity with flexibility: Treatment acceptability and individualized adaptations of evidence-supported treatments. In S. Maltzman (Ed.), *Oxford Handbook of Treatment Processes and Outcomes in Counseling Psychology*. New York: Oxford University Press.

MEDIA, WEBINARS, & PANELS

- [Transitioning from summer to back-to school can be tough. Here are 4 expert-approved tips to help kids through it](#), C. Griffin, Business Insider (interview, news article) August 2024.
- [Sustaining Multi-Tiered Systems of Support for Reading](#) with J. Borges, **M. Collier-Meek**, & N. Clemens, National Center for Improving Literacy (contributor, panel discussion, webinar), December 2023.
- [Supporting Student Outcomes by Improving Treatment Fidelity](#) with **M. A. Collier-Meek** & L. M. H. Sanetti, American Psychological Association, Division 16 (presenter, webinar), November 2023.
- [Planning for Tenure and Promotion \(T&P\) in School Psychology](#) with **M. Collier-Meek**, A. Noltemeyer, & S. A. Garbacz, SSSP Early Career Forum (contributor, panel discussion, blog post), November 2023.
- [Making MTSS Happen: Realistic Implementation at the Secondary Level](#) with **M. A. Collier-Meek**, A. Pierce, & L. M. H. Sanetti, Connecticut Association of Schools (presenter, webinar), November 2023.
- [Implementation Science and Social Justice in Consultation](#), with **M. A. Collier-Meek**, Conversations about Consultation (podcast guest), October 2023.
- [Talking to My Kids About the Unbearable](#), A. Niazi, The Cut, New York Magazine (interview, news article) October 2023.
- [Integrating Behavior Supports into MTSS for Student Success](#) with **M. A. Collier-Meek**, A. Pierce, & L. M. H. Sanetti, Connecticut Association of Schools (presenter, webinar), September 2023.
- [Supporting Learner Outcomes by Improving Treatment Fidelity](#), with **M. A. Collier-Meek** & L. M. H. Sanetti, Texas Association for Behavior Analysis (presenter, webinar), March 2023.

RESOURCES FOR DISSEMINATION & PROFESSIONAL DEVELOPMENT

Collier-Meek, M. A., & Sanetti, L. M. H. (2021-). *Sustain Collaborative*. Available at www.sustaincollaborative.org/resources. Sample resources include:

- [Sustain Practice Overview](#)
- [Brief: An Overview of Fidelity in Schools](#)
- [Sustained Practice 101: Reflection & Planning for Change](#)
- [Sustained Practice 101: What Special Educators Need to Know](#)
- [Sustained Practice 101: Planning and Leading Effective Meetings](#)

Farrell, A. F., & **Collier-Meek, M. A.** (2014). *Positive BOOST (Positive Behavior in Out of School Time): A guide to development and implementation of Positive Behavior Interventions and Supports*. Suite of materials including curriculum guide, manual, implementation and fidelity monitoring resources, assessment and evaluation resources. Storrs, CT: University of Connecticut, Center for Applied Research.

Sanetti, L. M. H., Kratochwill, T. R., **Collier-Meek, M. A.**, & Long, A. C. J. (2014). *PRIME Manual: Planning Realistic Implementation and Maintenance by Educators*. Retrieved from: www.implementationscience.uconn.edu.

Sanetti, L. M. H., Fallon, L. M., & **Collier-Meek, M. A.** (2012). *Performance feedback protocol*. Storrs, CT: University of Connecticut.

Farrell, A. F., & **Collier-Meek, M. A.** (2012). *Embedding elements of positive behavior support in afterschool programs: A curriculum manual*. Storrs, CT: University of Connecticut, Center for Applied Research.

TECHNICAL REPORTS

Fallon, L. M., **Collier-Meek, M. A.** & *Sheppard, V. A. (2017, June). *Special Education students in the Brockton Public Schools: Evaluation of universal services provided to Special Education students in district alternative and high schools*. Unpublished Program Evaluation.

Ruberto, L., Farrell, A. F., & **Collier-Meek, M. A.** (2014, March). *Embedding elements of PBIS in a summer program: Executive summary*. Report prepared for the Connecticut State Department of Education. Storrs, CT: UConn Center for Applied Research.

Farrell, A. F., & **Collier-Meek, M. A.** (2013, August). *Positive Behavior in Out-Of-School Time (Positive BOOST) Center for Applied Research in Human Development technical report and project update*. Report prepared for the Connecticut State Department of Education. Storrs, CT: UConn Center for Applied Research.

Farrell, A. F., **Collier, M. A.**, Saxena, M., Randall, K. G., & Sugai, G. (2010, May) *Towards best practices in afterschool programs: A descriptive review of the literature*. Report prepared for CT State Department of Education, Bureau of Health & Nutrition, Family Services & Adult Education and The Capital Region Education Council.

PRESENTATIONS, national and international (n = 112)

*Student coauthor

¹¹² Guard, K., Garton, M., Farmer, R., Zaheer, I., & **Collier-Meek, M. A.** (2025, February). *Implementation science as a moral imperative for school psychology*. Symposium to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.

¹¹¹ Dubois, J., Dunn, E., **Collier-Meek, M. A.**, & Stein, R. (2025, February). *Driving MTSS*

- continuous improvement: A systematic review of implementation rubrics.* Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 110 *Brandes, J., Pierce, A. M., *Scarcelli, L., *Draschlin, L., *Landow, B., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2025, February). *Solving common barriers to effective classroom management.* Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 109 *Brandes, J., Pierce, A. M., *Scarcelli, L., *Draschlin, L., *Landow, B., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2025, February). *Critical consultation skills for school psychologists to promote equitable outcomes.* Mini-skills to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 108 *Flash, S., *Draschlin, L., *Landow, B., *Alavi, S., Pierce, A. M., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2025, February). *Enhance fidelity: The role of teacher beliefs on implementation.* Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 107 Pierce, A. M., *Flash, S., *Draschlin, L., **Collier-Meek, M. A.**, Sanetti, L. M. H., *Alavi, S., & *Scarcelli, L. (2025, February). *Enhancing contextual fit to promote positive behavioral intervention outcomes.* Mini-skills to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 106 *Flash, S., *Draschlin, L., *Landow, B., *Alavi, S., Pierce, A. M., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2025, February). *Implementing is not easy: Common barriers faced by teachers.* Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 105 Pierce, A. M., *Flash, S., *Brandes, J., *Bucherbeam, T., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2025, February). *Initiative overload? How to de-implement ineffective practices at your school.* Paper to be presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- 104 Pierce, A., **Collier-Meek, M. A.**, Sanetti, L. M. H., *Brandes, J., *Bucherbeam, T., *Perry, S., *Draschlin, L., & *Flash, S. (2024, February). *Fidelity assessment and supports.* Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- 103 Pereira, B. A., **Collier-Meek, M. A.**, Hamsho, N., Bender, S., & *Falamore, G. (2024, February). *Mindful breathing and writing practice: An integrated intervention approach.* Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- 102 **Collier-Meek, M. A.**, Hamsho, N., *Susilo, A., *Pereira, B. A., *Ryland, N., *Marks, B., & *Yang, T. (2023, February). *How to run efficient and effective school team meetings.* Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- 101 **Collier-Meek, M. A.**, Gould, K., DeFouw, E. R., & Sanetti, L. M. H. (2023, February). *Consultation to improve class-wide outcomes: Opportunities & challenges.* Paper presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- 100 *McAvoy, H., Hamsho, N., **Collier-Meek, M. A.**, Eisenhower, A., & Blacher, J. (2023, February). *Teachers and paraprofessionals: Comparing their relationships with*

- autistic students*. Poster presented at the Annual Convention of the National Association of School Psychologists, Denver, CO.
- ⁹⁹ **Collier-Meek, M. A.**, Sanetti, L. M. H., & Boyle, A. (2022, February). *How to maximize school psychology research by applying dissemination scholarship*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- ⁹⁸ **Collier-Meek, M. A.**, Sanetti, L. M. H., Luh, H., & *Susilo, A. (2022, February). *Bringing an equitable implementation lens into consultation to disrupt disparities*. Paper to be presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- ⁹⁷ Pereira, B., **Collier-Meek, M. A.**, Hamsho, N & Bender, S. (2022, February). *Integrating mindful breathing into academics to engage students' attention*. Poster presented at the National Association of School Psychologists Annual Convention, Boston, MA.
- ⁹⁶ Sanetti, L. M. H., **Collier-Meek, M. A.**, & Boyle, A. (2022, February). *Supporting implementation of function-based BIPs for students with high-intensity behaviors*. Practitioner conversation facilitated at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- ⁹⁵ Pierce, A. M., Sanetti, L. M. H., **Collier-Meek, M. A.**, Johnson, A. H., & Arteaga, A. (2022, February). *Implementation planning and teacher treatment integrity: A meta-analytic study*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- ⁹⁴ Sanetti, L. M. H., **Collier-Meek, M. A.**, & Boyle, A. (2022, February). *Strategies to increase MTSS implementation: Funding to feedback*. Poster presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- ⁹³ Kurtz, K. D., Lannie, A., McCurdy, B., **Collier-Meek, M. A.**, Fallon, L., & DeFouw, E. (2022, February). *Implementing the good behavior game: Adaptations, intervention context, and measurement*. Symposium presented at the Annual Convention of National Association of School Psychologists Conference, Boston, MA.
- ⁹² *Famolare, G., DeFouw, E. R., **Collier-Meek, M. A.**, & Fallon, L. M. (2022, February). *Electronically delivered implementation supports to promote treatment fidelity: A research synthesis*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
- ⁹¹ Gould, K., *Pereira, B. A., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2021, February). *An exploratory comparison of three treatment fidelity assessment methods*. Presented at the National Association of School Psychologists, virtual conference.
- ⁹⁰ *Morizio, L. J., **Collier-Meek, M. A.**, Fallon, L. M., Cook, A., & Bender, S. (2020, February). *Creating compassion: Harnessing creativity for social-emotional learning*. Poster presented at the Annual Convention of National Association of School Psychologists Conference, Baltimore, MD.
- ⁸⁹ *DeFouw, E. R., **Collier-Meek, M. A.**, *Veiga, M., Daniels, B. & Coddling, R. S. (2020, February). *Examining how to intensify math fluency interventions within RtI*. Paper presented at the Annual Convention of National Association of School Psychologists Conference, Baltimore, MD.
- ⁸⁸ **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2020, February). *How to document, collect,*

- and analyze implementation fidelity data.* Miniskills presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- 87 *Susilo, A., **Collier-Meek, M. A.**, Eisenhower, A., Hamsho, N., Bolourin, Y., & Blacher, J. B., (2020, February). *Voices from the classroom: Exploring teachers' perspectives on effective professional development.* Poster presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- 86 **Collier-Meek, M. A.**, Johnson, A. H., Sanetti, L. M. H., & Minami, T. (2020, February). *Critical components of classroom management: What improves academic engagement.* Paper presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- 85 *Gould, K., Sanetti, L. M. H., **Collier-Meek, M. A.**, *Pereira, B., & Charbonneau, S. (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.
- 84 Sanetti, L. M. H., **Collier-Meek, M. A.**, Chafouleas, S., & Fallon, L. M. (2020, February). *Treatment fidelity estimates: The influence of method and data collection decisions.* Paper presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- 83 Daniels, B., Bender, S. L., Briesch, A. M., *Susilo, A., Fallon, L. M., & **Collier-Meek, M. A.** (2020, February). *Daily Report Card: Expanding intervention to increase preschool parent engagement.* Poster presented at the Annual Convention of the National Association of School Psychologists, Baltimore, MD.
- 82 *Gould, K., **Collier-Meek, M. A.**, Coddling, R., & Hayden, L. (2020, February). *Impact of combined intervention on mathematics and social emotional skills.* Paper presented at the Annual Convention of National Association of School Psychologists, Baltimore, MD.
- 81 *Gould, K., **Collier-Meek, M. A.**, & Sanetti, L. M. H (2019, May). *Using the performance diagnostic checklist to increase treatment fidelity on behavior intervention plans.* Poster presented at the Association for Behavioral Analysis International 44th Annual Convention, Chicago, IL.
- 80 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2019). *Supporting successful intervention implementation in schools: Tools for a problem-solving process.* Miniskills presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- 79 **Collier-Meek, M. A.**, Sanetti, L. M. H., *Gould, K., & *Periera, B. (2019). *A checklist and supports to help paraeducators implement student interventions.* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- 78 **Collier-Meek, M. A.**, Fallon. L. M., & *Gould, K. (2019). *How are treatment integrity data assessed?* Poster presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- 77 Fallon. L. M., **Collier-Meek, M. A.**, & *Kurtz, K. D. (2019). *Coaching teachers to provide intensive classroom management in high-needs settings.* Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- 76 Fallon. L. M., **Collier-Meek, M. A.**, *Kurtz, K. D., & *DeFouw, E. R. (2019). *Feasible*

- treatment integrity support: Comparing emailed prompts and performance feedback.* Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- 75 Dart, E. H., & **Collier-Meek, M. A.**, & McKinley, L. (2019). *Having students help: An alternative to treatment integrity assessment.* Paper presented at the Annual Convention of National Association of School Psychologists, Atlanta, GA.
- 74 **Collier-Meek, M. A.**, Johnson, A. H., Connolly, J., *Walker, W., & Cornell, B. L. (2018, February). *Evaluating the effectiveness of team meetings in schools.* Paper presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- 73 Sanetti, L. M. H, **Collier-Meek, M. A.**, & *Gould, K. (2018, February). *Technology-based treatment integrity data collection: Can it be accurate.* Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- 72 **Collier-Meek, M. A.**, Sanetti, L. M. H, & Boyle, A. M. (2018, February). *Impact of implementation supports on classroom management and student behavior.* Paper presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- 71 Sanetti, L. M. H, **Collier-Meek, M. A.**, & Boyle, A. M. (2018, February). *Working smarter, not harder: Learn how to get interventions implemented.* Miniskills presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- 70 *DeFouw, E., **Collier-Meek, M. A.**, & Fallon, L. M. (2018, February). *How to develop and deliver emailed prompts to support implementers.* Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- 69 *DeFouw, E. & **Collier-Meek, M. A.** (2018, February). *Comparing treatment intensity recommendations to research-based mathematics interventions.* Poster presented at the Annual Convention of National Association of School Psychologists, Chicago, IL.
- 68 **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2017, September). *Teachers' reported barriers to delivering interventions in schools.* Poster presented at the 4th Biennial Conference of Society for Implementation Research Collaboration. Seattle, WA.
- 67 Luh, H. J., Sanetti, L. M. H., & **Collier-Meek, M. A.** (2017, September). *Using ecological momentary assessment to collect data on the fidelity of implementation of school-wide behavioral supports.* Poster presented at the 4th Biennial Conference of Society for Implementation Research Collaboration. Seattle, WA.
- 66 **Collier-Meek, M. A.**, Johnson, A. H., & Sanetti, L. M. H. (2017, September). *Evaluating the fit of the ecological framework for implementation influences in school settings.* Poster presented at the 4th Biennial Conference of Society for Implementation Research Collaboration. Seattle, WA.
- 65 Sanetti, L. M. H., **Collier-Meek, M. A.**, & Luh, H. J. (2017, September). *Evaluation of data-driven delivery of implementation supports in education.* Poster presented at the 4th Biennial Conference of Society for Implementation Research Collaboration. Seattle, WA.
- 64 **Collier-Meek, M. A.**, Johnson, A. H., & Farrell, A. F. (2017, August). *Development and initial evaluation of the measure of active and supervision and interaction.* Poster presented at the 125th Annual Convention of American Psychological Association,

Washington, DC.

- 63 Johnson, A. H., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2017, August). *Specific classroom management strategies as predictors of class-wide behavior outcomes*. Poster presented at the 125th Annual Convention of American Psychological Association, Washington, DC.
- 62 Sanetti, L. M. H., **Collier-Meek, M. A.**, Clark, D., & Fitchelberg, A. (2017, August). *Ecological momentary assessment: A new method to assess treatment fidelity in schools?* Poster presented at the 125th Annual Convention of American Psychological Association, Washington, DC.
- 61 **Collier-Meek, M. A.**, Sanetti, L. M. H., Fallon, L. M., & Chafouleas, S. M. (2017, August). *Influence of time of day on direct observation treatment integrity estimates*. Poster presented at the 125th Annual Convention of American Psychological Association, Washington, DC.
- 60 *DeFouw, E., **Collier-Meek, M. A.**, & Fallon, L. M. (2017, August). *Evaluating implementation of the Good Behavior Game through multiple methods*. Poster presented at the 125th Annual Convention of American Psychological Association, Washington, DC.
- 59 *Silva, M. R., Coddling, R. S., **Collier-Meek, M. A.**, Feinberg, A. B., & *Sheppard, A. V. (2017, February). *Exploring the effect of student intervention choice on math performance*. Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- 58 *Silva, M. R., Coddling, R. S., **Collier-Meek, M. A.**, & *DeFouw, E. (2017, February). *Acceptability assessment of school psychology interventions from 2005-2015*. Paper presented at the Annual Convention of National Association of School Psychologists, San Antonio, TX.
- 57 *DeFouw, E., *Gould, K., Coddling, 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.
- 56 Fischer, A. J., Erchul, W. P., Schultz, B. K., **Collier-Meek, M. A.**, & Zoder-Martell, K. A. (2017, February). *School psychologists acceptability of teleconsultation: A conjoint analysis*. Paper presented at the Annual National Association for School Psychologists Conference, San Antonio, TX.
- 55 Fischer, A. J., Erchul, W. P., Bloomfield, B., & **Collier-Meek, M. A.** (2017, February). *Examining what we say in consultation: The consultation analysis record*. Paper presented at the Annual National Association for School Psychologists Conference, San Antonio, TX.
- 54 *DeFouw, E., 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 Psychologist, San Antonio, TX.
- 53 Fallon, L. M., *Kurtz, K. D., *Mueller, M. R. & **Collier-Meek, M. A.** (2017, February). *Providing direct training to school-based interventionists: A review of evidence*. Paper presented to the Annual Convention of the National Association of School Psychologists, San Antonio, TX.
- 52 Fallon, L. M., Sanetti, L. M. H., **Collier-Meek, M. A.**, & Feinberg, A. B. (2016, March).

Consulting with families to implement behavioral interventions at home with fidelity. Paper presented at the International Conference on Positive Behavior Support, San Francisco, CA.

- 51 **Collier-Meek, M. A.,** Sanetti, L. M. H., & Boyle, A. (2016, February). *Barriers to implementation: Implications for intervention development and support.* Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- 50 Sanetti, L. M. H., **Collier-Meek, M. A.,** & Fallon, L. M (2016, February). *Fidelity with flexibility: Individualized adaptations of evidence-based interventions.* Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- 49 **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.
- 48 Boyle, A., **Collier-Meek, M. A.,** & Sanetti, L. M. H. (2016, February). *Assessing classroom management implementation through direct observation and teacher surveys.* Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- 47 Boyle, A., Dobey, L., Williamson, K. M., **Collier-Meek, M. A.,** & Sanetti, L. M. H. (2016, February). *Supporting classroom management in physical education classrooms.* Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- 46 Fischer, A. J., **Collier-Meek, M. A.,** Bloomfield, B., & Erchul, W. (2016, February). *A comparison of videoconferencing and face-to-face interviews in problem-solving consultation.* Paper presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- 45 *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 National Association of School Psychologists, New Orleans, LA.
- 44 *DeFouw, E., **Collier-Meek, M. A.,** Coddling, 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.
- 43 *Silva, M. R., Coddling, R. S., **Collier-Meek, M. A.,** & *DeFouw, E. (2016, February). *Intervention acceptability: A review of the school psychology literature.* Poster presented at the Annual Convention of National Association of School Psychologists, New Orleans, LA.
- 42 **Collier-Meek, M. A.,** Johnson, A. H., Sanetti, L. M. H., & *Gould, K. M. (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.
- 41 **Collier-Meek, M. A.,** Sanetti, L. M. H., & Fallon, L. M. (2015, August). *Conceptualizing treatment integrity within the antecedent-behavior-consequence sequence.* Poster presented at the 123rd Annual Convention of American Psychological Association,

Toronto, Ontario.

- 40 Long, A. C. J., Sanetti, L. M. H., & **Collier-Meek, M. A.** (2015, May). *Teachers' intervention planning and perceived implementation barriers: A statewide exploratory study*. Poster presented at the Global Implementation Conference, Dublin, Ireland.
- 39 **Collier-Meek, M. A.**, & Stein, R. (2015, March). *Using a needs assessment to guide differentiated PBIS professional development and consultation*. Paper presented at the 12th International Association for Positive Behavior Supports Annual Conference, Boston, MA.
- 38 Farrell, A.F., **Collier-Meek, M.A.**, Furman, M., Denke, R., & Britton, C. (2015, March). *Positive Behavior in Out of School Time: Curriculum, implementation, and measurement*. Paper presented at the 12th International Association for Positive Behavior Supports Annual Conference, Boston, MA.
- 37 Fallon, L. M., & **Collier-Meek, M. A.** (2015, March). *Supporting behavior support plan implementation with performance feedback*. Paper presented at the 12th International Association for Positive Behavior Supports Annual Conference, Boston, MA.
- 36 Dunn, E., Stein, R., & **Collier-Meek, M. A.** (2015, March). *Initial implementation of PBIS in an alternative school setting: A case study*. Poster presented at the 12th International Association for Positive Behavior Supports Annual Conference, Boston, MA.
- 35 **Collier-Meek, M. A.**, Sanetti, L. M. H., & Wisniewski, A. (2015, February). *Evaluating and supporting the implementation of classroom management strategies*. Paper presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- 34 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2015, February). *Using PRIME to make data-based decisions and provide implementation support*. Paper presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- 33 Wisniewski, A., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2015, February). *Using tier 1 treatment integrity supports to increase intervention implementation*. Poster presented at the Annual Convention of National Association of School Psychologists, Orlando, FL.
- 32 Farrell, A. F., **Collier-Meek, M. A.**, & Gallucci, J. (2014, March). *Adapting PBIS for settings outside of school: Design, context, and measurement*. Paper presented at the 10th International Conference on Positive Behavior Support, Chicago, IL.
- 31 **Collier-Meek, M. A.**, Sanetti, L. M. H., Byron, J. R., Altschaefl, M., Kim, J. S., Mills, J., & Kratochwill, T. R. (2014, February). *Providing implementation support to teachers in a multi-tiered framework*. Paper presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- 30 Sanetti, L. M. H. **Collier-Meek, M. A.**, Byrne, D., & Byron, J. R. (2014, February). *Research-based strategies to assess and promote educators' intervention implementation*. Mini-skills presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- 29 **Collier-Meek, M. A.**, Sanetti, L. M. H., Fallon, L. M., Feinberg, A. B., & Kratochwill, T. R. (2014, February). *Supporting parents to implement student interventions*. Poster presented at the Annual Convention of National Association of School

- Psychologists, Washington, DC.
- 28 Fallon, L. M., **Collier-Meek, M. A.**, Johnson, A. H., Sanetti, L. M. H., & Maggin, D. M. (2014, February). *Is performance feedback an evidence-based practice? A review of research*. Paper presented at the Annual Convention of National Association of School Psychologists, Washington, DC.
- 27 Sanetti, L. M. H., **Collier-Meek, M. A.**, & Kratochwill, T. R. (2013, August). *Proposing multi-tiered implementation support for educators*. Poster presented at the Global Implementation Conference, Washington, DC.
- 26 **Collier-Meek, M. A.**, Fallon, L. M., & Sanetti, L. M. H. (2013, March). *Strategies to support consistent implementation of positive behavior intervention and supports*. Paper presented at the 9th International Conference on Positive Behavior Support, San Diego, CA.
- 25 Farrell, A. F., **Collier-Meek, M. A.**, & Johnson, A. H. (2013, March). *Assessing implementation of positive behavior support components in out-of-school-time*. Paper presented at the 9th International Conference on Positive Behavior Support, San Diego, CA.
- 24 Ruberto, L., Farrell, A. F., & **Collier-Meek, M. A.** (2013, March). *Staff training to implement positive behavior support in out-of-school time*. Poster presented at the 9th International Conference on Positive Behavior Support, San Diego, CA.
- 23 **Collier-Meek, M. A.**, Gallucci, J. J., Long, A. C. J., & Sanetti, L. M. H. (2013, February). *Teachers' perceived barriers to intervention implementation: Implications for treatment integrity*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- 22 Sanetti, L. M. H., Long, A. C. J., **Collier-Meek, M. A.**, Byron, J. R. & Byrne, D. (2013, February). *Promoting treatment integrity through effective implementation planning*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- 21 Sanetti, L. M. H., Long, A. C. J., **Collier-Meek, M. A.**, & Byron, J. R. (2013, February). *Assessing treatment integrity: Direct observation versus permanent product review*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- 20 **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2013, February). *Assessing and promoting parents' treatment integrity: Implications and lessons learned*. Poster presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- 19 Long, A. C. J., Sanetti, L. M. H., **Collier-Meek, M. A.**, & Kim, J. S. (2013, February). *Applying adult behavior change theory to support intervention implementation*. Paper presented at the Annual Convention of National Association of School Psychologists, Seattle, WA.
- 18 Long, A. C. J., **Collier-Meek, M. A.**, Kim, J. S., & Sanetti, L. M. H. (2012, August). *Promoting treatment integrity: A review of adult behavior change models*. Poster presented at the 120th Annual Convention of American Psychological Association, Orlando, FL.
- 17 Bryon, J. R., **Collier-Meek, M. A.**, Sanetti, L. M. H., Long, A. C. J., & Kratochwill, T. R. (2012, August). *Barriers to implementation: Teachers' perspectives from a statewide survey*. Poster presented at the 120th Annual Convention of American

- Psychological Association, Orlando, FL.
- 16 Sanetti, L. M. H., **Collier-Meek, M. A.**, & Fallon, L. M., (2012, April). *Implementation of treatment integrity assessment and performance feedback by a special educator*. Poster presented at the Council of Exceptional Children Annual Convention and Expo, Denver, CO.
- 15 Sanetti, L. M. H., Fallon, L. M., **Collier-Meek, M. A.**, & Maggin, D. (2012, April). *The effect of performance feedback on treatment integrity: A systematic review*. Poster presented at the Council of Exceptional Children Annual Convention and Expo, Denver, CO.
- 14 Sanetti, L. M. H., Fallon, L. M., & **Collier-Meek, M. A.** (2012, March). *School social workers in consultation: Performance feedback to improve classroom teachers' treatment fidelity of behavioral interventions*. Paper presented at the 15th National School Social Work Conference, Boston, MA.
- 13 **Collier-Meek, M. A.** (2012, March). *Implementing positive behavior support with fidelity: Developing assessment, evaluation, and promotion plans*. Paper presented at the 9th International Conference on Positive Behavior Support, Atlanta, GA.
- 12 Farrell, A. F., **Collier-Meek, M. A.**, & Pons, S. (2012, March). *Embedding components of PBIS in afterschool programs*. Paper presented at the 9th International Conference on Positive Behavior Support, Atlanta, GA.
- 11 Sanetti, L. M. H. & **Collier-Meek, M. A.** (2012, February). *Treatment integrity assessment, evaluation, and promotion: Suggestions for school psychologists*. Mini-skills workshop presented at the Annual Convention of National Association of School Psychologists, Philadelphia, PA.
- 10 **Collier-Meek, M. A.** & Sanetti, L. M. H. (2012, February). *Conjoint behavioral consultation: A review of treatment integrity*. Poster presented at the Annual Convention of National Association of School Psychologists, Philadelphia, PA.
- 9 **Collier-Meek, M. A.**, Fallon, L. M., Johnson, A. H., & Sanetti, L. M. H. (2012, February). *Video self-modeling: Procedures and technology*. Poster presented at the Annual Convention of National Association of School Psychologists, Philadelphia, PA.
- 8 **Collier-Meek, M. A.**, Fallon, L. M., & Sanetti, L. M. H. (2011, August) *A systematic review of treatment integrity in homework intervention studies*. Poster presented at the 119th Annual Convention of American Psychological Association, Washington, DC.
- 7 Fallon, L. M., **Collier-Meek, M. A.**, Jaffery, R., Sanetti, L. M. H., & Chafouleas, S. M. (2011, August). *Treatment integrity assessment and intervention with school-based personnel: Lessons learned from preliminary studies*. Poster presented at the 119th Annual Convention of American Psychological Association, Washington, DC.
- 6 **Collier-Meek, M. A.**, Randall, K. G., Saxena, M., & Farrell, A. F. (2011, August). *Realigning afterschool program goals and objectives: A data based approach*. Poster presented at the 119th Annual Convention of American Psychological Association, Washington, DC.
- 5 Randall, K. G., **Collier-Meek, M. A.**, Saxena, M., & Farrell, A. F. (2011, August). *Quality of program and research design in afterschool programs: A systematic review of the literature*. Poster presented at the 119th Annual Convention of American Psychological Association, Washington, DC.
- 4 Kehle, T. J., Bray, M. A., Gelbar, N., Andrade, B., Anderson, C., Yoshikawa, K.,

- Delcampo, M., Onuegbem, C., Ortiz, J., Byer-Alcorace, G., Burlingame, C., **Collier-Meek, M.**, Fallon, L., & McCarthy, S. (2011, August). *Augmented self-modeling as an intervention for students with selective mutism*. Poster presented at the 119th Annual Convention of American Psychological Association, Washington, DC.
- ³ Farrell, A. F., **Collier-Meek, M. A.**, Randall, K. G., Saxena, M., & Pons, S. (2011, March). *Building positive behavior interventions and supports in afterschool programs: A collaborative partnerships*. Poster presented at the 8th International Conference on Positive Behavior Support, Denver, CO.
- ² Fallon, L. M., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2011, March). *Building capacity: Treatment integrity assessment and intervention by school based consultants*. Poster presented at the Convention of National Association of School Psychologists, San Francisco, CA.
- ¹ **Collier, M. A.**, Saxena, M., Farrell, A. F., & Sugai, G. (2010, March). *Developing a tool to assess program-wide intervention in an afterschool context*. Poster presented at the 7th International Conference on Positive Behavior Support, St. Louis, MO.

PRESENTATIONS, regional (n = 47)

*Student coauthor

- ⁴⁷ Bucherbeam, T., Pierce, A. M., & **Collier-Meek, M. A.** (2024, November). *Practical strategies for promoting intervention fidelity*. Paper presented at the New York Association of School Psychologists, Syracuse, NY.
- ⁴⁶ Pierce, A. M. & **Collier-Meek, M. A.** (2024, November). *Initiative overload? How to de-implement ineffective practices at your school*. Paper presented at the New York Association of School Psychologists, Syracuse, NY.
- ⁴⁵ *Brandes-Salah, J., Pierce, A. M., & **Collier-Meek, M. A.** (2024, November). *Solving common barriers to effective classroom management*. Paper presented at the New York Association of School Psychologists, Syracuse, NY.
- ⁴⁴ Sanetti, L. M. H., Pierce, A. M., & **Collier-Meek, M. A.** (2024, March). *Actualizing school transformation through implementation science*. Connecticut Association of Public School Superintendents 2024 Spring Conference, Bristol, CT.
- ⁴³ **Collier-Meek, M. A.**, Pierce, A. M., & Sanetti, L. M. H. (2024, March). *Making change happen: Supporting teachers to adopt new practices*. Connecticut Association of Schools 2024 Conference, Mystic, CT.
- ⁴² **Collier-Meek, M. A.** (2023, November). *Promoting sustained school practices*. Invited paper presentation at the St. John's University, Queens, NY.
- ⁴¹ Pierce, A. M., **Collier-Meek, M. A.**, Sanetti, L. M. H., & *Drachslin, L. (2023, November). *Practical strategies for promoting intervention fidelity*. Paper presented at the New York Association of School Psychologists, Saratoga Springs, NY.
- ⁴⁰ Pierce, A. M., **Collier-Meek, M. A.**, Sanetti, L. M. H., & *Bucherbeam, T. (2023, November). *Efficient and effective behavior support plan development*. Poster presented at the New York Association of School Psychologists, Saratoga Springs, NY.
- ³⁹ **Collier-Meek, M. A.** (2023, March). *Culturally informed recommendations for behavioral health practices*. Presented for New York City Department of Education School Psychology Interns, NY.

- 38 **Collier-Meek, M. A.** (2023, February). *Incorporating fidelity into data-based decision-making: Sustain practice & support outcomes*. Presented for New York City Department of Education School Psychology Interns, NY.
- 37 **Collier-Meek, M. A.** (2022, November). *Paraprofessional learning and support series*. Presented for Teachers College Community School, NY.
- 36 **Collier-Meek, M. A.** (2022, November). *Developing effective and supportive classroom environments*. Presented for Teachers College, Columbia University Zankel Fellows, NY.
- 35 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2020, February). *Facilitating tier 2 supports: From adoption to implementation*. Invited keynote for the Positive Environments, Network of Trainers (PENT) Forum, San Bernadino, CA.
- 34 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2020, February). *Building upon CICO to meet more students' needs*. Invited keynote for the Positive Environments, Network of Trainers (PENT) Forum, San Bernadino, CA.
- 33 Sanetti, L. M. H., & **Collier-Meek, M. A.** (2020, February). *Evaluating implementation to support students and schools*. Invited keynote for the Positive Environments, Network of Trainers (PENT) Forum, San Bernadino, CA.
- 32 **Collier-Meek, M. A.,** & Sanetti, L. M. H. (2020, March). *Using multi-tiered implementation supports to improve treatment fidelity of behavioral interventions*. Symposium presented at the Connecticut Association for Behavior Analysis Conference, Uncasville, CT.
- 31 **Collier-Meek, M. A.,** & Fallon, L. M. (2018, November). *Using implementation data to make accurate and efficient decisions across tiers*. Presented at the New England PBIS Conference, Norwood, MA.
- 30 Fallon, L. M., & **Collier-Meek, M. A.** (2018, October). *Coaching teachers' classroom management in high-need schools: Findings from a preliminary study*. Presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- 29 **Collier-Meek, M. A.** (2017, October). *Breaking down barriers to implementing evidence-based interventions*. Invited keynote presented at the EASTCONN Psychological and Behavior Services Conference: Best Practices in Supporting Special Populations: Breaking Down Barriers to Learning, Hampton, CT.
- 28 **Collier-Meek, M. A.,** Fallon, L. M., & Sanetti, L. M. H. (2017, October). *Considering treatment integrity a behavior influenced by antecedents and consequences: Implications for evaluation and support*. Paper presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- 27 Dunn, E., Stein, R., Jaffery, R., Crosby, E., Boyle, A. M., & **Collier-Meek, M. A.** (2017, October). *Breaking down barriers to implementing BIPs: Using the problem-solving model as a roadmap to success*. Paper presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- 26 Fallon, L. M., **Collier-Meek, M. A.,** & Feinberg, A. B. (2017, May). *Intensive classroom management support for teachers in high-need settings*. Paper presented at the Northeast PBIS Leadership Forum, Mystic, CT.
- 25 *DeFouw, E. R., **Collier-Meek, M. A.,** & Fallon, L. M. (2017, May). *Increasing teachers' treatment integrity through antecedent emailed prompts*. Paper presented at the Annual Conference of the Massachusetts Association of Applied Behavior Analysis,

Marlborough, MA.

- ²⁴ **Collier-Meek, M. A.**, & Fallon, L. M. (2017, May). *Comparing feasible implementation supports for teachers: Emailed prompts versus performance feedback*. Paper presented at the Annual Conference of the Massachusetts Association of Applied Behavior Analysis, Marlborough, MA.
- ²³ Fallon, L. M., *Kurtz, K. D., & **Collier-Meek, M. A.** (2017, May). *Promoting teachers' treatment Integrity with a modeling-based booster training procedure*. Paper presented at the Annual Conference of the Massachusetts Association of Applied Behavior Analysis, Marlborough, MA.
- ²² Fallon, L. M., *Kurtz, K. D., *Mueller, M. R., & **Collier-Meek, M. A.** (2016, October). *Providing direct training to school-based interventionists: Which interventions are being targeted?* Paper presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- ²¹ *Morizio, L. J., *Kleinert, W. L., **Collier-Meek, M. A.**, & Fallon, L. M. (2016, May). *Treatment integrity assessment within the performance feedback literature*. Poster presented at the 4th Annual Center for Behavioral Education and Research (CBER) Student Research Symposium, Storrs, CT.
- ²⁰ Fallon, L. M., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2015, October). *The impact of performance feedback on teachers' treatment fidelity of classroom-based interventions*. Paper presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- ¹⁹ Wisniewski, A. M., Sanetti, L. M. H., & **Collier-Meek, M. A.** (2015, May). *A Triangle for Teachers: Evaluating a Multi-tiered System of Support for Adult Behavior Change*. Poster presented at the Northeast PBIS Network Leadership Forum, Mystic, CT.
- ¹⁸ Fallon, L. M., **Collier-Meek, M. A.**, Sanetti, L. M. H., & Feinberg, A. B. (2014, October). *Promoting parents' treatment fidelity of home-based behavior supports plans: Practical applications and a case example*. Paper presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- ¹⁷ **Collier-Meek, M. A.** (2014, May). *Measuring and supporting the implementation of behavioral supports*. Invited paper presented at the Northeast PBIS Network Leadership Forum, Mystic, CT.
- ¹⁶ Wisniewski, A., **Collier-Meek, M. A.**, & Sanetti, L. M. H. (2014, May). *Tier 1 treatment integrity supports to increase best practices in classroom management*. Poster presented at the 3rd Annual Center for Behavioral Education and Research (CBER) Student Research Symposium, Storrs, CT.
- ¹⁵ 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*. Symposium presented at Massachusetts Association of Applied Behavior Analysis 4th Annual Convention, Waltham, MA.
- ¹⁴ **Collier-Meek, M. A.** (2013, November). *Facilitating implementation of interventions in schools*. Invited paper presented at the Rhode Island School Psychology Conference, Providence, RI.
- ¹³ Stein, R., Jaffery, R., **Collier-Meek, M. A.**, & Handler, M. (2013, October). *Finding a common language: Key considerations in translating and implementing behavioral*

- principles in public schools*. Symposium presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- 12 Fallon, L. M., **Collier-Meek, M. A.**, & Feinberg, A. (2013, May). *Coordinating supports for PBIS in the classroom*. Paper presented at the Northeast PBIS Network Leadership Forum, Cromwell, CT.
 - 11 Feinberg, A., Fallon, L. M., **Collier-Meek, M. A.**, & Hardy, C. (2012, November). *Class-wide positive behavioral supports: Plan development and behavioral outcomes*. Paper presented at the 8th Annual New England Forum on Positive Behavioral Interventions and Supports, Norwood, MA.
 - 10 **Collier-Meek, M. A.**, Gallucci, J., Kim, J. S., Byron, J. R., Long, A. & Sanetti, L. M. H. (2012, May) *Teachers' perspectives on barriers to implementation*. Poster presented at the 2nd Annual Center for Behavioral Education and Research (CBER) Student Research Symposium, Storrs, CT.
 - 9 Byron, J. R., Byrne, D. C., **Collier-Meek, M. A.**, Long, A. & Sanetti, L. M. H. (2012, May) *Implementation planning as a strategy to increase treatment integrity*. Poster presented at the 2nd Annual Center for Behavioral Education and Research (CBER) Student Research Symposium, Storrs, CT.
 - 8 Farrell, A. F., & **Collier-Meek, M. A.** (2012, May). *Changing the climate in afterschool programs*. Keynote presented at the Connecticut after School Program Networking and Meeting, Waterbury, CT.
 - 7 Sanetti, L. M. H., Fallon, L. M., & **Collier-Meek, M. A.** (2011, October). *Promotion of treatment integrity of school-based interventions: Applications in class-wide behavioral interventions*. Symposium presented at the Annual Conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
 - 6 **Collier-Meek, M. A.**, Fallon, L. M., Long, A. & Sanetti, L. M. H. (2011, May) *Integrating a model of adult behavior change into school-based treatment integrity: A n introduction to Project PRIME*. Poster presented at the 1st Annual Center for Behavioral Education and Research (CBER) Student Research Symposium, Storrs, CT.
 - 5 **Collier-Meek, M. A.**, Randall, K. G., Saxena, M., & Farrell, A. F. (2011, May) *Leveraging PBIS to improve afterschool programs: A collaborative project*. Poster presented at the 1st Annual Center for Behavioral Education and Research (CBER) Student Research Symposium, Storrs, CT.
 - 4 **Collier-Meek, M. A.** (2011, March). *Treatment integrity: A primer and practical applications*. Paper presented at the A. J. Papanikou Center for Excellence in Developmental Disabilities, University of Connecticut Health Center, Farmington, CT.
 - 3 **Collier-Meek, M. A.** (2011, March). *Treatment integrity: A primer and practical applications*. Paper presented at the A. J. Papanikou Center for Excellence in Developmental Disabilities, University of Connecticut Health Center, Farmington, CT.
 - 2 Farrell, A. F., & **Collier, M. A.** (2008, June). *Preventing, understanding, and managing problems with positive behavior supports*. Paper presented at the After-School Partnership for Success Conference, CT State Education Department, Hartford, CT.
 - 1 **Collier, M. A.** (2008, April). *Perceptions of school personnel regarding family school communication*. Poster presented at Frontiers of Undergraduate Research, Storrs,

CT.

TEACHING EXPERIENCE

Department of Health & Behavior Studies, Teachers College, Columbia University

Supervised Experience in Supervision	<i>Instructor</i>	Spring 2024
Academic Skill Interventions	<i>Instructor</i>	Spring 2023, 2024
Consultation in the Schools: Meeting the Diverse Needs of Diverse Learners	<i>Instructor</i>	Fall 2022, 2023, 2024

Department of Counseling and School Psychology, University of Massachusetts - Boston

Advanced Practicum in School Psychology	<i>Instructor</i>	Spring 2022
Supervision & Consultation	<i>Instructor</i>	Fall 2020
Dissertation Seminar	<i>Instructor</i>	Fall 2018
Systems Consultation, Prevention, and Organizational Change	<i>Instructor</i>	Fall 2017
School-based Intervention	<i>Instructor</i>	Spring 2017, 2018, 2020, 2021, 2022
Single Case Design	<i>Instructor</i>	Spring 2016, 2020
Consultation	<i>Instructor</i>	Fall 2014, 2015 Spring 2015, 2017
Behavior Therapy	<i>Instructor</i>	Fall 2014, 2015, 2017, 2019, 2020
Center for Innovative Teaching Seminar	<i>Attendee</i>	Spring 2016

Department of Educational Psychology, University of Connecticut

Individualized Positive Behavior Support	<i>Guest Lecture</i>	Spring 2014
Pupil Behavior	<i>Guest Lecture</i>	Spring 2014
Single Case Design	<i>Guest Lectures</i>	Spring 2014
Applied Behavior Analysis	<i>Teaching Assistant</i>	Fall 2011
Individual Pupil Assessment	<i>Guest Lecture</i>	Fall 2011
Consultation	<i>Guest Lecture</i>	Fall 2011 & 2010
Individual Pupil Assessment	<i>Teaching Practicum</i>	Spring 2011
Academic Assessment	<i>Teaching Assistant</i>	Spring 2011

Department of Human Development and Family Studies, University of Connecticut

Family School Partnerships	<i>Adjunct Instructor</i>	Spring 2012
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PROFESSIONAL EXPERIENCE

Co-Director, School Psychology Doctoral Program	2023 - 2024
Associate Professor, School Psychology	2022 - present
Department of Health Studies and Applied Educational Psychology Teachers College, Columbia University	
Co-Founder and Co-Director	2022 - present
Sustain Collaborative www.sustaincollaborative.org	
Associate Professor, School Psychology	2020 – 2022
Program Director, School Psychology PhD Program	2017 - 2021
Assistant Professor, School Psychology	2014 - 2020
Department of Counseling & School Psychology, College of Education and Human Development, University of Massachusetts Boston	
Program Evaluator	2016 - 2017
Brockton Public Schools, MA <i>Co-Investigator:</i> Lindsay Fallon, Ph.D.	
Educational and Behavioral Consultant	2013 – 2016
EASTCONN Psychological and Behavioral Consultation, Hampton CT <i>Supervisor:</i> Ravit Stein, Ph.D., BCBA-D	
Research Associate	2013 –2014
Center for Behavioral Education and Research (CBER), Storrs, CT <i>Director:</i> George Sugai, Ph.D.	
Project Manager, Project PRIME	2013 –2014
Project Assistant, Project PRIME	2010 - 2013
Center for Behavioral Education and Research (CBER), Storrs, CT <i>Principal Investigators:</i> Lisa Sanetti, Ph.D., Thomas R. Kratochwill, Ph.D.	
School Psychology Pre-Doctoral Intern	2012 – 2013
May Institute, Randolph, MA <i>Supervisor:</i> Adam Feinberg, Ph.D., BCBA-D	
Program Evaluator	2012 - 2013
Hole in the Wall Gang Camp, Ashford, Connecticut Department of Human Development and Family Studies, Storrs, CT <i>Supervisor:</i> Preston Britner, Ph.D.	
Program Evaluation Consultant	May 2012
Meriden School District, Meriden, Connecticut <i>Supervisor:</i> Anne Farrell, Ph.D.	
Educational Testing Consultant	June 2011
Eastford Elementary School, Eastford, Connecticut <i>Supervisor:</i> Susannah Everett, Ph.D.	
Project Advisor, Positive BOOST	2009 - 2013
Center for Applied Research in Human Development, Department of Human Development and Family Studies, Storrs/Stamford, CT <i>Principal Investigator:</i> Anne Farrell, Ph.D.	

Project Assistant School Psychology Program, Storrs, CT <i>Supervisor: Lisa Sanetti, Ph.D., Melissa Bray, Ph.D.</i>	2009 - 2010
School Psychology Practicum Ashford School, Ashford, CT <i>School Psychologist: Susannah Everett, Ph.D.</i>	2009 - 2010
Teaching Assistant Sterling Community School, Sterling, CT <i>Supervisor: Debra Levine, Title One Coordinator</i>	2009
School Psychology Practicum Sterling Community School, Sterling, CT <i>School Psychologist: Mahri Elinoff, Ph.D.</i>	2008- 2009

EDITORIAL SERVICE

Associate Editor <i>School Psychology</i>	2020 - present
<i>Assessment for Effective Intervention</i>	2017 - 2019
Guest Editor <i>School Psychology</i> , special section titled ‘Perspectives on COVID-19: Impacts on Educators’	2021
<i>Journal of School Psychology</i> , special issue titled ‘Advancing Implementation Science in School Psychology Research’	2019
Editorial Board Member <i>School Psychology Review</i>	2015 - 2020
<i>Journal of Educational and Psychological Consultation</i>	2015-present
<i>Journal of School Psychology</i>	2014-present
Ad Hoc Reviewer <i>Journal of Organizational and Behavior Management</i>	
<i>Implementation Research and Practice</i>	
<i>School Mental Health</i>	
<i>Journal of Behavioral Education</i>	
<i>Journal of Positive Behavior Interventions</i>	
<i>Assessment for Effective Intervention</i>	
<i>Remedial and Special Education</i>	
<i>School Psychology Review</i>	
<i>Family Relations</i>	
<i>Journal of Intellectual Disability Research</i>	

Psychology in the Schools
School Psychology

GRADUATE STUDENT COMMITTEES

Dissertation Committee Chair

Teachers College

Julia Brandes	Use of Class-wide Consultation and Implementation Planning to Improve Middle School Teacher Classroom Management Practices and Student Behavioral Outcomes	Proposed 2024
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UMass Boston

Gianna Falamore	Examining the Impact of the ACHIEVER Resilience Curriculum (ARC) on Teacher and Student Outcomes	Defended 2024
Annisha Susilo ¹	Evaluating the Impact of a Tier 2 Intervention to Address the Vocabulary Needs of Middle School English Learners in Mainstream Classrooms	Defended 2023
Brittany Pereira	Breathe In, Write Out: Mindful Breathing to Improve Academic Engagement and Writing Output for Students with Attentional Difficulties	Defended 2022
Emily DeFouw	Evaluating the Impact of Session Length on a Math Computation Fluency Intervention	Defended 2019
Kaitlin Gould ²	Evaluating the Impact of a Combined Word Problem Solving Intervention on Elementary Students' Mathematics and Social Emotional Skills	Defended 2018

Dissertation Committee Member

<i>Year</i>	<i>Student</i>	<i>Degree / University</i>	<i>Role</i>
In Progress	Thea Bucherbeam	PhD, School Psychology, TC	Member
	Erika Infantino	McGill University	Member
	Lanae Drachslin	UConn	Member
2024	Anamaria Arteaga	PhD, Educational Psychology, UConn	Member
2023	Wenhui (Astrid) Zhang	PhD, Applied Behavior Analysis, TC	Examiner
	Zahra Ladhani	Ed.D., Health Education, TC	Examiner
	Andrea Honig	Ed.D., Early Childhood Education, TC	Reader
2022	Margarida B. Veiga ¹	PhD, School Psychology, UMass Boston	Member
	Xin Xu	PhD, Special Education, UConn	Member
	Alexandra Pierce	PhD, Educational Psychology, UConn	Member
2020	Laura Morizio ²	PhD, School Psychology, UMass Boston	Member
	Hao-Jan Luh	PhD, Educational Psychology, UConn	Member
	Marlana Mueller Barrasso ²	PhD, School Psychology, UMass Boston	Member
	Kathryn Doherty Kurtz	PhD, School Psychology, UMass Boston	Member
2019	Ashley Boyle	PhD, Educational Psychology, UConn	Member
2017	Meghan Silva	PhD, School Psychology, UMass Boston	Co-Chair

	Whitney Kleinert	PhD, School Psychology, UMass Boston	Co-Chair
2016	Ryan Martin	PhD, School Psychology, UMass Boston	Co-Chair
2015	Mari Cuticelli	PhD, Special Education, UConn	Comprehensive Exam Reader

¹Received dissertation funding from the Society for the Study of School Psychology

²Received dissertation funding from the University of Massachusetts Boston

UNIVERSITY SERVICE

Teachers College, Columbia University

University

Committee Member, TC Themes Mental Health & Well-being Committee 2023- present

Committee Member, Dean's Grant for Students Committee 2023- present

Department

Committee Chair, Applied Educational Psychology Advanced Tenure-Track Literacy Faculty Search 2024- present

Committee Chair, School Psychology Lecturer Search 2023-2024

Committee Member, Applied Behavior Analysis Assistant-Associate Tenure-Track Faculty Search 2022 - 2023

Program

Faculty Lead, APPIC Prep and Mentoring, School Psychology PhD Program 2024 - present

Co-Program Director, School Psychology Doctoral Program Spring 2024

Faculty Advisor, School Psychology Advocacy Collective for [Racial/Social] Equity (SPACE) Committee 2023 - 2024

Committee Member, School Psychology PhD Program Admissions 2022 - present

Committee Member, School Psychology MA/EdM Program Admissions 2022 – present

University of Massachusetts Boston

University

Verified Course Sequence Coordinator, UMB Applied Behavior Analysis Program to the Behavior Analysis Certification Board 2017 - 2018

College

Committee Member, College Personnel Committee 2021- 2022

Committee Member, College of Education and Human Development Senate 2017 - 2018
Spring 2015

Department

Committee Member, Department Personnel Ad Hoc Committee 2021 - 2022

Committee Member, Department Personnel Ad Hoc Committee 2020 - 2021

Committee Chair, Department Personnel Ad Hoc Committee	2020 - 2021
Committee Chair, Department Merit Rubric Revisions	Spring 2021
Graduate Program Director, School Psychology PhD Program	2017 – 2021
Committee Chair, Counseling and School Psychology Admissions and Practicum Coordinator	Fall 2018
School Psychology Dissertation Proposal Seminar Reader	Fall 2017, 2019
Meta-Supervisor for School Psychology Doctoral Students in Supervision	Fall 2017, 2019, 2021
Committee Chair, School Psychology Assistant Tenure Track Faculty Search	2016 - 2017
Committee Chair, School Psychology Associate Tenure Track Faculty Search	2016 - 2017
Committee Co-Chair, School Psychology Assistant/Associate Tenure Track Faculty Search	2015 - 2016
Doctoral Internship Preparation Support	Fall 2015
Committee Chair, School Psychology Non-Tenure Track Faculty Search	Spring 2015
Committee Member, School Psychology Assistant Tenure Track Faculty Search	Spring 2015
Committee Member, Department Grant and Research Support	2014 - 2016

Program

School Psychology Coordinator, Applied Behavior Analysis for Special Populations	2015 - 2018
Committee Member, School Psychology PhD Program Admissions	2015 - 2022
Committee Member, School Psychology MA/EdS Program Admissions	2015 - 2022
Council Member, School Psychology Advisory	2014 - 2022

OTHER PROFESSIONAL SERVICE

Consultant and Doctoral Student Mentor <i>National Center for Leadership in Intensive Intervention 2 (NCH2)</i>	2022 - 2023
Co-Chair and Co-Founder Dissemination & Implementation Practice & Science (DIPS) Interest Group <i>National Association of School Psychologists</i>	2021- 2024
Lightner Witmer Award Committee Chair	2022
Lightner Witmer Award Committee Member <i>American Psychological Association, Division 16</i>	2020, 2021

2022 Planning Committee, Past Chair	2022 – 2024
2022 Planning Committee, Chair	2021 - 2022
2021 Planning Committee, Chair (conference canceled due to COVID)	2019 - 2021
2019 Planning Committee, Co-Chair	2017 - 2019
2017 Planning Committee, Member	2015 - 2017
<i>School Psychology Research Collaboration Conference Society for the Study of School Psychology.</i>	
Massachusetts School Psychology Trainers Committee Member	2017 - 2021
Ron Edwards Dissertation Award Committee Member	2016
<i>Behavior School Psychology Interest Group National Association of School Psychologists</i>	
Professional Development Coordinator	2011 - 2012
<i>Student Association of School Psychology, University of Connecticut</i>	
Student Representative	2009 - 2011
<i>Connecticut Association of School Psychologists</i>	
Expert Reviewer	2010
<i>21st Century Community Learning Center Grants, CT State Department of Education, Bureau of Health/Nutrition, Family Services, and Adult Education</i>	

PROFESSIONAL AFFILIATIONS

National Association of School Psychologists
American Psychological Association, Division 16
