

## Curriculum Vitae

**Sacha Shaw, Ph.D., BCBA-D**

BCBA # 1-11-8214

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### Education

- Endicott College, Institute for Applied Behavioral Science** **2019-2022**  
*Beverly, Massachusetts*  
Ph.D. in Applied Behavior Analysis
- Northeastern University, Bouve College of Health Sciences** **2008-2010**  
*Boston, Massachusetts*  
M.S. in Applied Behavior Analysis
- Hobart and William Smith Colleges** **2003-2007**  
*Geneva, New York*  
B.A. in Psychology

### Honors and Awards

- Excellence in Teaching Award, Endicott College **2022**  
Golden Key Honor Society **2008-2010**

### Teaching Experience

**Assistant Clinical Professor** **May 2026-Current**  
**Northeastern University**  
**Remote**

- CAEP 6328: Single Case Research Designs

**Assistant Professor and Verified Course Sequence Instructor** **2023-Current**  
**University of Southern Maine**  
**Gorham, Maine**

- SPY 601: Behavioral Principles of Learning
- SPY 612: Behaviorism
- SPY 602: Single-Case Research Design
- SPY 604: Functional Behavior Assessment
- SPY 605: Principles and Procedures of Instructional Intervention
- SPY 615: Behavior Analytic Methods for Skill Assessment and Intervention
- SPY 608: Professional Ethics in Behavior Analysis

**Adjunct Faculty and Verified Course Sequence Instructor** **2020-Current**  
**Endicott College**  
**Beverly, Massachusetts**

- ABA 534: Measurement and Experimental Evaluation
- ABA 541: Functional Behavior Assessment
- ABA 520: Teaching Social Skills to Children with Emotional & Behavioral Disorders

### University Service and Leadership

**Assistant Professor and Verified Course Sequence Instructor**  
**University of Southern Maine**  
**Gorham, Maine**

**2023-Current**

**Applied Behavior Analytic Course Development and Refinement**

- Develop course descriptions, objectives, lecture slides, in-class activities, practical application assignments, quizzes, exams, grading rubrics, and answer keys.
- Integrate content and competencies to prepare students to deliver equitable and inclusive services to diverse populations, emphasizing culturally responsive assessment, intervention, dissemination, and collaboration practices within coursework.
- Infuse behavior analytic teaching procedures (e.g., interteaching) within coursework that have been deemed effective and enjoyable for students.

**Program Coordination of Graduate and Certificate Programs**

**2023-Current**

- Facilitate admissions and orientation events.
- Develop outcomes for certificate and graduate degree programs in Applied Behavior Analysis.
- Facilitate ABA coursework support meetings and materials to ensure consistency of course delivery across adjunct faculty.
- Model teaching behaviors to part-time faculty via voluntary co-teaching opportunities.
- Oversee ABA Community Page, including announcements, professional development events, and employment opportunities.
- Collaborate with members of the department on projects that aim to refine programs in Applied Behavior Analysis.

**Accreditation Preparation Leader**

**2023-Current**

- Develop systems and materials necessary to meet accreditation standards.
- Oversee regular meetings to update department members on progress toward accreditation standards and to collaborate on processes aimed at achieving them.
- Attend regular meetings provided by the accrediting body and disseminate necessary information to department members.

**Advisor**

**2023-Current**

- Advise 60+ students within the Graduate and Certificate Programs in Applied Behavior Analysis.
- Provide a 1:1 meeting with each advisee at the onset of matriculation to review the program handbook, develop a program of study, and make information and resources available.
- Deliver individualized plans of support as needed.

**Graduate Assistant Supervisor**

**2023-Current**

- Develop graduate assistant job descriptions.
- Interview graduate assistant candidates.
- Facilitate participation in research activities such as preparation of materials and interobserver agreement data collection.
- Mentor graduate assistants in their development of materials that enhance certificate and graduate degree programs in Applied Behavior Analysis.

**Dissertation Committee Member**

**2024-Current**

- Provide guidance in editing research questions to be relevant and conducive to single case-research.
- Review dissertation proposals and provide feedback to strongly contextualize the purpose of the study, operationally define dependent variable, develop clear interventions that lend themselves to procedural integrity, justify components of intervention,
- Review completed dissertations in preparation for defense and provide feedback regarding graphic display data, description of results, identified limitations and priorities areas of future research.

**Curriculum Committee Member**

**2024-Current**

- Review curriculum change, addition and elimination proposals developed by all departments within the School of Education and Human Development prior to dean and provost approval for changes to be present in upcoming course catalogues.

**Professional Development Provider**

**2024-Current**

- Communicate with the Center for Academic Innovation to provide professional development sessions to faculty members across the university to teach faculty to integrate teaching practices that increase student engagement.

**Interim Biomedical Institutional Review Board Member: Child Expert**

**2025-Current**

- Review research proposals for scholars to pursue multiple modalities of research across several medical and therapeutic areas

**Adjunct Faculty and Verified Course Sequence Instructor**

**Endicott College**

**Beverly, Massachusetts**

**Diversity, Equity & Inclusion Task Force Member**

**2021-2023**

- Critically evaluate the extent to which the program employs practices that foster a diverse, equal, inclusive, and compassionate learning environment.
- Develop and refine systems that mitigate DEI deficits within the program.

**Quality Assurance Task-Force Member**

**2021-2023**

- Collaborate with leaders of the ABA department to increase consistent delivery of course content across program concentrations and course sections.
- Increase accessibility of course content and additional learning resources.
- Improve communication systems between students and faculty.
- Develop a mandatory pre-course designed to increase future students' competencies in APA formatting, academic honesty, and adequate review of research articles.
- Work with student advisors to develop individualized productivity plans for students.

**ABA Course Task-Force Member**

**2021-2023**

- Collaborate with a team of educators to develop and refine course content, objectives, competencies, and grading systems for the following courses: Measurement & Experimental Evaluation; Mental Health & Collaboration

**Research Lab Member**

**2019-2022**

- Support doctoral students and faculty to develop and submit research proposals to IRB, and to monitor research projects.

## **PBIS Workgroup Member**

**2019-2020**

The May Institute

Randolph, Massachusetts

- Assist national leadership faculty, researchers, parents, educators, and legal aids to document the effects of PBIS on outcomes for students with disabilities within research, practice briefs, training, and practice.

## **Professional Membership**

- Association for Behavior Analysis International **2018-Current**
- Association of Professional Behavior Analysts **2019-Current**
- Association of Maine Behavior Analysts **2015-Current**
- Berkshire Association for Behavior Analysis **2011-Current**

## **Reviewer Experience**

### **APBA Conference**

- Guest Reviewer **2025-Current**

### **Behavior Analysis in Practice**

- Guest Reviewer **2024-Current**

## **Professional Publications**

**Shaw, S.K.G., Posey, J.** (in progress). Comparing the effects of interteaching and discussion forum activities in an asynchronous classroom: A third systematic replication.

**Shaw, S. K. G., Posey, J. L., Zane, T., Putnam, R. F., Shillingsburg, A., & Weiss, M. J.** (2026). Comparing interteaching and discussion forums in an asynchronous online classroom: A replication. *Journal of Applied Behavior Analysis*, 59(2), e70060. <https://doi.org/10.1002/jaba.70060>

**Shaw, S. K. G., Posey, J. L., Zane, T., & Weiss, M. J.** (2024). Comparing interteaching and discussion forums in an asynchronous online classroom. *Journal of Applied Behavior Analysis*, 10.1002/jaba.2905.

Pratt, J., Blair, S., **Shaw, S.K.G.**, Wickerd, G., Steege, M. (in progress). Conducting School-Based Case Studies: A Guide to Data-Based Collaborative Problem Solving. New York: Guilford.

Creem, A.N., **Shaw, S.K.G.**, Plattner, C., Posey, J. (2022). Using the Teaching Interaction Procedure and Behavioral Skills Training to Develop Skills for Individuals with Autism: An Evidence-Based Approach. In: Leaf, J.B., Cihon, J.H., Ferguson, J.L., Weiss, M.J. (eds) Handbook of Applied Behavior Analysis Interventions for Autism. Autism and Child Psychopathology Series. Springer, Cham. [https://doi.org/10.1007/978-3-030-96478-8\\_14](https://doi.org/10.1007/978-3-030-96478-8_14)

Maki, E., **Shaw, S.**, Putnam, R., Harrington, E., Schrieber, S. (August 2022). Supporting Students with Autism Spectrum Disorders Through School-Wide Positive Behavior Interventions and Supports. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org)

Simonsen, B., Putnam, R., Yaneck, K., Evanovich, L., **Shaw, S.** Shuttleton, C. Morris, K.,

& Mitchell, B. (February 2020). *Supporting Students with Disabilities within a PBIS Framework*. Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).

### **Oral Presentations & Workshops**

**Shaw, S.K.G.,** Posey, J., Zane, T., Weiss, M. J. (2025, October 16-17). Comparing the effects of interteach and discussion forum activities in an asynchronous classroom. In Zane, T., Tereshko, L., Weiss, M.J., Shaw, S.K.G., Dyer, K., Marya, V., Foley, K. *Enhancing Performance and Satisfaction in Online Behavior Analysis Education: Exploring Innovative Instructional Strategies* [Symposium]. Berkshire Association of Behavior Analysis and Therapy (BABAT) 46<sup>th</sup> Annual Convention, Worcester, MA, United States.

**Shaw, S.K.G.,** Posey, J., Zane, T., Weiss, M. J. (2024, October 16-17). Comparing the effects of interteach and discussion forum activities in an asynchronous classroom. In Shaw, S.K.G., Hilton, J., Tereshko, L., Weiss, M.J. *Applications of ABA in Higher Education* [Symposium]. Berkshire Association of Behavior Analysis and Therapy (BABAT) 45<sup>th</sup> Annual Convention, Worcester, MA, United States.

**Shaw, S.K.G.** (2024, March 21), Increase Engagement, Enjoyment, and Learning in Online Classrooms. Center for Academic (CAI) Virtual.

**Shaw, S.K.G.,** Posey, J., Zane, T., Weiss, M. J. (2023, October 12-13). Comparing the effects of interteach and discussion forum activities in an asynchronous classroom. In Shaw, S.K.G., Zane, T., Hilton, J., *A review of past and current Interteaching research* [Symposium]. Berkshire Association of Behavior Analysis and Therapy (BABAT) 44<sup>th</sup> Annual Convention, Worcester, MA, United States.

**Shaw, S.K.G.,** Posey, J., Zane, T., Weiss, M. J. (2023, March 12-13). Comparing the effects of interteach and discussion forum activities in an asynchronous classroom. In Shaw, S.K.G., Zane, T., Hilton, J., *Utilizing interteach in ABA courses to improve student engagement, performance and preference* [Symposium]. Connecticut Applied Behavior Analysis Conference (CTABA) 19<sup>th</sup> Annual Conference, Hartford, CT, United States.

**Shaw, S.K.G.** (2022). *Comparing the efficacy of interteach and discussion forums on quiz scores in an asynchronous course* [Webinar]. Endicott College Pro Seminar Series, Remote.

**Shaw, S.K.G.** (2022). *Classroom interventions: Applications of applied behavior analysis within tier 1 and tier 2 supports* [Webinar]. Affecting Behavior Change. <https://cecourses.affectingbehaviorchange.com/courses/classwide-interventions>

**Shaw, S.K.G.,** Posey, J., Zane, T., Weiss, M. J. (2022, May 27-30). Comparing the effects of interteach and discussion forum activities in an asynchronous classroom. In Shaw, S. K. G., Glick, S., Roane, J., Russell (Chair), *Performing on par: designing instruction to facilitate performance across settings* [Symposium]. Association for Applied Behavior Analysis International (ABAI) 48<sup>th</sup> Annual Convention, Boston, MA, United States.

Putnam, R., Maki, E., **Shaw, S.K.G.** (May 26-27, 2021). *Improving classroom behavior support through applied behavior analysis* [Workshop]. Association for Applied Behavior Analysis International (ABAI) 47<sup>th</sup> Annual Convention, Remote.

**Shaw, S.K.G.,** Sato, S., & Plattner, C. (2021, November 5). *Reducing caregiver burnout through improved parent-child relationships* [Webinar]. University of New Brunswick Autism

Conference, Remote.

Duble, T., **Shaw, S.K.G.** (2021, November 19). *Introduction to PBIS* [Webinar]. 17<sup>th</sup> Annual New England PBIS Conference, Remote.

Putnam, R., Maki, E., **Shaw, S.** (May 25-26, 2020). *Improving classroom behavior support through applied behavior analysis* [Workshop]. Association for Applied Behavior Analysis International (ABAI) 46<sup>th</sup> Annual Convention, Remote.

### **Dissertation Committee Member**

Smigelski, L, (2026). *The use of video modeling with voiceover to teach staff how to implement discrete trial teaching.* [Doctoral dissertation, in progress]. University of Southern Maine.

Samuelson, E. (2025). *Psychological flexibility practices in the classroom: A flexible approach.* (Publication No. 32403588) [Doctoral dissertation, University of Southern Maine]. ProQuest Dissertations and Theses Global.

### **Professional Practice Activities**

#### **Northeast Behavior Consultants**

Southern Maine

*Owner*

**2015 – Current**

- Provide behavior analytic consultation services to students ages 5-20 with varying abilities, cultural backgrounds and first languages in urban and rural public-school settings.
- Complete functional behavior and skill assessments.
- Collaborate with English and non-English speaking families and staff in various professional roles to develop goals, positive behavior support plans, skill acquisition protocols and progress monitoring systems.
- Integrate staff training to enhance integrity of interventions and validity of data.
- Pilot systems that ensure quality consultation practices and outcome tracking.
- Provide professional development for general and special education teachers and paraprofessionals on behavior analytic methods, including those integrated into multitiered systems of support.
- Supervise individuals pursuing BCBA certification.

#### **Easter Seals**

Portland, Maine

*BCBA*

**2014-2015**

- Provided behavior analytic consultation to children ages 3-5 with varying abilities, cultural backgrounds and first languages in a clinic setting.
- Collaborated with English and non-English speaking families to develop goals, positive behavior support plans, skill acquisition protocols and progress monitoring systems.
- Created and administered staff training protocols.
- Led and participated in community networking events.
- Participated in strategic planning, company vision refinement, and board meetings.
- Refined job descriptions alongside administration and human resources.
- Assisted with interviews and hiring.

#### **CASE Collaborative**

Concord, Massachusetts

*Assistant Coordinator of ABA Services*

**2011-2014**

- Oversaw behavior analytic consultation services to students ages 3-19 with varying abilities across 10 school settings
- Collaborated with specialists and educators across Functional Life Skills and Day-Treatment programs.
- Executed administrative duties, including time slips and mileage approval.
- Assisted with interviews and hiring.
- Supervised individuals pursuing BCBA certification.

**The Star Academy**

Durban, South Africa

*Divisional Manager*

**2011-2012**

- Established ABA home services within Durban, South Africa.
- Liaised with established ABA clinic directors to ensure consistency in ABA programming.
- Disseminated ABA efficacy to families, doctors, and specialists.
- Organized fundraisers.