

Sarah A. Fefer, Ph.D., BCBA

Department of Student Development, College of Education
University of Massachusetts Amherst
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EDUCATION

University of South Florida, College of Education Tampa, FL

August 2008 – August 2013

- Board Certified Behavior Analyst (BCBA certification number: 1-14-16422), received June 2014
- Ph.D., School Psychology, received 2013
 - Dissertation titled *The Positive Illusory Bias and ADHD Symptoms: A New Measurement Approach*. Chaired by Dr. Julia Ogg
- M.A., School Psychology, received 2009
 - Thesis titled *The Positive Illusory Bias: Do Symptoms of ADHD Impact the Accuracy of Self-Perceptions in Young Adolescents*. Co-chaired by Drs. Julia Ogg and Shannon Suldo

University of Vermont Burlington, VT

August 2004 – May 2008

- Bachelor of Arts in Psychology/minor in Sociology

PROFESSIONAL EXPERIENCE

University of Massachusetts, College of Education Amherst, MA

September 2019 – Present

Associate Professor of School Psychology, Department of Student Development

- School Psychology program accredited by National Association of School Psychologists, American Psychological Association, and National Council for Accreditation of Teacher Education

Assistant Professor of School Psychology, Department of Student Development

August 2013 – August 2019

Associate Director, Center for Youth Engagement

June 2018 – Present

- Interdisciplinary research center dedicated to the advancement of successful school outcomes for underserved and at-risk youth

University of Massachusetts, Psychological Services Center Amherst, MA

Post-Doctoral Fellow

August 2013 – November 2014

Co-Director and Clinical Supervisor of the School Outreach Team

September 2014 – Present

May Institute Randolph & Brockton, MA

Applied Behavioral Services Pre-Doctoral Psychology Intern (APPIC)

August 2012 – August 2013

University of South Florida, College of Education Tampa, FL

Lab Manager/Research Assistant

August 2010 – August 2012

Supervisor: Dr. Shannon Suldo

- IES funded grant: *Intrapersonal Factors Associated with Academic Success among High School Students in Advanced Placement and International Baccalaureate (AP-IB) Programs*

University of South Florida, College of Education

Tampa, FL

Graduate Research Assistant

August 2008 – August 2010

Supervisor: Dr. Julia Ogg

- *University of South Florida College of Education Collaborative Grant and University of South Florida Innovative Learning Centered Teaching Grant, and University of South Florida Innovative Learning Centered Teaching Grant*

University of Vermont, Department of Psychology

Burlington, VT

Research Assistant

August 2007 – May 2008

Supervisor: Dr. Betsy Hoza

- NIMH funded grant: *Positive Illusions in ADHD: Processes and Consequences. Cognitive Motivational Factors in ADHD Children*

HONORS & AWARDS

- Nominated for the UMass Distinguished Community Engagement Award (2020)
- Child Intervention, Prevention, and Services (CHIPS) Fellow through the National Institute of Mental Health (2019-2020)
- Selected as the UMass Amherst Campus Nominee for the Amelia Peabody grant program (2020)
- Selected as the UMass Amherst Campus Nominee for the William T Grant Scholars program (2019)
- University of Massachusetts Amherst College of Education Outstanding Teaching Award (2019)
- Selected as one of six 2018-2019 Family Research Scholars by the University of Massachusetts Amherst Center for Research on Families (2018)
- Nominated for the American Psychological Association Early-Career Award for Outstanding Contributions to Benefit Children, Youth, and Families (2018)
- Nominated for the University of Massachusetts Amherst Distinguished Teaching Award (2018)
- Nominated for the University of Massachusetts Amherst Distinguished Graduate Mentor Award (2018)
- Selected as an Early Career Scholar participant in the School Psychology Research Collaboration Conference (2017)
- Selected to participate in the APA Advanced Training Institute on Single Case Research (2016)
- Invited member of the Ronald H. Fredrickson Center for School Counseling Outcome Research (2015)
- Nominated for the University of Massachusetts College of Education Outstanding Teaching Award (2015)
- Recipient of Outstanding Dissertation in School Psychology award through Division 16 of the American Psychological Association (2014)
- Recipient of the Florida Association of School Psychology Graduate Studies Award – Doctoral Level (2012; nominated 2010 & 2011)

- Recipient of the American Academy of School Psychology's Hyman/Lambert Memorial Scholarship (August 2012)
- Recipient of Tutwiler Fellowship for ADHD Research in School Psychology (2012-2013)
- Recipient of Society for the Study of School Psychology (SSSP) Dissertation Award Grant (2012)
- National Association of School Psychologists (NASP) Student Leader (2009-2012)
- Recipient of the NASP Student Leader School Psychology Awareness Award (2011; 2012)
- Recipient of Top-Up Funds Award from the University of South Florida College of Education (2010-2011)
- President of the University of South Florida School Psychology Student Organization (SPSA; 2009-2010)
- Recipient of University of South Florida Graduate Fellowship (2008-2009)
- Recipient of George Albee Award for Superior Efforts in Psychopathology Prevention (2008)

PUBLICATIONS * = Student coauthor

Peer-Reviewed Publications

Fefer, S., *Donnelly, M., & *Santana, Z. (in press). Pilot implementation of school-based behavioral parent training: Outcomes and acceptability. *Journal of Child and Family Studies*.

*Santana, Z., *DeFelice, K., *Gordon, K., & **Fefer, S.** (2021). Leveraging graduate training experiences to advocate for socially just school psychological practices. *Communique*, 50(1), 35.

Bargagliotti, A., Martonosi, S., Orrison, M. Johnson, A., & **Fefer, S.** (2021). Using ranked survey data in education research: Methods and applications. *Journal of School Psychology*, 85, 17-36.
<http://doi.org/10.1016/j.jsp.2020.12.005>

Greenspan, S., Whitcomb, S., Gordon, K., Hayden, L., Lauterbach, A., **Fefer, S.**, & Griffith, C. (2021). Incorporating physical activity in mental health service delivery: School Psychologists' perspectives. *International Journal of School and Educational Psychology*. doi: 10.1080/21683603.2021.1886208

Reinbergs, E. & **Fefer, S.** (2020). Flooding schools: School mental health providers and the climate crisis. *International Journal of School Social Work*, 5(2), <https://doi.org/10.4148/2161-4148.1062>

Maki, K. E., McGill, R. J., Conoyer, S. J., **Fefer, S. A.**, & Ward, T. (2020). Assessing the impact of sequential data presentation on Specific Learning Disabilities identification decisions using patterns of strengths and weaknesses methods. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282920983951

Benson, N. F., Maki, K. E., Floyd, R. G., Kranzler, J. H., Eckert, T. L., & **Fefer, S. A.** (2020). A national survey of school psychologists' practices in identifying specific learning disabilities. *School Psychology*, 35, 146-157. doi: 10.1037/spq0000344.

Fefer, S., Hieneman, M., *Virga, C., *Thoma, A., & *Donnelly, M. (2020). Evaluating the effect of positive parent contact on elementary students' on-task behavior. *Journal of Positive Behavior Interventions*, 22(4), 234-245. <https://doi.org/10.1177/1098300720908009>

Kranzler, J. H., Maki, K. E., Eckert, T. L., Benson, N. F., Floyd, R. G., & **Fefer, S. A.** (2020). How do

school psychologists interpret intelligence tests for the identification of specific learning disabilities?. *Contemporary School Psychology*, 24, 445-456. <https://doi.org/10.1007/s40688-020-00274-0>

- Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., **Fefer, S. A.**, & Morgan, G. B. (2020). On the declining use of projective techniques in school psychology: A response to Piotrowski (2019). *Journal of Projective Psychology and Mental Health*, 27, 57-60.
- Whitcomb, S. **Fefer, S.**, Hefter, S., & Santiago-Rosario, M. (2019, online). Leveraging school-university partnerships to train school psychologists in organizational consultation for PBIS. *Journal Educational and Psychological Consultation*. doi: 10.1080/10474412.2019.1705163
- Gordon, K., & **Fefer, S.A.** (2019). Discipline history and demographics: Which factors relate to school climate perceptions among high school students? *School Psychology Forum*, 13(1), 16-28.
- *Greenspan, S., **Fefer, S.**, Whitcomb, S., & *Kemp, J. (2019). Incorporating physical activity-based interventions in school psychology research and practice: A systematic review. *Psychology in the Schools*, 1-12. doi: 10.1002/pits.22246
- Benson, N., F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., **Fefer, S. A.**, & Morgan, G. B. (2019). Test use and assessment practices of school psychologists: Findings from the 2017 National Survey of Assessment Practices in School Psychology. *Journal of School Psychology*. 72, 29-48. doi: 10.1016/j.jsp.2018.12.004
- Fefer, S.**, & *Gordon, K. (2018). Exploring perceptions of school climate among secondary students with varying discipline infractions. *International Journal of School and Educational Psychology*. 1-10. doi:10.1080/21683603.2018.1541033
- Bender, S. & **Fefer, S.** (2018). Implementing Family Education Programs in Preschool Settings. *Perspectives on Early Childhood Psychology and Education*, 3(2), 35-58.
- Fefer, S.**, & *Donnelly, M., Gordon, K., & Fernandes, R. (2018). Family-School Partnership in PBIS in an Early Childhood Center. *Perspectives on Early Childhood Psychology and Education*, 3(2), 9-33.
- McGill, R., J., Conoyer, S. J., & **Fefer, S.** (2018). Elaborating on the linkage between cognitive and academic weaknesses: Using diagnostic efficiency statistics to inform PSW assessment. *School Psychology Forum*, 12(4), 118-132.
- Fefer, S.**, McQuade, J. D., *Virga, C., *Johnson, A., *Gordon, K., *Santiago-Rosario, M., *Reinbergs, E., & *Porter, J. (2018). Mother's observations of biased self-perceptions in children with ADHD. *Journal of Child and Family Studies*, 27, 2328-2342. doi: 10.1007/s10826-018-1060-1
- *Reinbergs, E., & **Fefer, S.** (2018). Trauma in schools: Multi-tiered service delivery options for practitioners. *Psychology in the Schools*, 55, 250-263. doi: 10.1002/pits.22105
- Hieneman, M., & **Fefer, S.** (2017). Employing the principles of Positive Behavior Support to enhance family education and intervention. *Journal of Child and Family Studies*, 26(10), 2655-2668. doi: 10.1007/s10826-017-0813-6

- Travers, J., & **Fefer, S.** (2017). Exploring the effects of shared active surface technology on the communication and speech of two preschool children with disabilities. *Focus on Autism and Other Developmental Disabilities*, 32(1), 44-54. doi:10.1177/1088357615611390
- Fefer, S.**, *DeMagistris, J., *Shuttleton, C. (2016). Assessing adolescent praise and reward preferences for academic behavior. *Translational Issues in Psychological Science*, 2(2), 153-162. doi: 10.1037/tps0000072
- Fefer, S.**, Ogg, J., & Dedrick, R. (2015). Use of polynomial regression to investigate biased self-perceptions and ADHD symptoms in young adolescents. *Journal of Attention Disorders*, 22(12), 1113-1122. doi:10.1177/1087054715573993
- Fefer, S.**, *Brown, K., *Rossi, C., & Kuehnel, C. (2015). Classroom behavior management app review. *Communique*, 44(1), 14-15.
- Mule, C., Volpe, R., **Fefer, S.**, Leslie, L., & Luiselli, J. (2015). Comparative effectiveness of two sight-word reading interventions for a student with autism spectrum disorder. *Journal of Behavioral Education*, 24(3), 304-316. doi: 10.1007/s10864-015-9220-5
- Suldo, S., Dedrick, R., Shaunessy-Dedrick, E., **Fefer, S.**, & Ferron, J. (2015). Development and initial validation of the Coping with Academic Demands Scale: How students in accelerated high school curricula cope with school-related stressors. *Journal of Psychoeducational Assessment*, 33(4), 357-374. doi: 10.1177/0734282914552165.
- Raffaele Mendez, L. M., Loker, T., **Fefer, S.**, Wolgemuth, J. R., & Mann, A. (2015). "Either come together or fall apart": Coparenting young children with challenging behaviors. *Couple and Family Psychology: Research and Practice*, 4(2), 74-91. doi: 10.1037/cfp0000039
- Shaunessy, E., Suldo, S., Roth, R., & **Fefer, S.** (2015). Students perceptions of factors that contribute to risk and success in accelerated high school courses. *The High School Journal*, 98(2), 109-137. doi: 10.1353/hsj.2015.0002
- Fefer, S.** (2014). The positive illusory bias and ADHD symptoms: A new measurement approach. *The School Psychologist*, 68(4).
- Kimonis, E., Ogg, J., & **Fefer, S.** (2014). Relevance of callous-unemotional traits to working with youth with conduct problems. *Communique*, 42(1), 16-18.
- Ogg, J., **Fefer, S.**, Stewart, T., Sundman-Wheat, A., McMahan, M., Chappel, A., & Bateman, L. (2013). The Assessment of ADHD in school settings: Are best practice guidelines implemented? *Journal of Applied School Psychology*, 29(4), 305-327. doi: 10.1080/15377903.2013.836775.
- Raffaele Mendez, L., Ogg, J., Loker, T., & **Fefer, S.** (2013). Including parents in the continuum of school-based mental health services: A systematic review of intervention program research from 1994-2010. *Journal of Applied School Psychology*, 29(1), 1-36. doi: 10.1080/15377903.2012.725580.
- Mann, A., Raffaele Mendez, L., Bateman, L., **Fefer, S.**, Dennie, C., & Preece, K. (2012). Learning from families of children with ASDs: A summer service learning course. *Communique*, 40(8), 22-23.

Ogg, J., **Fefer, S.**, & Chappel, A. (2011). Illusions of competence in children with attention deficit/hyperactivity disorder. *The School Psychologist*, 65(1), 22-27.

Mitcham-Smith, M., Hayes, B.G., Jackson, A., Bryant, D. U., & **Fefer, S.** (2010). School counselor advocacy: Identification and retention of African American gifted students. *Journal of Urban Education*, 7(1), 9-19.

Manuscript Under Peer Review

Greenspan, S., Whitcomb, S., **Fefer, S.**, Hayden, L., & *Santana, Z. (under review). Social-emotional learning and physical activity in schools: Practitioner perspectives and initial measurement development.

Manuscripts in Preparation

Fefer, S., Vierbuchen, M., & *Bourgaize, C. (in preparation). Teacher praise in high school settings.

Fefer, S., *Donnelly, M., & *Santana, Z. (in preparation). Call to action: Serving diverse families through school-based family education.

Book Chapters

Fefer, S., Marcotte, A., Hintze, J., & Matthews, W. (2020). Succeeding during retirement in University settings. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of University and Professional Careers in School Psychology*. New York, NY: Routledge.

Fallon, L., **Fefer, S.**, & McKenny, E. (2020). Systems level collaboration. In E. L. W. McKenney, *School-Based Consultation and Students with Autism Spectrum Disorder*. New York, NY: Routledge.

Fefer, S., Vierbuchen, M. C. (2019). Teacher feedback in secondary classrooms. In *Feedback in Classroom Practice: Assisting Students Effectively in Learning* (Published in German as Feedback in der unterrichtspraxis: Sheulerinne und shuler beim Lernen wirksam unterstützen). Eds. F. Bartels & S., M. C. Vierbuchen. Kohlhammer (Stuttgart).

Suldo, S. M., & **Fefer, S.** (2013). Parent-child relationships and well-being. In C. Proctor and A. Linley (Eds.), *Positive psychology: Research, applications and interventions for children and adolescents*. Springer.

Other Professional Writing

Garbacz, S. A., **Fefer, S.**, & Brown, T. (2015, December). Updates from the School, Family, and Community Partnering Interest Group. *Communique*, 44(4), 38.

Frank, M., & **Fefer, S.** (2012, October). SASP chapter spotlight: University of Southern Florida. *From Science to Practice*.

Isley, S., Marshall, K., **Fefer, S.**, & Hieneman, M. (2012, July/August). Avoiding power struggles: The coercive process. *Parenting Special Needs*, pp. 58-59.

Hieneman, M., & **Fefer, S.** (2012, May). Helping children succeed at things they'd rather not do. *Parenting Special Needs*, pp. 62-63.

Ogg, J. A., & **Fefer, S.** (2011). Vanderbilt Teacher Assessment Scales. In *Encyclopedia of Child Behavior & Development* (Eds. S. Goldstein & J. Naglieri). New York, New York: Springer.

GRANTS & CONTRACTS

External Grants

- Fefer, S.** (2021). Supporting Mental Health Across School and Home through Positive Behavior Supports for Families. (\$250,000). Cigna Foundation Healthier Kids for Our Futures – Mental Health Grant. Principal Investigator. Not funded.
- Fefer, S.** (2021). School-Family Partnerships to Increase Access to Positive Behavior Supports for Families of At-Risk Elementary Students. (\$99,661.97). Klingenstein Third Generation Foundation Access to Care Grants. Principal Investigator. Not Funded.
- Fefer, S.** (2020). Positive Parent Contacts: A Proactive School-Based Intervention for Holyoke Youth and Families. (\$49,917). Was selected as the University of Massachusetts Amherst campus nominee to submit a proposal to the Amelia Peabody Foundation to support disadvantaged inner-city populations in Massachusetts. Principal Investigator. Not Funded.
- Fefer, S.** (2019). Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being. (\$1,352,522). Subcontract for the University of South Florida (Co-Principal Investigator Shannon Suldo) on Social and Behavioral Efficacy Trial, Social and Behavioral Context for Academic Learning topic to the Institute of Education Sciences. Principal Investigator. Funded.
- Fefer, S.** (2019). School-Based Family Education to Promote Positive Mental Health for Youth and Families. (\$350,000). William T. Grant Scholars Program. Principal Investigator. Not Funded.
- Fefer, S.** (2019). School-Based Family Education to Promote Positive Mental Health for Youth and Families. (\$50,000). Health New England Health Matters Grant. Principal Investigator. Funded.
- Fefer, S.** (2019). The Process and Outcomes of a School-Initiated Online Intervention for Families of Children with Challenging Behavior. (\$50,000). Spencer Foundation Small Research Grant Program. Principal Investigator. Not Funded.
- Fefer, S.** (2018). Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being. (\$1,363,313). Re-submitted as a subcontract for the University of South Florida (Co-Principal Investigator Shannon Suldo) on Goal 3: Efficacy & Replication Social and Behavioral Efficacy, Social and Behavioral Context for Academic Learning topic to the Institute of Education Sciences. Principal Investigator. Not Funded.
- Fefer, S.** (2018). HOTDOCS for Holyoke: Family-School Partnership to Prevent Challenging Behaviors. (\$25,000). Community Foundation of Western Mass Mission Grant. Principal Investigator. Funded.

- Fefer, S.** (2018). Ecological Perspectives on Youth Development and Mental Health: A Cross-National Comparison of India and the U.S. (\$4,868). Marion and Jasper Whiting Foundation. Funded.
- Fefer, S.** (2017). Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being. (\$1,379,149). Re-submitted as a subcontract for the University of South Florida (Co-Principal Investigator Shannon Suldo) on Goal 3: Efficacy & Replication Social and Behavioral Efficacy, Social and Behavioral Context for Academic Learning topic to the Institute of Education Sciences. Principal Investigator. Not Funded.
- Fefer, S.** (2017). HOTDOCS for Holyoke Families. (\$45,995). Was selected as the University of Massachusetts Amherst campus nominee to submit a proposal to the Amelia Peabody Foundation to support disadvantaged inner-city populations in Massachusetts through behavioral parent training. Principal Investigator. Not Funded.
- Fefer, S.** (2016). Efficacy of a Selective Intervention to Improve Middle School Students' Subjective Well-Being. (\$1,383,618). Submitted as a subcontract for the University of South Florida (Co-Principal Investigator Shannon Suldo) on Goal 3: Efficacy & Replication Social and Behavioral Efficacy, Social and Behavioral Context for Academic Learning topic to the Institute of Education Sciences. Principal Investigator. Not Funded.
- Fefer, S.** (2016). A Novel Measurement Approach for Exploring Multi-Informant Congruence in Behavioral Risk, Competence, and Relationships as a Predictor of School Outcome. Submitted to the Society for the Study of School Psychology Early Career Awards Program. (\$19,945). Principal Investigator. Not Funded.
- Carey, J., Berger, J., Rockland-Miller, H., & Griffith, C. (2015). Development of Partnerships to Guide the Development of Undergraduate Bachelor of Counseling Programs and Counseling Centers at Kabul University and Heart University (\$1,800,000). Submitted to FHI 360: Kabul University Faculty of Psychology and Education Sciences - U.S. Counseling Degree Partnership. Included on project team as onsite peer observer-coach, pair collaborator, and host. Not Funded.
- Fefer, S.** (2015). Educators and Parents on the *Same Page*: A Mobile, Web-Based Tool to Coordinate Tier 3 Supports for Behaviorally At-Risk Students. (\$194,077.40). Submitted as a subcontract for Iris Educational Media (Principal Investigator Meme Hieneman) on Goal 2: Development and Innovation grant submitted to the Institute of Education Sciences. Principal Investigator. Not Funded.
- Fefer, S.** (2015). Are Biased Self-Perceptions of Children with ADHD Evident to Parents? Children and Adults with ADHD (CHADD) Young Scientist Research Award (\$1,000). Principal Investigator. Not Funded.
- Fefer, S.** (2014). Teachers and Parents on the *Same Page*: A Web-Based Tool to Coordinate Student-Tailored Academic and Behavioral Supports for Behaviorally At-Risk Students. (\$120,614.30). Submitted as a subcontract for Iris Educational Media on grant submitted to the Institute of Education Sciences. Principal Investigator. Not Funded.
- Kuehnel, C. A., **Fefer, S.**, and Closter-Godoy, S. (2013). Bridging the Technology Gap for Students with Brain Injury and Neurological Disorders (\$10,000). John W. Alden Trust, Challenge Grant. Co-Principal Investigator. Funded.

Fefer, S., Kuehnel, C. A., and Closter-Godoy, S. (2013). Bridging the Technology Gap for Students with Brain Injury and Neurological Disorders (\$50,000). Arbella Insurance, \$50K to 25 Charities program. Co-Principal Investigator. Not Funded.

Fefer, S., & Ogg, J. (2012). A Novel Measurement Approach for a Complex Phenomenon: Positive Illusions Adolescents with ADHD and Depressive Symptoms (\$5,000). Society for the Study of School Psychology Dissertation Grant. Principal Investigator. Funded.

Fefer, S. (2009). The Positive Illusory Bias: Examining Self-Perceptions of Adolescents with Symptoms of ADHD (\$1,000). National Association of School Psychologists Student Research Grant. Principal Investigator. Not Funded.

Internal Grants

Fefer, S. (2020). Examining support to refugee caregivers in Massachusetts in the education of their children during the COVID-19 pandemic (\$19,999.40). Faculty Research Grant/Healey Endowment Grant. Principal Investigator. Not funded.

Harvey, E., Dasgupta, N., **Fefer, S.,** & Kang, S. (2020). Racial differences in parent-teacher perceptions of childhood ADHD symptoms: An examination of the role of stereotypes and prejudice. (\$33,998). Interdisciplinary Faculty Research Award. Co-Principal Investigator. Funded.

Harvey, E., **Fefer, S.,** & Kang, S. (2020). Racial differences in parent-teacher perceptions of childhood ADHD symptoms: An examination of the role of stereotypes and prejudice. (\$12,000). Institute of Diversity Sciences Seed Grant. Co-Principal Investigator. Not funded.

Krezmien, M., **Fefer, S.,** & Carey, J. (2018). Advanced Training in Promoting the Learning and Well Being of Tibetan Students with Special Needs. (\$20,000). Collaboratively funded by Chancellor's office, International Programs Office, and Center for Youth Engagement. Co-Principal Investigator. Funded.

Fefer, S. (2017). Partnering to Prevent and Manage Challenging Behavior: Training Parents and Teachers. (\$15,000). University of Massachusetts Public Service Endowment Grant (PSEG). Principal Investigator. Not Funded.

Fefer, S. (2017). FY17 Massachusetts Society of Professors Research Support Fund (\$1,000). Funded.

Fefer, S. (2017). Flex Grant for Teaching/Faculty Development sponsored by the Center for Teaching and Faculty Development (\$500). Funded.

Fefer, S. (2017). Implementation of a Behavioral Parent Training Program in a Community-Based Setting (\$15,000). University of Massachusetts Amherst-Springfield Community Partnerships Grant. Principal Investigator. Not Funded.

Fefer, S. (2016). FY16 Massachusetts Society of Professors Research Support Fund (\$1,000). Funded.

Fefer, S. (2016). Flex Grant for Teaching/Faculty Development sponsored by the Center for Teaching and Faculty Development (\$500). Funded.

- Fefer, S.** (2015). Building Family-School Partnerships within Multi-Tiered Systems of Support. (\$14,084). University of Massachusetts Amherst College of Education Research Fellowship Program. Principal Investigator. Funded.
- Fefer, S.** (2015). Family Engagement in Amherst Regional Public Schools. University of Massachusetts Public Service Endowment Grant (PSEG) (\$14,741). Principal Investigator. Not Funded.
- Fefer, S.** (2015). FY15 Massachusetts Society of Professors Research Support Fund (\$1,000). Funded.
- Fefer, S.** (2015). Flex Grant for Teaching/Faculty Development sponsored by the Center for Teaching and Faculty Development (\$500). Funded.
- Fefer, S., Whitcomb, S., Feinberg, A., & Overtree, C.** (2015). Building Multi-Tiered Systems of Support through a Sustainable School-University Partnership Model (\$38,000). Concept paper submitted to 2015 UMass Creative Economy Initiatives Fund. Co-Principal Investigator. Not Funded.
- Fefer, S.** (2015). Exploring Methods to Increase Positive Behaviors Among Teachers and Students in Secondary Schools. (\$14,230.80). University of Massachusetts Amherst College of Education Research Fellowship Program. Principal Investigator. Not Funded.
- Fefer, S.** (2014). Pre-Tenure Faculty Forum for Mutual Mentoring and Support. (\$500). College of Education Community Enhancement Fund. Funded.
- Rossi, C., & **Fefer, S.** (2014). University of Massachusetts School Psychology Association. (\$500). College of Education Community Enhancement Fund. Faculty Supervisor. Funded.
- Fefer, S.** (2014). Flex Grant for Teaching/Faculty Development sponsored by the Center for Teaching and Faculty Development (\$500). Funded.
- Fefer, S.** (2014). Function-Based Interventions to Improve Homework Completion: Engaging Parents to Enhance Student Success. Application for the Family Research Scholars Program. Not Selected.
- Fefer, S.** (2014). Adapting PBIS for Secondary Schools. (\$12,911). University of Massachusetts Amherst College of Education Research Fellowship Program. Principal Investigator. Funded.
- Fefer, S.** (2013). Exploring Behavioral Risk Factors and Competence Among High School Students (\$6,830.49). University of Massachusetts Amherst College of Education Research Fellowship Program. Principal Investigator. Funded.
- Raffaele Mendez, L., Mann, A., & **Fefer, S.** (2010). Parent Consultation with Families Raising a Child with an Autism Spectrum Disorder (\$3,500). University of South Florida Office of Community Engagement Service Learning Grant. Co-Principal Investigator. Funded.

Contracts

- Support for Advanced Implementation of MTSS for Behavior (2020-2021). Agawam Public Schools. \$24,700. Principal Investigator/Lead Consultant.
- Implementation of PBIS in Vocational/Technical Settings (2019-2020). Westfield Technical Academy and Franklin County Technical School. \$10,000. Principal Investigator/Lead Consultant.

- Support for Advanced Implementation of MTSS for Behavior (2019-2020). Agawam Public Schools. \$24,700. Principal Investigator/Lead Consultant.
- Support for Advanced Implementation of MTSS for Behavior (2018-2019). Agawam Public Schools. \$21,943.06. Principal Investigator/Lead Consultant.
- Implementation of PBIS in Vocational/Technical Settings (2018-2019). Westfield Technical Academy and Franklin County Technical School. \$8,600. Principal Investigator/Lead Consultant.
- Support for Advanced PBIS Implementation. (2017-2018). Agawam, Amherst, Hadley, South Hadley, and Westfield Public Schools. \$81,068. Co-Principal Investigator.
- Behavioral Consulting and Psychoeducational Assessment services. (2016). Hampden-Wilbraham Regional School District. \$11,000. Principal Investigator.
- Support for PBIS Implementation. (2016-2017). Agawam, Amherst, May Institute, Hampden-Wilbraham, and Westport. \$95,753. Co-Principal Investigator.
- Support for PBIS Implementation. (2015-2016). Agawam, Amherst, and May Institute. \$114,518. Co-Principal Investigator.
- Support for PBIS Implementation. (2014-2015). Agawam, Amherst, May Institute, and Hampden-Wilbraham. \$87,126. Co-Principal Investigator.

REFEREED PRESENTATIONS * = Student co-presenter

National & International

- *Greenspan, S.B., Whitcomb, S, Gordon, K.L., Hayden, L., Lauterbach, A., **Fefer, S.**, & Griffith, C (2021, February). *Incorporating physical activity in mental health intervention service delivery: School psychologists' perspectives*. On-Demand Session accepted for presentation at the National Association of School Psychologists Annual Convention, Virtual.
- Whitcomb, S., Cooper, J., & **Fefer, S.** (2020, October). *University-school partnerships for behavioral health: A training model*. A conference session presented at the 25th Annual Conference of Advancing School Mental Health.
- *Bourgaize, C., *Gordon, K., & **Fefer, S.** (2020, February). *Supporting families in transition: School reintegration following psychiatric hospitalization*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- *Donnelly, M., *Santana, Z., *Adamyk, J., *Park, H. K., *Zhang, Y., & **Fefer, S.** (2020, February). *A review of measures of parental outcomes within behavioral parent training*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.
- Floyd, R. G., Benson, N. F., Kranzler, J. H., Maki, K. E., Eckert, T. L., & **Fefer, S. A.** (2020, February). *A national survey of intelligence test interpretation in school psychology*. Poster

presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

*Santana, Z., **Fefer, S.**, *Stoohoff, J., *Wang, L., *Gordon, K., & *Boykin, S. (2020, February). *A review of school-based interventions to promote equity for Latinx students*. Poster presented at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Fefer, S.A., Bender, S., *Donnelly, S. & Daniels, B. (2019, February). *The nuts and bolts of implementing school-based family education programs*. Mini-skills presentation delivered at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Gordon, K., & **Fefer, S.** (2019, February). *Factors influencing perceptions of school climate among secondary students*. Paper presentation delivered at the annual convention of the National Association of School Psychologists, Atlanta, GA.

*Donnelly, M., *Santana, Z., *Boykin, S., **Fefer, S.**, *Harelli, M., *Park, H., *Moulder, C., & *Hall, C. (2019, February). *Parent Voice in Parent Education: Social validity of school-based interventions*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

*Thoma, A., *Bourgaize, C., **Fefer, S.**, Gordon, K., & Wang, L. (2019, February). *Exploring the link between family and school in Tier 2*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

*Shuttleton, C., & **Fefer, S.** (2019, February). Motivation, discipline, and academic performance in secondary schools. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

Benson, N. F., Kranzler, J. H., Maki, K., Floyd, R. G., Eckert, T. L., & **Fefer, S. A.** (2019, February). *National survey of SLD identification practices in school psychology*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

*Thoma, A., **Fefer, S.**, *Zehngut, & Hynes, B. (2019, February). *Meeting adolescents where they are: Tier 1 efforts in unique settings*. Poster presented at the annual conference of the Association for Positive Behavior Support, Washington DC. **selected as the 2019 APBS Ted Carr student poster award in the practitioner-research category.*

Fettig, A., **Fefer, S.**, & Bender, S. (2019, February). *Authentic family engagement in early childhood PBIS*. Symposia presentation at the annual conference of the Association for Positive Behavior Support, Washington DC.

Floyd, R. G., Benson, N., Kranzler, J. H., **Fefer, S.**, & Eckert, T. L. (2018, August). *School psychologists supporting evidence-based assessment practices: A national survey*. Poster session presented at the annual convention of the American Psychological Association, San Francisco, CA.

Fefer, S., *Thoma, A., & Hieneman, M. (2018, March). *Positive parent contact: Can this strategy improve classroom behavior and parent-teacher relationships?* Ignite session presented at the annual conference of the Association for Positive Behavior Support, San Diego, CA.

- Benson, N., Floyd, R. G., Kranzler, J. H., Eckert, T. L., & **Fefer, S.** (2018, February). *Contemporary assessment practices in school psychology: National survey results*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- *Donnelly, M., **Fefer, S.**, *Hareli, M., *Santiago-Rosario, M. (2018, February). *Implementation of school-based parent training for students with challenging behavior*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- *Greenspan, S., Whitcomb, S., Griffith, C., **Fefer, S.**, Hayden, L., Murtagh, E., & Hayes, C. (2018, February). *Going to Bat for LGBTQ Youth: Promoting Inclusive School Athletics*. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Fefer, S.**, *Thoma, A., & *Virga, C. (2018, February). *Building family-school partnerships with positive parent contact*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Whitcomb, S., & **Fefer, S.** (2018, February). *Training school psychologists as systems-level consultants*. Poster session presented at the annual meeting of the Trainers of School Psychologists, Chicago, IL.
- *Greenspan, S. B., **Fefer, S.**, & Whitcomb, S. (2017, August). *The school psychologist's role in promoting physical activity: Interventions and collaboration*. In L.A. Hayden (Chair), *Systemic Integration of Physical Activity & Socio Emotional Development in Schools & Communities*. Symposium presented at the annual convention of the American Psychological Association, Washington, D.C.
- *Greenspan, S. B., Whitcomb, S., **Fefer, S.**, & Hayden, L.A. (2017, August). *School stakeholders' perceptions of integrating social-emotional skills and physical activity*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- *Kemp, J., **Fefer, S.**, *Aniskovish, K., & *Santiago, R., *Santiago-Rosario, M. R., *Donnelly, M., (2017, August). *Exploring implications of family and educator perspectives on family engagement*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- *Shuttleton, C., & **Fefer, S.** (2017, August). *Development of an Academic Motivation Measure for Adolescents*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- Fefer, S.** (2017, July). *An investigation of adolescent preferences for praise and rewards*. Symposia presented at the 5th Annual International Conference and Symposium on Inclusion, Amherst, MA.
- Fefer, S.**, & Lauterbach, A. (2017, June). *Supporting diverse learners through family-school partnership: Perspectives of parents and educators*. Paper presentation at the annual conference of the European Network for Social and Emotional Competence, Stockholm, Sweden.
- Mayfield, K., & **Fefer, S.** (2017, March). *RIGHTS cards: Developing positive classroom systems in a school under fire*. Paper presented at the annual conference of the Association for Positive Behavior Support, Denver, CO.

- Fefer, S., *Shuttleton, C., *DeMagistris, J., *Gordon, K., & *Zehnhut, E.** (2017, March). *Exploring adolescent praise and reward preferences for in-school behavior*. Ignite session presented at the annual conference of the Association for Positive Behavior Support, Denver, CO.
- Fefer, S., *Virga, C., *Thoma, A., & *Reinbergs, E.** (2017, February). *A school psychology lens to understand biased self-perceptions and ADHD*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- *Virga, C., & **Fefer, S.** (2017, February). *Fitting family engagement into our triangle*. Poster session presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- *Kim, M., *Langhinrichsen-Rohling R., **Fefer, S.**, & McQuade, J. D. (Oct 2016). *Parents' lack of awareness of positive illusory bias in children with ADHD*. Poster session presented at the annual convention of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Fefer, S., *Virga, C., Hieneman, M., & *Aniskovich, K.** (2016, August). *Positive parent contact: Can this method enhance family-school partnerships?* Poster session presented at the annual convention of the American Psychological Association, Denver, CO.
- *Virga, C., **Fefer, S.**, McQuade, J., *Reinbergs, E. (2016, August). *The daily experience of parents of children with ADHD and positively biased self-perceptions*. Poster session presented at the annual convention of the American Psychological Association, Denver, CO.
- *Shuttleton, C., **Fefer, S.**, & *DeMagistris, J. (2016, August). *Adolescent perceptions of praise and school climate: Connections to adolescent motivation research*. Poster session presented at the annual convention of the American Psychological Association, Denver, CO.
- *Donnelly, M., & **Fefer, S.** (2016, August). *Remote application of parent training programs for autism spectrum disorder*. Poster session presented at Division 16 Student Research Forum at the annual convention of the American Psychological Association, Denver, CO.
- Fefer, S., Hieneman, M., Breen, K., & Hawken, L.** (2016, March). *Partnering with families within a multi-tiered system of support*. Paper presented at the annual conference of the Association for Positive Behavior Support, San Francisco, CA.
- *DeMagistris, J., **Fefer, S.**, & *Shuttleton, C. (2016, February). *Adolescent praise preference survey initial results: Making teacher praise meaningful*. Presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Fefer, S., *Virga, C., *Johnson, A., *Gordon, K., *Santiago-Rosario, M. R., *Reinbergs, E., & *Porter, J.** (2016, February). *Understanding biased self-perceptions among children with ADHD: Parent perspectives*. Poster session presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- *Furman, M., *Porter, J., *Harris, E., **Fefer, S.**, & *Johnson, C. (2016, February). *Staff perceptions of training related to out-of-school time*. Poster session presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

- *Shuttleton, C., **Fefer, S.**, & Hintze, J. (2016, February). *Applications of motivation research for youth with internalizing symptoms*. Poster session presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Fefer, S.**, *Virga, C., *Johnson, A., *Porter, J., *Gordon, K., *Santiago-Rosario, M. R., & *Reinbergs, E. (2015, August). *Are biased self-perceptions of children with ADHD evident to parents?* Poster session presented at the annual convention of the American Psychological Association, Toronto, Canada.
- *Virga, C., & **Fefer, S.** *Multifaceted evaluation of the behavior education program with elementary students*. (2015, August). Poster session presented at the annual convention of the American Psychological Association, Toronto, Canada.
- *DeMagistris, J., & **Fefer, S.**, *Shuttleton, C., *Fillion, K., & *Furman, M. (2015, March). *Developmentally appropriate applications of PBIS in secondary settings*. Poster session presented at the annual conference of the Association for Positive Behavior Support, Boston, MA.
- Fefer, S.**, Whitcomb, S., *Rossi, C., *DeWitt, B., *Furey, W., & *Furman, M. (2015, March). *Tier I PBIS: Exploring different roll-out methods and pace of implementation*. Poster session presented at the annual conference of the Association for Positive Behavior Support, Boston, MA.
- Whitcomb, S., **Fefer, S.**, *Hefter, S., *DeMagistris, J., *Nachman, A., *Shackett, C., & *Valera, J. (2015, March). *Evaluating a model of professional development for internal and external PBIS coaches*. Paper presented at the annual conference of the Association for Positive Behavior Support, Boston, MA.
- *DeMagistris, J., **Fefer, S.**, *McCoy, C., & *Brown, K. (2015, February). *Developmentally appropriate applications of PBIS in secondary settings*. Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Fefer, S.**, Mann, A., Kuehnel, C., *Virga, C., & *Santiago-Rosario, M. (2015, February). *Video modeling: Creation and application in practice*. Paper presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- *Johnson, A., **Fefer, S.**, & *Virga, C. (February, 2015). *The hostile attribution bias: Considerations for school psychologists*. Poster session presented at the annual convention of the National Association of School Psychologists, Orlando, FL.
- Fefer, S.**, *Johnson, A., *Porter, J., *Santiago-Rosario, M. R., *Gordon, K., & *Virga, C. (August, 2014). *Investigating discrepancies between adolescent and teacher reported social competence*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- Kuehnel, C., & **Fefer, S.** (2014, February). *Strategies for productive and meaningful research development in graduate school*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.
- Fefer, S.**, & Kuehnel, C. (2014, February). *Neurological disorders and TBI: What every school psychologist should know*. Workshop presented at the annual convention of the National Association of School Psychologists, Washington, D.C.

- Suldo, S., **Fefer, S.**, Roth, R., Land, N., Shaunessy, E., Ferron, J., Russell, O., Walker, C., & Dedrick, R. (2013, February). *Advanced Placement and International Baccalaureate students: Predicting risk and success*. Paper presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Stone, B., **Fefer, S.**, Frank, M., Adams, C., Bateman, L., Sanders, J., & Ogg, J. (2013, February). *Exercise and children's academic, cognitive, and behavioral outcomes: A meta-analysis*. Paper presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Fefer, S.**, & Mann, A. (2013, February). *Selective Mutism: Talking about not talking*. Paper presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Mann, A., & **Fefer, S.** (2013, February). *Bullying and youth on the spectrum*. Paper presented at the annual convention of the National Association of School Psychologists, Seattle, WA.
- Shaunessy, E., Suldo, S. M., Dedrick, R., **Fefer, S.**, & Roth, R. (2012, November). *Dealing with academic stress: Perspectives of successful and struggling IB and AP students*. Paper presented at the annual convention of the National Association for Gifted Children, Denver, CO.
- Suldo, S. M., Shaunessy, E., Dedrick, R. F., Ferron, J., **Fefer, S.**, Roth, R., Land, N., & Wagner, W. (2012, August). *Measuring how high-achieving high school students cope with school-related stressors*. Poster session presented at the annual convention of the American Psychological Association, Orlando, FL.
- Shaunessy, E., Suldo, S. M., Dedrick, R. F., Ferron, J., **Fefer, S.**, Roth, R., Land, N., & Wagner, W. (2012, August). *Development and initial validation of a stress measure for high school students in rigorous classes*. Poster session presented at the annual convention of the American Psychological Association, Orlando, FL.
- Dedrick, R. F., Shaunessy, E., Suldo, S. M., Ferron, J., **Fefer, S.**, Roth, R., Land, N., Wagner, K., & Hart, M. (2012, April). *School Attitude Assessment Survey-Revised: Comparisons of high school students in Advanced Placement and International Baccalaureate Programs*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Adams, C., Ogg, J. A., Bradley-Klug, K., **Fefer, S.**, Mowatt, A., Kilpatrick, M., Witherspoon, L., Bateman, L. (2012, March). *Physical activity bursts impact academic engagement for students with ADHD*. Poster session presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- Mann, A., Raffaele Mendez, L., Dennie, C., & **Fefer, S.** (2012, March). *Parent consultation for youth with autism: A service learning approach*. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- Mann, A., **Fefer, S.**, Raffaele Mendez, L., Dennie, C., & Land, L. (2012, March). *Cognitive behavioral therapy for youth on the autism spectrum*. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.
- Suldo, S., **Fefer, S.**, Land, N., Shaunessy, E., & Dedrick, R. (2012, March). *Conceptualizing and measuring high-achieving high school students coping strategies*. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

- Fefer, S.**, Bateman, S., and Ogg, J. (2011, November). *Accuracy of self-perceptions among students with ADHD: The positive illusory bias*. Poster session presented at the Annual CHADD International Conference on ADHD, Orlando, FL.
- Bateman, L., **Fefer, S.**, & Ogg, J. (2011, August). *Life satisfaction in young adolescents with ADHD*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- Shaunessy, E., Suldo, S., **Fefer, S.**, Land, N., Roth, R., Wagner, K., Hart, M., & Dedrick, R. (2011, August). *Parents' and teachers' perceptions of what it takes for teenagers to be successful in rigorous high school college preparatory programs*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- Suldo, S., Shaunessy, E., Wagner, K., Roth, R., Land, N., Bateman, L., **Fefer, S.**, & Dedrick, R. (2011, August). *Perspectives of successful and struggling students in Advanced Placement classes and International Baccalaureate programs: Insights from exemplars*. Poster session presented at the annual convention of the American Psychological Association, Washington, D.C.
- Fefer, S.**, Ogg, J., & Suldo, S. (2011, February). *Accuracy of self-perceptions among young adolescents with symptoms of ADHD*. Poster session presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- Ogg, J. A., Sundman, A., **Fefer, S.**, Bateman, L., Chappel, A., McMahan, M., Hacker, L., Adams, C., & Schatzberg, T. (2011, February). *Informing school-based ADHD practices: The perspectives of key stakeholders*. Poster session presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- Mann, A., **Fefer, S.**, & Raffaele Mendez, L. (2011, February). *Serving the needs of girls with autism spectrum disorders*. Paper presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- Mann, A., Raffaele Mendez, L., & **Fefer, S.** (2011, February). *Supporting students with autism spectrum disorders: Classroom interventions*. Mini-skills session presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- Loker, T., Saari, B., Ogg, J., **Fefer, S.**, Sharp, A., Cihonski, D., Raffaele, L. M., & Matthews, Y. (2010, March). *School-based parent training within a Response to Intervention framework*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Chappel, A., **Fefer, S.**, Bateman, L., & Ogg, J. A. (2010, March). *The positive illusory bias among children with ADHD*. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Raffaele Mendez, L.M., Loker, T., Saari, B., Cihonski, D., **Fefer, S.**, Sundman, A., Frey, M., Mann, A., Matthews, Y., Sharp, A., & Hoy, B. (2010, March). *Coparenting among couples raising young children with challenging behaviors*. Paper session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Ogg, J. A., McMahan, M., Sundman, A., White, T., **Fefer, S.**, Chappel, A., & Bateman, L. (2010, March). *Implementation of best practice guidelines in the assessment of ADHD*. Paper session presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Fefer, S., Chappel, A., & Ogg, J. A. (2009, August). *Academic self-concept and achievement in children with ADHD*. Poster session presented at the annual convention of the American Psychological Association, Toronto, Canada.

Ogg, J. A., **Fefer, S.**, & McMahan, M. (2009, August). *Surveying school-based assessment of ADHD: Are practice guidelines implemented?* Poster session presented at the annual convention of the American Psychological Association, Toronto, Canada.

McQuade, J., Hoza, B., Pelham, W., **Fefer, S.** (2007, December) *A longitudinal study of positive illusions, depression and cognitive distortions*. Poster session presented at the annual convention of the American Psychological Association, Boston, MA.

Regional, State, & Local

Fefer, S. & Whitcomb, S. (2019, November). *Engaging families in school-based efforts to provide tier 1 structure and support*. Presentation given at the meeting of the New England PBIS Forum, Norwood, MA.

*Thoma, A., **Fefer, S.**, *Bourgaize, C., *Gordon, K., *Wang, L., & *Varland, C. (2019, May). Strategies for partnering with families in Tier 2. Poster presentation at the annual Northeast PBIS Leadership Forum, Groton, CT.

*Donnelly, M., Casale, K., **Fefer, S.**, Pacheo, N., & Chiarello, C. (2019, May). Team composition during initial PBIS implementation in middle school. Presentation given at the annual Northeast PBIS Leadership Forum, Groton, CT.

*Donnelly, M., *Santana, Z., **Fefer, S.**, & *Zhang, Y. (2018, November). Measuring functional thinking: Potential to improve evaluation of family-based PBS. Poster presented at the meeting of the New England PBIS Forum, Norwood, MA.

Fefer, S., Fernandes, R., & *Donnelly, M. (2018, November). Family school partnership in PBIS in an Early Childhood Center. Paper presented at the meeting of the New England PBIS Forum, Norwood, MA.

*Reinbergs, E., *Findlay, L., *Whitcomb, S., & **Fefer, S.** (2018, May). Using data newsletters to increase teacher involvement in school-wide PBIS. Poster session presented at the meeting of the Northeast PBIS Leadership Forum, Groton, CT.

*Thoma, A., **Fefer, S.**, & Whitcomb, S. (2018, May). *Adapting Check-In Check-Out for success in a secondary setting*. Poster session presented at the meeting of the Northeast PBIS Leadership Forum, Groton, CT.

*Donnelly, M., **Fefer, S.**, Fernandes, R., & *Berkowitz, T. (2018, May). *Aligning PBIS and family engagement in an early childhood setting*. Paper presented at the meeting of the Northeast PBIS Network Forum, Groton, CT.

- *Donnelly, M., *Hareli, M., & **Fefer, S.** (2017, November). *PBIS and family-school communication: Systematic school website review*. Poster session presented at the meeting of the New England PBIS Forum, Norwood, MA.
- Fefer, S.**, *Thoma, A., Gallo, A., Feyre, S., & Moriarty, J. (2017, November). *Sustained implementation of PBIS in a high school: Progression of specific PBIS components*. Paper presented at the meeting of the New England PBIS Forum, Norwood, MA.
- *Shuttleton, C., & **Fefer, S.** (2017, November). *Tools for practice: What to do when faced with resistance*. Poster session presented at the meeting of the New England PBIS Forum, Norwood, MA.
- Fefer, S.**, *Thoma, A., & *Donnelly, M. (2017, October). *Positive parent contact to enhance family-school communication: Does it improve classroom behavior?* Poster session presented at the annual conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- *Gordon, K., **Fefer, S.**, & Fernandes, R. (2017, May). *PBIS in an early childhood center: A school-family-community partnership*. Paper presented at the meeting of the Northeast PBIS Leadership Forum, Groton, CT.
- *Donnelly, M., & **Fefer, S.** (2017, May). *Exploring behavioral parent training as a school-based Tier 2 intervention*. Poster session presented at the meeting of the Northeast PBIS Leadership Forum, Groton, CT.
- *Greenspan, S.B., **Fefer, S.**, & Whitcomb, S. (2017, April). *School-based physical activity interventions: Increasing social-emotional, behavioral, and academic outcomes*. Poster session presented at conference of the New England Educational Research Organization, Portsmouth, NH.
- Fefer, S.**, & Whitcomb, S. (2016, November). *Empowering multiple stakeholders in tier I decision making*. Paper presented at the meeting of the New England PBIS Forum, Norwood, MA.
- *Shuttleton, C., *Gordon, K., *Zehngut, E., & **Fefer, S.** (2016, November). *Exploring adolescents' views of teacher praise and school climate*. Poster session presented at the meeting of the New England PBIS Forum, Norwood, MA.
- *Greenspan, S., & **Fefer, S.** (2016, May). *How are the topics of sports, exercise, and physical activity represented in school psychology literature?* Poster session presented at the meeting of the New England Educational Research Organization, Portsmouth, NH.
- *Shuttleton, C., **Fefer, S.**, & *DeMagistris, J. (2015, November). *Linking research on adolescent motivation to PBIS: Preliminary findings related to school climate*. Paper session presented at the meeting of the New England PBIS Forum, Norwood, MA.
- Mann, A., **Fefer, S.**, & Kuehnel, C. (2015, October). *Antecedents, autocalitics, and adjunctives, oh my! Behavioral consultation for behavior analysts*. Workshop presented at the annual conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Fefer, S.**, *DeMagistris, J., Feinberg, A., Rist, A., *Porter, J., *Linck, L., *McCoy, C., *Habib, A., *Shuttleton, C., *Perkins, K., *Brown, K., & *Gordon, K. (2015, May). *PBIS in secondary*

schools: How do we motivate adolescents to engage in positive behavior? Symposium presented at the annual conference of the New England Educational Research Organization, Portsmouth, NH.

- Fefer, S., *Virga, C., & *Linck, L.** *Moving beyond difference scores: Polynomial regression and response surface analysis as a viable alternative.* (2015, May). Roundtable presented at the annual conference of the New England Educational Research Organization, Portsmouth, NH.
- *DeMagistris, J., & **Fefer, S.** (2015, May). *Results of a survey of adolescent perceptions of acknowledgement in PBIS schools.* Poster session presented at the meeting of the Northeast PBIS Leadership Forum, Mystic, CT.
- *Shuttleton, C., & **Fefer, S.** (2015, May). *Using existing literature on motivation to inform PBIS implementation with adolescents.* Poster session presented at the meeting of the Northeast PBIS Leadership Forum, Mystic, CT.
- Whitcomb, S., & **Fefer, S.** (2015, May). *Using a PBIS framework to build supportive relationships and environmental structure.* Paper presented at the meeting of the Northeast PBIS Leadership Forum, Mystic, CT.
- Mann, A., **Fefer, S.,** & Kuehnel, C. (October, 2014). *Video modeling: An introduction to creating and using this intervention approach in your practice.* Workshop presented at the annual conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Whitcomb, S., & **Fefer, S.** (May, 2014). *Increasing knowledge of PBIS and systems consultation skills of school psychology trainees.* Poster session presented at the meeting of the Northeast PBIS Leadership Forum, Mystic, CT.
- Whitcomb, S., **Fefer, S.,** *Hefter, S., & *Rossi, C. (April, 2014). *The integration of Positive Behavior Intervention and Support and Social-Emotional Learning.* Paper presented at the Spring conference of the Massachusetts Association of Colleges for Teacher Education, Sturbridge, MA.
- Kuehnel, C. A., **Fefer, S.,** Baranek, A., Derderian, J., Racine, J., & Pace, G. (2013, October). *School-based behavioral consultation for students with neurological impairments.* Workshop presented at the annual conference of the Berkshire Association for Behavior Analysis and Therapy, Amherst, MA.
- Fefer, S.,** Bateman, L., Chappel, A., Ogg, J., Hacker, L., McMahan, M. (2011, November). *Home-school collaboration: Strategies for involving families of students with ADHD.* Paper presented at the annual conference of the Florida Association of School Psychologists, Champions Gate, FL.
- Raffaele Mendez, L., Mann, A., Dennie, C., **Fefer, S.,** & Land, N. (2011, November). *Cognitive behavioral interventions for youth on the autism spectrum.* Skill-building session presented at annual conference of the Florida Association of School Psychologists, Champions Gate, FL.
- Ogg, J., **Fefer, S.,** McMahan, M., Bateman, L., Chappel, A., Hacket, L., & Stewart, T. (2010, November) *Home school collaboration for students with ADHD.* Workshop presented at the annual conference of the Florida Association of School Psychologists, Miami, FL.
- Fefer, S.,** Raffaele Mendez, L., & Mann, A. (2010, November). *Promoting wellness on the spectrum:*

What families want and need. Workshop presented at the annual conference of the Florida Association of School Psychologists, Miami, FL.

Mann, A., Raffaele Mendez, L., & **Fefer, S.** (2010, November). *Best practices in academic interventions for children with autism spectrum disorders.* Workshop presented at the annual conference of the Florida Association of School Psychologists, Miami, FL.

Mann, A., **Fefer, S.**, & Raffaele Mendez, L. (2010, November) *EmPOWERment: Providing for teen girls on the spectrum.* Paper presented at the annual conference of the Florida Association of School Psychologists, Miami, FL.

Ogg, J., **Fefer, S.**, Raffaele Mendez, L., Loker, T., & Cihonski, D. (2010, November). *Including parents within the continuum of school-based mental health service.* Paper presented at the annual conference of the Florida Association of School Psychologists, Miami, FL.

Fefer, S., Chappel, A., & Ogg, J. A. (2009, October). *The positive illusory bias and ADHD: Guidelines for practitioners.* Paper presented at the annual conference of the Florida Association of School Psychologists, St. Petersburg, FL.

Ogg, J. A., **Fefer, S.**, White, T., & Chappel, A. (2009, October). *Best practice guidelines for the assessment of ADHD: Trends in Florida.* Paper presented at the annual conference of the Florida Association of School Psychologists, St. Petersburg, FL.

INVITED PRESENTATIONS

Fefer, S. & Hieneman, M. (2021, March). *Structuring homes: A proactive, universal approach to PBS for Families.* Invited workshop presented at the annual conference of the International Association of Positive Behavior Support, Virtual.

Fefer, S. (2020, October). *Positive parent contact: A tier 2 strategy for promoting family-school partnership.* Panel presentation invited for H2 Using Family Data to Inform Home-School Communication and Collaboration within PBIS at the 2020 National PBIS Leadership Forum, Virtual.

Fefer, S. (2019, November). *Family-school partnerships within Multi-Tiered Systems of Support.* Invited presentation for the Behavior, Education, and Technology Conference (BET-C). Phoenix, AZ.

Fefer, S. (2019, November). *Positive Parent Contact: Promoting family-school partnership for students with challenging behavior.* Invited presentation for the Behavior, Education, and Technology Conference (BET-C). Phoenix, AZ.

Fefer, S. (2019, September). *Positive Parent Contact: A proactive strategy focused on teacher-parent communication.* Invited presentation for the Family-School Community Alliance Annual Meeting. Tampa, FL.

Fefer, S. (2019, February). *Positive Parent Contact: A tier 2 intervention focused on teacher-parent communication.* Invited symposia participation at the Association of Positive Behavior Support Convention. Washington D.C.

- Fefer, S.** (2019, January). *Positive Behavior Supports: A three-tiered model for prevention and intervention*. Keynote Session for the 4th International Conference on Counseling, Psychotherapy, and Wellness at Christ University. Bangalore, India.
- Fefer, S.** (2018, June). *Managing challenging behavior in the classroom using Positive Behavior Interventions and Supports*. Presentation for the 2018 International Week at the University of Vechta. Vechta, Germany.
- Fefer, S.** (2018, April). *Behavioral strategies to support children with ADHD*. Featured speaker at the Lunch & Learn at the Integrated Center for Child Development. Canton, MA.
- Fefer, S.** (2018, February). *Building family school-partnership within multi-tiered systems of support: Evaluating Positive Parent Contact*. Presentation at the College of Education Research Chat.
- Fefer, S.** (2017, April). *PBIS and SEL: Addressing complex group and individual student issues at Tiers 2 and 3*. Workshop presented to the Massachusetts School Psychology Association (MSPA). Amherst, MA.
- Fefer, S.** (2016, October). *President election, school climate, and difficult conversations*. Presented at University of Massachusetts Amherst Clinical Psychology Colloquium. Amherst, MA.
- Whitcomb, S., & **Fefer, S.** (2015, November). *How do schools braid social emotional learning and positive behavioral interventions and supports?* Presentation at the New England PBIS Forum. Norwood, MA.
- Fefer, S.** (2015, October). *Adapting PBIS for secondary schools: What motivates adolescents to engage in positive behavior?* Presentation for the University of Massachusetts Amherst College of Education Brown Bag Research Showcase. Amherst, MA.
- Fefer, S.** (2015, September). *Integrating Positive Behavior Interventions and Supports and Social Emotional Learning curricula in schools: Tier 1 school-wide supports*. Workshop presented to the Massachusetts School Psychology Association (MSPA). Amherst, MA.
- Fefer, S.** (2015, April). *Extending Positive Behavioral Support to the home for behaviorally vulnerable youth*. Workshop presented to the Massachusetts School Psychology Association (MSPA). Hadley, MA.
- Hieneman, M., & **Fefer, S.** (2015, March). *Positive Behavior Support in the context of family lives*. Workshop presented at the annual conference of the Association of Positive Behavior Support. Boston, MA.
- Fefer, S.** (2014, December). *Exploring behavioral risk factors and competence among high school students*. Presented for the University of Massachusetts Amherst College of Education Brown Bag Research Showcase. Amherst, MA.
- Whitcomb, S., & **Fefer, S.** (November, 2014). *Strategies for creating interconnected support for students: Tier 1 PBIS and SEL*. Presentation at the New England PBIS Forum. Norwood, MA.

Fefer, S. (2014, October). *The positive illusory bias: Exploring the relationship between ADHD symptoms and academic and social competence*. Presented at the University of Massachusetts Developmental Science Retreat. Amherst, MA.

Bateman, L., Chappel, A., **Fefer, S.**, Hacker, L., Ogg, J., Sundman-Wheat, A. (2011, April). *Home school collaboration part I: Home-based involvement*. Presentation for monthly meeting of Pinellas County CHADD. Palm Harbor, FL.

Ogg, J. A., **Fefer, S.**, & Chappel, A.C. (2010, February). *Positive Behavior Supports for children with ADHD*. Presentation for monthly meeting of Pinellas County CHADD. Palm Harbor, FL.

TEACHING EXPERIENCE

Department of Student Development, University of Massachusetts Amherst, MA

Graduate Teaching in School Psychology

August 2013-Present

- EDUC 594M Child and Adolescent Development for Educators
- EDUC 628 Prevention and School Psychology
- EDUC 663 Single Subject Research Design
- EDUC 685 Developmental Psychopathology
- EDUC 698RR Advanced Practicum in School Psychology
- EDUC 697M Behavior Research Team

Department of Psychological and Social Foundations, University of South Florida Tampa, FL

Graduate Teaching Assistantship for Social-Emotional-Behavioral Assessment

Summer 2010 and 2011 (20 hrs/week)

Supervisor: Shannon Suldo, Ph.D.

Department of Psychological and Social Foundations, University of South Florida Tampa, FL

Graduate Teaching Assistantship for Academic Assessment

August 2009 – December 2009 (20 hrs/week)

Supervisor: Julia Ogg, Ph.D.

Academic Support Services: UVM Learning Cooperative Burlington, VT

Academic Counselor

August 2006 – May 2008 (15 hrs/week)

Supervisor: Anita Long, Ph.D.

GUEST LECTURES

Fefer, S. (2019, March). *Youth Mental Health in India*. Presented to PSYCH 490P, an undergraduate course titled International Perspectives on Disability at University of Massachusetts Amherst.

Fefer, S. (2019, January). *Introduction to School Psychology and School Counseling Careers*. Presented to undergraduate psychology majors at the Dalai Lama Institute for Higher Education. Bangalore, India.

Fefer, S. (2017, April). *School psychology: Training and potential roles*. Presented on a psychology career panel at Amherst College.

- Fefer, S.** (2017, March). *Let's talk about ADHD*. Presented to EDUC 325, an undergraduate level Intro to Special Education class at University of Massachusetts Amherst.
- Fefer, S.** (2016, December). *School psychology: Training and potential roles*. Presented on a psychology career panel at Amherst College.
- Fefer, S.** (2016, November). *An introduction to the field of school psychology*. Presented to students in the Developmental Disabilities major in the University of Massachusetts Amherst psychology department.
- Fefer, S.** (2016, October). *Let's talk about ADHD*. Presented to EDUC 325, an undergraduate level Intro to Special Education class at University of Massachusetts Amherst.
- Fefer, S.** (2016, March). *Careers in academia*. Presented to University of South Florida's Educational Psychology Professional Seminar.
- Fefer, S.** (2015, November). *Career development panel: School Psychology*. Presented to PSYC 494: Interdisciplinary Directions in Psychology class at University of Massachusetts Amherst.
- Fefer, S.** (2015, March). *Let's talk about ADHD*. Presented to EDUC 335, an undergraduate level Introduction to Special Education class at University of Massachusetts Amherst.
- Kuehnel, C., & **Fefer, S.** (2014, June). *Behavioral consultation in educational settings*. Presented to graduate level Applied Behavior Analysis students at University of Massachusetts Dartmouth campus.
- Fefer, S.** (2014, March). *The Relationship between academic achievement and social-emotional-behavioral concerns*. Presented to a graduate level Special Education class at University of Massachusetts Amherst.
- Fefer, S.** (2014, February). *Careers in academia: Varieties of college/university experiences*. Presented to University of South Florida's Educational Psychology Professional Seminar.

ADVISING AND MENTORING

Dissertation Chair

Autumn Johnson, Defended May 2020
 Cynthia Shuttleton, Defended Spring 2019
 Kayla Gordon, Defended Spring 2018
 Caitlin Virga, Proposed March 2018
 Jessica Porter, Proposed May 2017
 Ashley Thoma, Proposed October 2019
 Emily Barry, Defended September 2021

Dissertation Committee Member

Scott Greenspan, School Psychology, Defended Spring 2020
 Jessica Kemp, School Psychology, Defended Spring 2020
 Courtney Johnson, School Psychology, Defended Fall 2018
 Maria Santiago-Rosario, School Psychology, Defended Spring 2018

Amadee Meyer, School Psychology, Defended Summer 2018
 Molly Alvin, School Psychology, Defended Spring 2018
 Shayl Griffith, Clinical Psychology, Defended Spring 2017
 Nicholas Morrison, Clinical Psychology, Defended Spring 2019
 Catherine Rossi, School Psychology, Defended 2016
 Rosanna Breaux, Clinical Psychology, Defended Fall 2016
 Gwen Bass, Special Education, Defended Fall 2016
 MK Oakley, Clinical Psychology, Defended Fall 2019

Doctoral Advisor

Caitlin Virga
 Jessica Porter
 Marina Donnelly
 Ashley Thoma
 Emily Barry
 Caitlin Bourgaize Saunderson
 Zachary Santana
 Yu Zhang
 Kaylee DeFelice
 Hallie Lothrop

Education Specialist Advisor

Katharine Hickson
 Sophia Heyman
 Ritushree Bagepalli
 Elizabeth Rice
 Julia Goldstein

SERVICE TO THE PROFESSION

Family-School-Community Alliance

Research Workgroup Member

May 2018 – Present

Assessment for Effective Intervention

Editorial Board Member

February 2019 – Present

February 2018-February 2019 Ad Hoc Review

Home and Community Positive Behavior Support Network

Research & Development Coordinator

May 2019 – Present

Contemporary School Psychology

Review Board Member

August 2017 – Present

Journal of Youth and Adolescence

Editorial Board Member

August 2016 – Present

Association of Positive Behavior Support
Member of Family Workgroup and Home and Community Network
 September 2015 – Present

National Association of School Psychologists
Co-Chair of the School, Family, Community Partnership Interest Group
 March 2015 – March 2016 (Chair-Elect), April 2016 – Present (Chair)

Journal of School Psychology
Ad Hoc Reviewer
 August 2015 – Present

Equity and Excellence in Education
Ad Hoc Reviewer
 August 2015 – Present

National Association of School Psychologists
Conference Proposal Reviewer
 June 2014 – Present

American Psychological Association's Division 16
Member of the Outstanding Dissertation Award Committee
 April 2014 – August 2016

Children's Health Care
Ad Hoc Reviewer
 March 2014 – Present

American Psychological Association's Division 16
Conference Proposal Reviewer
 December 2013 – Present

School Psychology Review
Ad Hoc Reviewer
 Sept 2013 – Present

SERVICE TO DEPARTMENT/COLLEGE/UNIVERSITY

Multi-Tiered Systems of Support Certificate Development
 Spring 2017 – Present

College of Education Scholarship Committee
Member
 2014, 2016 – 2018, Spring 2020

University of Massachusetts Upward Bound Summer Program
Behavioral Consultant and Clinical Supervisor
 Summer 2014 – Present

University of Massachusetts Psychological Services Center
Co-Director and Clinical Supervisor for School Outreach Team
 2014 – Present

Pre-Tenure Faculty Forum /Early Career Mutual Mentoring Committee
Founder and Chair
 2013 – Present

College of Education Diversity, Recruitment, and Retention Committee
Member
 2014 – 2015

College of Education Building Committee
Department of Student Development Representative
 2013 – 2014

SERVICE TO COMMUNITY

Springfield Parent Academy
Instructor
 2017 – Present

Lawrence Elementary School, Holyoke MA
Parent Training Trainer/Facilitator
 2016 – Present

Amherst Regional Public Schools Family Engagement Partnership
Consultant and Parent Training Trainer/Facilitator
 2015 – Present

Agawam Public Schools
Positive Behavior Interventions and Support Consultant
 2014 – Present

Greenfield Public Schools
Parent Training Supervisor
 Spring 2018

Amherst Regional Public Schools After Action Disciplinary Review Committee, School Climate Advisory Council, & Five College Advisory Council
Consultant
 2014 – 2017

Hampden-Wilbraham Regional Public School District
Clinical and Behavioral Consultant/Critical Case Review Team Member
 2013 – Present

UMass/May Institute Western Massachusetts PBIS Training Partnership
Consultant

2013 – Present

Applied Behavior Analysis Services and Autism Clinic, All Children’s Hospital

Applied Behavior Analysis Intern/Advanced Practicum Student

April 2012 – August 2012

Supervisors: Meme Hieneman, Ph.D., BCBA-D (through January 2012); Flora Howie, M. D., & Bobbie Vaughn, Ph.D., BCBA-D

Positive Behavior Support Applications in Palm Harbor, FL

Family-Based Positive Behavior Support Advanced Practicum Student

January 2012 – August 2012

Supervisor: Meme Hieneman, Ph.D., BCBA-D

Department of Pediatrics, University of South Florida

Parent Training Program Co-Facilitator

May 2010 – February 2011

Supervisors: Jillian Williams, Ph.D. & Jason Hangauer, Ed.S.

WORKSHOPS AND PROFESSIONAL DEVELOPMENT

Fefer, S. & Members of the Behavior Research Team. (2017-2020). *Structuring homes for the best possible behavior*. 1-2 hour workshops given in Springfield elementary schools and community agencies as part of the Springfield Parent Academy.

Fefer, S. & Members of the Behavior Research Team. (2017-2020). *Resolving your child’s challenging behavior*. 1-2 hour workshops given in Springfield elementary schools and community agencies as part of the Springfield Parent Academy.

Fefer, S. (2017, 2018, & 2019 March). *The road to kindergarten readiness*. Presented to all parents of entering kindergarten students in the Hampden-Wilbraham Regional School District.

Fefer, S. (2018, May). Promoting positive behavior in middle school using PBIS. 2-hour presentation during all faculty meeting at John F. Kennedy Middle School. Northampton, MA.

Whitcomb, W., **Fefer, S.**, & Doctoral Students in Advanced Practicum EDUC698RR. (2017-2018, Monthly). *PBIS Topical Seminars*. Monthly meetings with all school partners to deliver content to support the sustained implementation of PBIS across all 3 tiers.

Fefer, S., & Rigney, S. (2017, March). *Looking beyond behavior*. One day professional development provided for counseling paraprofessionals in Agawam Public Schools. Agawam, MA.

Fefer, S., & *Gordon, K. (2016-2017, Monthly). *Tier 2 PBIS coaches meetings*. Monthly 2-hour professional development for teachers and counselors serving as behavior support coaches for schools registered for the 2016-2017 Western MA PBIS Cohort. Westfield and South Hadley, MA.

Fefer, S. (2015-2016, Monthly). *Tier 1 PBIS coaches meetings*. Monthly 2-hour professional development for teachers and counselors serving as behavior support coaches for schools registered for the 2015-2016 Western MA PBIS Cohort. Westfield and South Hadley, MA.

- Fefer, S.** (2015, September). *Creating interconnected support for all students: Merging PBIS and SEL*. One day professional development for all staff at Valley Collaborative. Tyngsborough, MA.
- Fefer, S.** (2015, September). *Systems, data, and practices to promote social-emotional and behavioral health: A PBIS framework*. 2 hour professional development provided to all teachers in Ashland Public Schools. Ashland, MA.
- Fefer, S.** (2015, August). *Multi-Tiered Systems of Support for behavior*. One day professional development for all staff at the Pioneer Valley Performing Arts High School. South Hadley, MA.
- Fefer, S., Whitcomb, S., & Putnam, B.** (2015, August). *Tier 1 PBIS leadership team training*. 2.5 day professional development for behavior support teams registered for the 2015-2016 Western MA PBIS Cohort. Westfield, MA.
- Putnam, B., Whitcomb, S., & **Fefer, S.** (2015, August). *Tier 2 systems, practices, and data*. 2 day professional development for behavior support teams within Holyoke Public Schools. Holyoke, MA.
- Putnam, B., Whitcomb, S., & **Fefer, S.** (2015, June). *Tier 2 systems, practices, and data*. 2 day professional development for behavior support teams within year 2 and 3 of Western MA PBIS Cohort. Westfield, MA.
- Fefer, S.** (2015, June). *Integrating Positive Behavior Supports into Upward Bound*. Half-day professional development for Summer 2015 staff of University of Massachusetts Upward Bound Program. Amherst, MA.
- Fefer, S.** (2015, June). *How do we motivate students to engage in positive behavior?* 1 hour presentation provided to teachers and staff at Doering Middle School. Agawam, MA.
- Overtree, C., & **Fefer, S.** (2014, November). *Hierarchy of responses to challenging behaviors*. 2 hour presentation for administration, school counselors, school psychologists, and educational team leaders in Hampden-Wilbraham Regional School District.
- Whitcomb, S., & **Fefer, S.** (2014, October). *Check-In Check-Out for at-risk students*. 2 hour training for behavior support coaches in Amherst Regional Public Schools. Pelham, MA.
- Overtree, C., & **Fefer, S.** (2014, October). *School climate assessment*. 2 1.5 hour trainings for all teachers and staff at Amherst Regional Middle and High Schools. Amherst, MA.
- Fefer, S.** (2014, September). *Swift at SWIS: Behavior data management*. 3 hour professional development for behavior support team at Fisher Hill Elementary School. Orange, MA.
- Fefer, S., & Overtree, C. E.** (2014, July). *School climate and Multi-Tiered Systems of Support*. One day professional development for the Hampden-Wilbraham Regional School District's Behavioral Health Study Group. Wilbraham, MA.
- Fefer, S.** (2014, June). *Introducing Positive Behavior Support to Upward Bound*. Half-day professional development for Summer 2014 staff of University of Massachusetts Upward Bound program.

- Whitcomb, S., Overtree, C., and **Fefer, S.** (2014, June). *Positive Behavior Supports and discipline disparity*. Presentation given for the Special Education Parent Advisory Committee at Amherst Regional Middle School, Amherst, MA.
- Fefer, S.** (2013 - Present, Monthly). *Elementary PBIS coaches meetings*. Monthly 2-hour professional development for teachers and counselors serving as behavior support coaches within Elementary Schools in Agawam. Agawam, MA.
- Fefer, S., & Kuehnel, C. A.** (2013, August). *Structuring homes for the best possible behavior*. Parent training presented at the May Institute, Randolph, MA.
- Kuehnel, C., & **Fefer, S.** (2013, August). *Bridging the technology gap for students with brain injury and neurological disorders*. Research and Service project presented to staff at the May Center for Education and Neurorehabilitation, Brockton, MA.
- Kuehnel, C., & **Fefer, S.** (2013, June). *Bridging the technology gap for students with brain injury and neurological disorders*. Program evaluation project presented at the May Institute, Randolph, MA.

CAREER AND PROFESSIONAL DEVELOPMENT

National Center for Faculty Development and Diversity

Ongoing participation in writing challenges (3x/year) and Pre-Tenure Success Webinars (monthly), participated in 12-week Faculty Success Program in Summer 2017, Alumni Program Summer 2018, and post-tenure pathfinder program in Fall 2002.

SWIS + CICO Facilitator Certification Training

Attended 3 day SWIS training in March 2015

Attended CICO training in August 2017

Single-Case Intervention Research: New Developments in Methodology and Data Analysis (SCR)

Attended 1-week Advanced Training Institute sponsored by APA in Madison, WI in June 2016

Youth Mental Health First Aid

Obtained certification in March 2016.

What is a “Good Professor:” The Intersection of Expertise, Passion, and Relationship in the University Classroom by Carey Dimmitt

Attended 2 Hour Workshop in April 2015

Life Lines Suicide Prevention Training

Attended 1 Day Training in October 2013

Mid-Term Assessment Process and Feedback Session with the University of Massachusetts Amherst Institute for Teaching Excellence and Faculty Development

Observation and Feedback Session in Fall 2013

Certified Trainer for HOT DOCS (Helping Our Toddlers, Developing Our Children’s Skills) and Developing our Children’s Skills for Success programs

Ongoing Training and Co-Facilitation May 2010 - Present

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP)

American Psychological Association (APA)

APA Division 16, Division of School Psychology

Association of Positive Behavior Support (APBS)

Massachusetts School Psychology Association (MSPA)

Berkshire Association for Behavior Analysis and Therapy (BABAT)

National Center for Faculty Development and Diversity (NCFDD)