

Curriculum Vitae
Catia Cividini-Motta, PhD, BCBA-D

Pronouns: She/her/hers

January 2024

Department of Child and Family Studies

University of South Florida; MHC2333 13301 Bruce B. Downs Blvd. Tampa, FL 33612

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EDUCATION

PhD - Western New England University, Springfield MA (August 2014). Behavior Analysis

MS - Northeastern University, Boston MA (August 2009). Applied Behavior Analysis

BA - Mount Holyoke College, South Hadley, MA (May 2006). Psychology

Wilson, S., Cividini Motta, C., MacNaul, H., Salinas, R., & Ferrer, G. (2024). Preference for

- MacNaul, H., Garcia, R., Cividini-Motta, C., & Thacker, I. (2021). Effect of assignment choice on student academic performance in an online class. *Behavior Analysis in Practice*, *14*, 1074-1078. <https://doi.org/10.1007/s40617-021-00566-8>
- Cariveau, T., Robbins, H., Cividini-Motta, C., & Delfs, C. (2020). Citation analysis of *The Analysis of Verbal Behavior* (2008-2018). *The Analysis of Verbal Behavior*, *36*(1), 87-101. <https://doi.org/10.1007/s40616-020-00128-z>
- O'Connor, E., Cividini-Motta, C., & MacNaul, H. (2020). Treatment of food selectivity: An evaluation of video modeling of contingencies. *Behavioral Interventions*, *35*(1), 57-75. <https://doi.org/10.1002/bin.1693>
- Suberman, R., & Cividini-Motta, C. (2020). Teaching caregivers to implement mand training: Evaluating the efficacy of behavioral skills. *Journal of Applied Behavior Analysis*, *53*(2), 1097-1110. <https://doi.org/10.1002/jaba.630>
- Cividini-Motta, C., Garcia, A. R., Livingston, C., & MacNaul, H. L. (2019). The effect of response interruption and redirection with and without a differential reinforcement of alternative behavior component on stereotypy and appropriate responses. *Behavioral Interventions*, *34*(1), 3-18. <https://doi.org/10.1002/bin.1654>
- Cividini-Motta, C., Moore, K., Fish, L. M., Priehs, J. C., & Ahearn, W. H. (2019). Reducing public masturbation in individuals with ASD: An assessment of response interruption procedures. *Behavior Modification*, *44*(3), 429-448. <https://doi.org/10.1177%2F0145445518824277>
- McNamara K., & Cividini Motta, C. (2019). Further evaluation of treatments for vocal stereotypy: Response interruption and redirection and response cost. *Behavioral Interventions*, *34*(2), 189-197. <https://doi.org/10.1002/bin.1657>
- Cividini-Motta, C., Scharrer, N., & Ahearn, W. H. (2017). An assessment of three procedures to teach echoic responding. *The Analysis of Verbal Behavior*, *33*(1), 41-63. <https://doi.org/10.1007/s40616-016-0069-z>
- Moore, K., Cividini-Motta, C., Clark, K., & Ahearn, W. H. (2015). Sensory integration as a treatment for automatically-maintained stereotypy. *Behavioral Interventions*, *30*, 95-111. <https://doi.org/10.1002/bin.1405>
- Cividini-Motta, C., Clark, K., & Ahearn, W. H. (2013). Effects of two variations of differential reinforcement on prompt dependency. *Journal of Applied Behavior Analysis*, *46*(3), 640-650. <https://doi.org/10.1002/jaba.67>
- Karsten, A. M., Andrade, M., Cividini-Motta, C., Conde, K. A., Donnelly, M. G., McConnell, K.,... & Vanselow, N.. (2012). [A review of the book *Behavioral foundations of effective Autism treatment* by E.A. Mayville & J.A. Mulick]. *Behavior Analysis in Practice*, *5*(1), 47-

Lawson, C., Cividini-

Cividini-

Cividini-Motta, C. (2019, February). *Avaliação e intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. [Invited workshop]. INESP Universidade/Grupo Metodo, São Paulo, SP, Brazil.

Cividini-Motta, C. (2019, August). *Avaliação e Intervenção para estereotipia em pessoas com TEA (Assessment and treatment for stereotypy in persons with ASD)*. [Invited workshop]. 3rd encontro Brasil & EUA de autismo (3rd Brasil & USA conference on autism), Recife, Brazil.

DISSERTATION COMMITTEES: USF (*CHAIR OR CO-CHAIR)

*Ford, Kimberly. PhD Candidate. Expected Graduation 2027.

*Nguyen, Anh. PhD Candidate. Expected Graduation 2026.

*Llinas, Max. PhD Candidate. Expected Graduation 2025.

*Martinez, Ariadna. PhD Candidate. Expected Graduation 2024.

*Flores, Amalix. PhD Candidate. Expected Graduation 2024.

*Rojas, Alyssa. PhD Candidate. Expected Graduation 2024.

Hans, Justin. *Using repeated -latency measures to assess functional relationship*. Graduation 2023.

*Mandel, Natalie. *An evaluation of distributed and accumulated reinforcer arrangements on skill acquisition and preference*. Graduation 2021.

Cook, Jennifer. *The role of antecedent music in the running routines of experienced runners*. Graduation 2021.

*MacNaul., Hannah. *Differential reinforcement without extinction: An assessment of sensitivity to and effects of reinforcer parameter manipulations*. Graduation 2020.

Concepcion, Anthony. *Temporal discounting and*

Alexandra Pruitt. MS Candidate. Expected Graduation 2025.

Ashley Barall. MS Candidate. Expected Graduation 2024.

Ellen Ratliff. MS Candidate. Expected Graduation 2024.

Julia Chase. MS Candidate. Expected Graduation 2024. *

Jessica Benevides. *Teacher-implemented accumulated and distributed reinforcement in the classroom setting.* Graduation 2024.

Carlie Lawson. *Teaching caregivers to implement the picture exchange communication system: An evaluation of video modeling.* Graduation 2024.

Breanna White. *The effects of scenic pictures and progressive time delay on varied intraverbal responding.* Graduation 2024.

Barbara Rodriguez. *Using instructive feedback to expand second language of children with autism spectrum disorder.* Graduation 2024.

Megan Baumgartner. *Comparison of contingent vocal imitation with and without supplemental reinforcement on vocalizations of children with ASD.* Graduation 2024.

Isabella Gural. *Evaluating self-monitoring of performance with a peer component on disruptive behavior and task completion of students with emotional and behavioral disorder.* Graduation 2023.

Brittany Pearson. *Using active student responding and competition via Kahoot! to improve student academic engagement at college level.* Graduation 2023*.

Alexandra Gingras. *A comparison of accumulated and distributed reinforcer arrangements in a classroom.* Graduation 2022.

Alexandria Torres. *Case study: Evaluating the impact of preference on the efficacy of the high probability instructional sequence.* Graduation 2022.

Kiersten Whitaker. *A case study in Applied Behavior Analysis: Using Prevent-Teach-Reinforce strategies to decrease a s task refusal.* Graduation 2022.

Nicole Zamorano. *A case study in Applied Behavior Analysis: Increasing color receptive identification using positional prompts.* Graduation 2022.

Shannon Wilson. *Preference for social stimuli: A comparison of stimulus modes used in preference.* Graduation 2021.

Taylin Byerly. *Assessing the validity of the automatic reinforcement screening assessment* Graduation 2021.

Hannah Efaw. *Review of the use of differential reinforcement in skill acquisition.* Graduation 2021.

THESIS COMMITTEES: USF (COMMITTEE MEMBER)

Carey Walls; Grace Maxwell; Kaleigh Cernosek; Christine Colon; Claudia Reyes; Garrit Dubois; Marqueline Cenatus; Sarah Loupe; Zach Grossman; Chelsea Barzycki; Ashley Caliri; Ashley Frankenfield; Butler Braren; Christine Ropper; Codye Manning; Danielle Russo; Emma Wick; Laura Whitman; Mallamy Camargo; Nicole Harris; Peyton Stipes; Sara Hordges; Sarah Gonzalez; Tiana Evans; Corinne Bloom; Ashley Caliri; Chelsea Carr; Ellie Morosohk; Karie John; Jessica Ritzman; Margaret Green; Margaret Orner; Melissa Giblin; Stacy Pamphile; Paula Petit-Frere; Monique Litchmore; Trevor Maxfield; Lori Kollin; Kelsey O'Neil; Chelsea Palumbo; Katherine Pena; Faith Reynolds; Sara Snapp; Paige Talhelm; Kelsie Thompson; Morgan Scarff.

Gingras, A., Cividini-Motta, C., & Mandel, N. (2022, September). *A Comparison of accumulated and distributed reinforcer arrangements in a classroom* [Poster presentation]. Annual FABA conference.

Martinez, A., Cividini-Motta, C., & Mandel, N. (2022, September). *A Review of learning by exclusion* [Poster presentation]. Annual FABA conference.

Cividini-Motta, C., Salloum, A., & Iovannone, R. (2022, July). *Interdisciplinary collaboration via the Prevent-Teach-Reinforce (PTR) model*. [Poster presentation]. Annual OSEP Director's Conference.

Blair, K. C., Cividini-Motta, C., & Crosland, K. (2022, July). *School-based behavior analytic consultation*. [Poster presentation]. Annual OSEP Director's Conference.

Cividini-Motta, C. (2022, May). Discussant. In H. L. MacNaul (Chair). *Recent advances in the measurement, assessment, and treatment of stereotypy*. Symposium presented at the annual ABAI conference.

Flores, A. M., & Cividini-Motta, C. (2022, May). [REDACTED] *implementing high-probability instructional sequences*. [Paper presentation]. Annual ABAI conference.

Iovannone, R., Blair, K. C., Crosland, K, Cividini-Motta, C., Castillo, J., & Dart, E. (2021, September). *Interdisciplinary collaboration using the Prevent-Teach-Reinforce model for children with disabilities*. [Paper presentation]. Annual FABA conference.

Annual ABAI conference.

MacNaul, H. L., Cividini-Motta, C., & Williams, K. (2020, May). *Evaluating the effect of active student responding and competition on student academic performance* [Paper presentation]. Annual ABAI conference.

Mandel, N., Cividini-Motta, C., & Schram, J. (2020, May). *A comparison of behavior-specific praise and general praise with instructive feedback* [Paper presentation]. Annual ABAI conference.

Cividini-Motta, C. (Chair). (2020, May). *Evaluations of innovative procedures aimed at improving behavior in classrooms and clinical settings* [Symposium presentation]. Annual ABAI conference.

Singer, L., Cividini-Motta, C., Blair, K. C., MacNaul, H. L. (2020, May). *A comparison of high-tech and low-tech response modalities to improve student performance and classroom behavior* [Paper presentation]. Annual ABAI conference.

Zuniga, A. N., Flores, A., & Cividini-Motta, C. (2020, May). *Using class pass intervention to decrease disruptive behavior in children with ADHD* [Paper presentation]. Annual ABAI conference.

Schram, J., Mandel, N., & Cividini-Motta, C. (2020, May). *Acquisition of non-target tacts and receptive*

MacNaul, H., Garcia, A., Livingston, C., and Cividini-Motta, C. (2018, September). *Response interruption and response redirection (RIRD): A comparison of iterations of RIRD*. Paper presented at the annual FABA conference, Bonita Springs, FL.

Cividini-Motta, C. (2017, October). Discussant. In C. Hannula (Chair). *Training caregivers and staff to implement behavioral interventions*. Symposium presented at the annual FABA conference, Daytona Beach, FL.

Cividini-Motta, C., Moore, K., Priehs, J., Fish, L., & Ahearn, W. H. (2016, September). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Florida Association for Behavior Analysis, Fort Lauderdale, FL.

Cividini-Motta, C., Moore, K., Priehs, J., Fish, L., & Ahearn, W. H. (2016, May). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Chicago, IL.

Cividini-Motta, C., Moore, K., Fish, L., Priehs, J., & Ahearn, W. H. (2015, May). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Chicago, IL.

Cividini-Motta, C., Scharrer, N., Camp, S., Sheridan, D., & Ahearn, W. H. (2015, May). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, San Antonio, TX.

Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2014, October). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2013, October). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Camp, S., Scharrer, N., & Ahearn, W. H. (2013, May 14). *A systematic comparison of commonly used echoic teaching procedures*. Paper presented at the Annual meeting of the Association of Professional Behavior Analysts, Las Vegas, NV.

Cividini-Motta, C., Moore, K., & Ahearn, W. H. (2016, September). *From public to private masturbation: An assessment of redirection procedures*. Paper presented at the Annual meeting of the Florida Association for Behavior Analysis, Fort Lauderdale, FL.

dependency. Paper presented at the Annual meeting of the Berkshire Association of Behavior Analysis and Therapy, Amherst, MA.

Cividini-Motta, C., Williford, T., Clark, K. & William, W. H. (2009, May). *Establishing joint attention responses using social stimuli as reinforcers while providing opportunities to tact*. Paper presented at the Annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

SERVICE

University Governance

CFS Governance Council Member, 8/2018 - 8/2022

USF CFS Governance Council Chair, 8/2018 - 5/2020

Service to the Profession

ABAI Tiered Model Recognition Committee Member, 1/2023- current

ABAI Accreditation Board Committee Member, 1/2023- current

Reviewer, *Behavioral Interventions*, 2014 - 2017

Reviewer, *Journal of Applied Behavior Analysis*, 2013, 2017, 2020, 2022

Reviewer, *Behavior Analysis in Practice*, 2021, 2022, 2023

Reviewer, *European Journal of Behavior Analysis*, 2021, 2022, 2023

Reviewer, *Journal of Developmental and Physical Disabilities*, 2022, 2023

Reviewer, *Journal of Behavioral Education*, 2021

Reviewer, *Perspective on Behavior Science*, 2022