

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

*Pronouns: She/her/hers*

January 2024

Department of Child and Family Studies

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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]. 3<sup>rd</sup> encontro Brasil & EUA de autismo (3<sup>rd</sup> 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