MARIA HELTON

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**EDUCATION**

**2019 Ohio State University**

Doctoral Degree, Special Education and Applied Behavior Analysis

**2016 Cleveland State University**

Specialist of Psychology, School Psychology

**2015 Cleveland State University**

Master of Arts, School Psychology

**2013 Mercyhurst University**

Bachelor of Arts, Psychology and Applied Behavior Analysis

**LICENSE AND CERTIFICATIONS**

Professional Pupil Services License-School Psychology (OH3228216)

Board Certified Behavior Analyst (#1-15-19743)

Certified Ohio Behavior Analyst (#289)

Nationally Certified School Psychologist (#49275)

**EMPLOYMENT**

2023-Present Assistant Professor and Master’s in Applied Behavior Analysis Program Director, John Carroll University

2019-2023 Positive Behavior Coordinator, Educational Service Center of Northeast Ohio (Shaker Heights City Schools)

2017-present Adjunct Professor, University of West Florida, College of Education and Professional Studies

2016-present Board Certified Behavior Analyst Field Supervisor, Private Supervision

2018-2020Instructor, Arizona State University, Mary Lou Fulton Teachers College

Spring 2019 Board Certified Behavior Analyst: Consultant, Educational Service Center of Northeast Ohio (Parma City Schools)

2016-2018 Graduate Teaching Assistant, Ohio State University

2016-2018 Board Certified Behavior Analyst Field Expereince Supervisor, Ohio State University

2015-2016 School Psychology Intern, Educational Service Center of Northeast Ohio (Shaker Heights City Schools)

2012-2014 Behavior Specialist (Intern) Monarch Boarding Academy Summer Program

2012 Behavior Technician (Intern) ABA Outreach

**PUBLICATIONS**

**Peer-Reviewed Articles**

**Helton, M. R.**, & Alber-Morgan, S. R. (2020). Improving young children’s behavior with GAMES: Group-contingency approaches for managing elementary-classroom settings. *Young Exceptional Children*, 23 (1), 24-35.

Joseph, L., Alber-Morgan, S., Amspaugh, L., Ross, K**., Helton, M.,** Konrad, M., & Davenport, C. (2019). Stop to ask and respond: Effects of a small-group self-questioning Intervention on reading comprehension performance. *Research and Practice in the Schools*, *6* (2), 27-40.

**Helton, M. R. &** Alber-Morgan, S. R. (2018). Helping parents understand applied behavior analysis: Creating a parent guide in 10 easy steps. *Behavior Analysis in Practice, 11* (4), 496-503.

**Helton, M. R.** & Ivy, J. W. (2015). A preliminary examination of a vocal generalized conditioned reinforcer. *Behavioral Interventions*, *31*(1), 62-69.

**Book Chapters**

Alber-Morgan, S. R., **Helton, M. R.**, Oif, A., & Konrad, M. (2018). Adapt curriculum tasks and materials for specific learning goals. In L. Maheady & L. Rafferty (Eds.). *HLPs for Inclusive Classrooms*. New York: Routledge.

Alber-Morgan, S. R., Konrad, M., Hessler, T., **Helton, M. R.**, & Oif, A. (2018). Identify and prioritize short- and long-term learning goals. In L. Maheady & L. Rafferty (Eds.). *HLPs for Inclusive Classrooms*. New York: Routledge.

Konrad, M., Hessler, T., Alber-Morgan, S. R., Davenport, C. A., & **Helton, M. R.** (2018). Systematically design instruction toward a specific goal. In L. Maheady & L. Rafferty (Eds.) *HLPs for Inclusive Classrooms*. New York: Routledge.

 Alber-Morgan, S., Konrad, M., Harris, B., Sulaimon, T., Telesman, A., & **Helton, M. R.** (2022). Adapt curriculum tasks and materials for specific learning goals. In L. Maheady & L. Rafferty (Eds.). *HLPs for Inclusive Classrooms 2nd Edition*. New York: Routledge.

Alber-Morgan, S. R., Konrad, M., Hessler, T., **Helton, M. R.**, & Oif, A. (2022). Identify and prioritize short- and long-term learning goals. In L. Maheady & L. Rafferty (Eds.). *HLPs for Inclusive Classrooms 2nd Edition*. New York: Routledge.

Konrad, M., Hessler, T., Alber-Morgan, S. R., Graham-Day, C., Davenport, C. A., & **Helton, M. R.** (2022). Systematically design instruction toward a specific goal. In L. Maheady & L. Rafferty (Eds.) *HLPs for Inclusive Classrooms 2nd Edition*. New York: Routledge.

**Editor Reviewed Articles**

Frato, P. & **Helton, M. R.** (2016) Strategies for success: Reading comprehension strategies in high school. *The Ohio School Psychologist, 61*(2), 8-9.

*Reprinted:* Frato, P. & **Helton, M. R.**  (2016). Strategies for success: Reading comprehension strategies in high school. *Maine Association of School Psychology Newsletter,* *61*(2), 17.

*Reprinted:* Frato, P. & **Helton, M. R.**  (2016). Strategies for success: Reading comprehension strategies in high school. *Alaska School Psychologist Association Review,* 20-22.

*Reprinted:* Frato, P. & Helton, M. R. (2018) Strategies for success: Reading comprehension strategies in high school. *Wisconsin School Psychologist Association Sentinel, 17,* 7-8.

**TEACHING EXPERIENCE**

Adjunct Professor, University of West Florida, College of Education and Professional Studies

**EDF 7437:** Measurement and Single Case Design

**EDF: 6227:** Experimental Analysis of Behavior

**EDF 7944:** Advanced Single Case Design

**EDF 6557:** Ethics in Applied Behavior Analysis

Instructor, Arizona State University, Mary Lou Fulton Teachers College

**SPE 568:** Behavioral Assessment

**SPE 569:** Research Methods in Applied Behavior Analysis

**SPE 565:** Behavior Change Systems

**SPE 566:** Applied Behavior Analysis in Inclusive Settings

**SPE 525:** Measurement and Experimental Design

Graduate Teaching Assistant, Ohio State University

**ESSPED 8832:** Advanced Applied Behavior Analysis

**ESSPED 8189:** BCBA Supervision

Graduate Teaching Assistant, Cleveland State University

**PSY 513:** Tests and Measurement in School Psychology

**RESEARCH EXPERIENCE**

**Ohio State University**

**Lead Investigator |** Conducted dissertation study *An Evaluation of Peer-Mediated Repeated Reading Combined with Self-Monitoring using Matched-Skill Peers to Increase Academic and Behavioral Achievement*

**Lead Investigator** | Conducted a single case research design study with Dr. Sheila Alber-Morgan analyzing the effects of self-monitoring on reading fluency and comprehension. My work involved creating the IRB proposal, developing the methods and procedures, creating research materials, recruiting participants, analyzing data, collecting interobserver agreement, and collecting social validity measures.

**Lead Investigator** | Conducted a single case research design study with Dr. Sheila Alber-Morgan analyzing the effects of video modeling of appropriate coping strategies for students who are deaf/hard of hearing. My work involved creating the IRB proposal, developing the methods and procedures, creating research materials, recruiting participants, analyzing data, collecting interobserver agreement, and collecting social validity measures.

**Co-Investigator** | Conducted a single case research design study with Dr. Sheila Alber-Morgan analyzing the effects of response cards containing content applied questions on post lecture performance quizzes in a college classroom. My work involved creating materials, grading student quizzes, analyzing data, collecting interobserver agreement and procedural integrity data, and collecting social validity measures.

**Co-Investigator** | Conducted a single case research design study with Drs. Sheila Alber-Morgan, Moira Konrad, and Theresa Hessler analyzing the effects of GO 4 IT….NOW! strategy instruction on expository writing skills of students with disabilities. My work involved assisting with data collection and analyzing data.

**Co-Investigator** | Conducted a single case research design study with Drs. Sheila Alber-Morgan, Moira Konrad, and Laurice Joseph analyzing the effects of self-questioning on reading comprehension of 5th grade students at risk for reading failure. My work involved assisting with the development of methods and procedures, conducting preassessments, constructing passages and quizzes, collecting data, and analyzed data.

**Research Assistant** | Under the supervision of Drs. Nancy Neef and Jonathon Ivy conducted a single case research design study analyzing the effects of a second-order lag-based intervention on leisure activity response. My work involved creating research materials, analyzing data, and collecting interobserver agreement data.

**Co-advisor** | Along with Dr. Sheila Alber-Morgan, I co-advised a Master thesis which investigated the effects of self-monitoring and recruiting teacher feedback on prevocational skills. My work as a co-advisor involved assisting the student with the development of their methods and procedures, assisting with interobserver agreement data, and assisting with analyzing data.

**Co-advisor** | Along with Dr. Sheila Alber-Morgan, I co-advised a Master thesis focused on using a tactile prompt to self-monitor targeted behaviors. My work as a co-advisor involved assisting the student with the development of their methods and procedures, assisting with interobserver agreement data, and assisting with analyzing data.

**Cleveland State University**

**Research Assistant** | Under the supervision of Drs. Amanda Yurick and Anthony Menendez conducted a single case research design study analyzing the effects of Scott Foresman Early Reading Intervention (Sidewalks) on the development of early reading skills. My work involved conducting sessions with participants and assisting with analyzing data.

**Research Assistant** | Under the supervision of Drs. Amanda Yurick and Anthony Menendez conducted a single case research design study analyzing the effects of guided notes and classroom quizzes on academic performance in the college classroom. My work involved creating lecture slides, guided notes, and quizzes, collecting treatment integrity data, analyzing data, and collecting social validity data.

**Mercyhurst University**

**Co-Investigator** | Conducted a single case research design study with Dr. Jonathan Ivy analyzing the effects of a vocal conditioned generalized reinforcer on math performance of elementary aged students. My work involved assisting with developing the methods and procedures for the study, creating materials, conducting preference assessments, conducting sessions, and analyzing data.

**Co-Investigator** | Conducted a single case research design study with Dr. Jonathan Ivy analyzing the effects of reinforcer class size in a token economy on math fact performance. My work involved assisting with developing the methods and procedures for the study, creating materials, conducting preference assessments, conducting sessions, and analyzing data.

**CONFERNCE PRESENTATIONS**

**Helton, M. R**., Gist, C. (June 2019) *Consulting in the Classroom: Assisting teachers with the implementation of group contingencies.* Invited Presentation, Milestones National Autism Conference, Cleveland, Oh

Williams, N., **Helton, M. R.,** Gist, C. (June 2019). *Ethical issues in applied behavior analysis.* Panel Presentation, Milestones National Autism Conference, Cleveland, Oh

**Helton, M., R.** Telesman, A. O. Konrad, M., Alber-Morgan, S. R.  (May 2019) *Effects of peer-mediated repeated reading with self-monitoring on reading achievement and academic engagement.* Paper Presentation at the Association for Behavioral Analysis International Annual Convention, Chicago, IL

Curits, L., Taylor, J., **Helton, M. R.** (May 2019). *Effects of video-modeling on appropriate coping strategies for students who are deaf or hard of hearing.* Poster Presentation the Association for Behavioral Analysis International Annual Convention, Chicago, IL

**Helton, M. R.,** Telesman, A. O. Konrad, M., Alber-Morgan, S. R. (November 2018).*Combining an academic and behavioral intervention to increase achievement for urban learners.* Paper presentation at the International Conference on Urban Education Biennial Conference, Nassau, Bahamas

**Helton, M.,** Amspaugh, L. A., Bruno, A., Williams, N., Ross, K. M., Morgan, S. R.,...Konrad, M. (May, 2018). *Effects of prompt fading across two reading comprehension interventions with diverse learners.* Paper presentation at the Association for Behavioral Analysis International Annual Convention, San Diego, CA

Fein, L., Rouse-Billman, C., **Helton, M.,** Alber-Morgan, S. (May 2018). *The effects of self-monitoring and recruiting teacher attention on pre-vocational skill.* Poster presentation at the Association for Behavioral Analysis International Annual Convention, San Diego, CA

Kent, S. Barry, L., **Helton, M.** (May 2018). *The effects of video-modeling on on-task behavior for students with emotional/behavioral disorders during independent writing.* Poster presentation at the Association for Behavioral Analysis International Annual Convention, San Diego, CA

Alber-Morgan, S. & **Helton, M. R.** (April 2018)*Teaching Reading Comprehension Strategies to Students with Disabilities using Self-Monitoring and Systematic Prompt Fading.* Paper Presentation at the Ohio Association for Behavior Analysis Annual Conference, Columbus, Ohio.

**Helton, M. R. &** Telesman, A. O. (April 2018). *Effects of Self-Monitoring and Paired Repeated Reading on Academic Engagement and Reading Achievement.* Poster Presentation at the Ohio Association for Behavior Analysis Annual Conference, Columbus, Ohio.

Curtis, L., Taylor, J. & **Helton, M. R.,** (April 2018). *Effects of Video-Modeling on the Use of Coping Strategies for Students who are Deaf and Hard of Hearing.* Poster Presentation at the Ohio Association for Behavior Analysis Annual Conference, Columbus, Ohio.

**Helton, M. R.,** Oif, A., Criss, C., Alber-Morgan, S., Konrad, M., & Hessler, T. (February 2018). *Increasing Academic Engagement and Achievement Through a Tier 2 Intervention.* Poster Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.

Amspaugh, L., Ross, K., **Helton, M., R.,** Joseph, L., Alber-Morgan, S., Konrad, M. (February 2018). *Effects of a Tier 2 Self-Questioning Reading Comprehension Strategy.* Paper Presentation at the Association of School Psychologists Annual Convention, Chicago, IL.

Bruno, A. Ross, K., Amspaugh, L., **Helton, M. R**. Joseph, L., Alber-Morgan, S., Konrad, M. (February 2018). *Publish or Perish: Productivity Interventions for Graduate Students.* Poster Presentation at the Association of School Psychologists Annual Convention, Chicago, IL.

Davenport, C., Amspaugh, L. Ross, K., **Helton, M.** Joseph, L., Alber-Morgan, S. (February 2018). *Improving Urban 5th Graders’ Reading Comprehension Skills Using Self-Questioning.* Poster Presentation at the Council for Exceptional Children Annual Conference, Tampa, FL.

Ross, K., Amsbaugh, L., **Helton, M. R.,** Davenport, C., Alber-Morgan, S., Joseph, L., & Konrad, M. (August 2017).  *Self-Questioning Strategies to Improve Reading Comprehension in an Urban School.* Poster Presentation at the American Psychological Association Annual Convention, Washington D.C.

**Helton, M. R. &** Alber-Morgan, S. (April 2016). *Improving Young Children’s Behavior with GAMES: Group-contingency Approaches for Managing Early-childhood Settings***.** Paper Presentation at the Ohio Association for Behavior Analysis Annual Conference, Columbus, Ohio.

**Helton, M. R.,** Ross, K., Amsbaugh, L., Davenport, C., Alber-Morgan, S., Joseph, L., & Konrad, M. (April 2017).  *Improving Urban 5th Graders’ Reading Comprehension Skills Using Self-Questioning.* Poster Presentation at the Ohio School Psychologists Association Annual Spring Conference, Columbus, Ohio.

**Helton, M. R. &** Alber-Morgan, S. (October 2016). *Improving Young Children’s Behavior with GAMES: Group-contingency Approaches for Managing Early-childhood Settings***.** Poster Presentation at the Ohio Department of Education PBIS Showcase, Wilmington, Ohio.

Yurick, A. L. & **Helton, M. R.** (May 2016).*The Effects of Active Student Response Strategies on the Quiz Scores of Students Enrolled in a University Special Education Methods Course***.** Poster Presentation at the Association for Behavioral Analysis International Annual Convention Chicago, Illinois

**Helton, M. R.,** Kazmeriski, K., Truong, J., Elias, L.& Frato, P.(February 2016). *Combining Antecedent and Consequence Interventions to Maximize Oral Reading Fluency.* Poster Presentation at the National Association of School Psychologists Annual Convention New Orleans, Louisiana

**Helton, M. R.** & Ivy, J. W. (2013). *A Preliminary Evaluation of a Vocal Conditioned Generalized Reinforcer.* Paper Presentation at Sigma Xi Undergraduate Research Conference Erie, Pennsylvania

**Helton, M. R.** & Ivy, J. W. (2013). *A Preliminary Evaluation of a Vocal Conditioned Generalized Reinforcer.* Paper Presentation at Western Pennsylvania Undergraduate Psychology Conference Erie, Pennsylvania

**WORKSHOPS**

**Helton, M. R.,** Gist, C., & Williams, N. (2018)*Conducting Functional Behavior Assessments and Creating Behavior Intervention Plans.* The Ohio State University, Columbus, Ohio.

**Helton, M. R.** & Alber-Morgan, S. (2017). *Improving Young Children’s Behavior with GAMES: Group-contingency Approaches for Managing Elementary Settings.*Association for Behavioral Analysis International Annual Convention in Denver, Colorado.

**HONORS AND AWARDS**

2018  College of Education and Human Ecology Graduate Dissertation Research Fellowship

2017 The Cooper, Heron, and Heward Graduate Scholarship

**PROFESSIONAL SERVICE**

**Guest Journal Reviewer**

2017 Journal of Behavioral Education

             Remedial and Special Education

**Book Chapter Reviewer**

2017   High Leverage Practices for Inclusive Classrooms

     Chapter 16: Use Explicit Instruction

Chapter 21: Teach Students to Maintain and Generalize New Learning Across Time and Settings

**Proposal Review Committee**

2018 Student Research Forum

Reviewed student research proposals for the EHE Student Research Forum

Provided feedback and suggestions regarding acceptance or rejection

**Professional Organizations**

2018 The Ohio Association for Behavior Analysis Professional Standards Committee

Reviewed research proposals for the Spring Annual Conference

Provided feedback and recommendations for acceptance or rejection