

Tamara J. Marder, Ph.D., BCBA-D

CURRICULUM VITA

tmarder1@jhu.edu

EDUCATION

- Ph.D. **School Psychology.** Lehigh University, College of Education, Bethlehem, PA (2002)
- M.S.Ed **Psychological Services.** University of Pennsylvania, Graduate School of Education, Philadelphia, PA (1994)
- B.S. **Psychology.** Religion Studies (minor). Jewish Studies Certificate. University of Pittsburgh, Pittsburgh, PA (1993)

LICENSURE AND CERTIFICATION

Licensed Psychologist, State of Maryland, #04031, 2005-present

Board Certified Behavior Analyst-Doctoral (BCBA-D) #1-07-3304, 2007-present

PROFESSIONAL EXPERIENCE

- 2016-present **Associate Professor**, Department of Innovative Teaching & and Leadership, School of Education, Johns Hopkins University
Faculty Lead, Special Education Program (2022-present)
Faculty Lead, Applied Behavior Analysis Programs (2013 – present)
Affiliated Faculty Member, Center for Safe and Healthy Schools, School of Education (2019-present)
Affiliated Faculty Member, Wendy Klag Center for Autism and Developmental Disabilities, Johns Hopkins Bloomberg School of Public Health (2014-present)
- 2012-2016 **Assistant Professor**, Johns Hopkins University, School of Education
- 2011-2012 **Instructor**, Johns Hopkins University, School of Education
- 2008-2011 **Faculty Associate**, Johns Hopkins University
- 2010-2011 **Director**, Autism and Behavioral Services Program, Achieve , Falls Church, VA
- 2006-2010 **Director**, Autism Outreach and Consultation Services, Ivymount Outreach Programs, Inc., Ivymount School, Rockville, MD
- 2001-2006 **Director**, Autism Program, Ivymount School, Rockville, MD
- 2000-2001 **Clinical Specialist II**, Department of Behavioral Psychology, Neurobehavioral Outpatient Clinic Kennedy Krieger Institute, Baltimore, MD
- 1999-2000 **Pre-Doctoral Intern**, Department of Behavioral Psychology Kennedy Krieger Institute and Johns Hopkins University School of Medicine, Baltimore, MD
- 1997-1999 **Director/Research Scientist**, Community Choices, Adult Training Facility and Older

Adult Day Program, Lehigh University, Bethlehem, PA.

- 1996-1997 **Managing Director/Research Scientist**, Community Choices, Adult Training Facility and Older Adult Day Program, Lehigh University, Bethlehem, PA.
- 1995-1996 **Trainee**, TU.S. Department of Education Severe Disabilities Training Grant, “*Training School Psychologists in Assessment and Intervention for Students with Severe Disabilities*”, Lehigh University, Bethlehem, PA.
- 1994-1995 **Intern**, Children’s Seashore House, Biobehavioral Unit, University of Pennsylvania School of Medicine
- 1994- 1995 **Editorial Assistant**, Journal of Applied Behavior Analysis

GRANTS

- Marder, T.**, (2022-2023). Johns Hopkins University School of Education (JHUSOE) First Year Training Applied Behavior Analysis (ABA) for Educators in Frederick County Public Schools/Maryland Public Schools. Amount: \$ 61,570.00. (Role: PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).
- Marder, T.**, (2021-2022). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Educators Eastern Shore and other Maryland Public Schools. Sponsored by the Maryland Department of Education. Amount: \$ 57,000.00. (Role: PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).
- Marder, T.**, (2021-2022). Johns Hopkins University School of Education (JHUSOE) Certificate in Applied Behavior Analysis for Special Educators in Maryland Public Schools - Continuation of Funding for Practicum Experience. Sponsored by the Maryland Department of Education. Amount: \$15,743.00. (Role: PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 5%).
- Marder, T.**, & Pas, E. (1/15/2020-6/14/2020). Collaborative Discovery to Address Educational Inequity for Students with Autism: A Path to Improve Quality Training for Educators. Funded by JHU Alliance for a Healthier World. Amount: \$20,000.00. (Role: Co-Principal Investigator responsible for project management, lead the IRB submission, co-lead meetings with Dr. Pas, supervise the SOE-hired graduate student research assistant, oversee recruiting and interviewing logistics, interview paraprofessionals, engage in data coding and synthesis, and share back data to stakeholder; 5%).
- Marder, T.**, (2020-2021). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Educators Eastern Shore and other Maryland Public Schools. Sponsored by the Maryland Department of Education. Amount: \$ 54,433.00. (Role: PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).
- Marder, T.**, (2020-2021). Johns Hopkins University School of Education (JHUSOE) Certificate in Applied Behavior Analysis for Special Educators in Maryland Public Schools - Continuation of Funding for Practicum Experience. Sponsored by the Maryland Department of Education. Amount: \$29,439.00. (Role: PI-responsible for coordinating faculty, advising enrolled

students, responsible for data collection and writing interim and final reports; 5%).

Marder, T., & Pas, E. (1/15/2020-6/14/2020). Collaborative Discovery to Address Educational Inequity for Students with Autism: A Path to Improve Quality Training for Educators. Funded by JHU Alliance for a Healthier World. Amount: \$20,000.00. (Role: Co-Principal Investigator responsible for project management, lead the IRB submission, co-lead meetings with Dr. Pas, supervise the SOE-hired graduate student research assistant, oversee recruiting and interviewing logistics, interview paraprofessionals, engage in data coding and synthesis, and share back data to stakeholder; 5%).

Marder, T., (2019-2020). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Educators in Maryland Public Schools. Sponsored by the Maryland Department of Education. Amount: \$ 44,836.00. (Role: PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).

Marder, T., (2019-2020). Johns Hopkins University School of Education (JHUSOE) Certificate in Applied Behavior Analysis for Special Educators in Baltimore City Public Schools - Continuation of Funding for Practicum Experience. Sponsored by the Maryland Department of Education. Amount: \$22,418.00. (Role: PI--responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 5%).

Marder, T., & deBettencourt, L. U. (2018-2019) Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Special Educators in Baltimore City Public Schools. Sponsored by the Maryland Department of Education. Amount: \$46,479.00. (Role: Co-PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports).

Marder, T., & deBettencourt, L. U. (2018-2019). Certificate in Applied Behavior Analysis for Special Educators in Baltimore City Public Schools-Continuation of Funding for Practicum Experience. Sponsored by the Maryland Department of Education. Amount: \$40,494.00. (Role: Co-PI--responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports).

Marder, T., & deBettencourt, L. U. (2017-2018). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Special Educators in Baltimore City Public Schools. Sponsored by the Maryland Department of Education. Amount: \$42,684.00. JHU Award # 180554 (Role: Co-PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).

Marder, T., & deBettencourt, L. U. (2017-2018). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Special Educators in Prince Georges County - Continuation of Funding for Practicum Experience/Professional Learning Priority. Sponsored by the Maryland Department of Education. Amount: \$25,494.00. (Role: Co-PI--responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).

Marder, T., & deBettencourt, L. U. (2016-2017). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Special Educators in Prince Georges County Public Schools. Sponsored by the Maryland Department of Education. Amount:

\$21,879.00. JHU Award # 124082 (Role: Co-PI-responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 5%).

Marder, T., & deBettencourt, L. U. (2016-2017). Johns Hopkins University School of Education (JHUSOE) certificate in Applied Behavior Analysis for Special Educators - Continuation of Funding for Practicum Experience/Professional Learning Priority. Sponsored by the Maryland Department of Education. Amount: \$29,205.00. JHU Award # 124084 (Role: Co-PI--responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).

Marder, T., & deBettencourt, L. U. (2015-2016). Certificate in the Applied Behavior Analysis (ABA). Sponsored by the Maryland Department of Education. Amount: \$80,000. JHU Award # 164476 (Role: Co-PI--responsible for coordinating faculty, advising enrolled students, responsible for data collection and writing interim and final reports; 10%).

Marder, T., & deBettencourt, L. U. (2014-2015). Certificate in the Applied Behavior Analysis (ABA). Sponsored by the Maryland Department of Education. Amount: \$57,852.00. JHU Award # 154890. (Role: Co-PI-responsible for coordinating faculty, advising enrolled students, supervising program coordinator, responsible for data collection and writing interim and final reports; 10%).

Marder, T., (2014-2015). Autism Hybrid Graduate Certificate Program. Sponsored by the Maryland Department of Education. Award # 154218. Amount: \$126,174.00. (Role: PI- responsible for coordinating faculty, advising enrolled students, supervising program coordinator, responsible for data collection and writing interim and final reports; 15%).

Marder, T., & deBettencourt, L. U. (2013-2014). Certificate in Applied Behavior Analysis (ABA). Sponsored by the Maryland Department of Education. Amount: \$95,311.00. JHU Award # 144424. (Role: Co-PI--responsible for coordinating faculty, advising enrolled students, supervising program coordinator, responsible for data collection and writing interim and final reports; 10%).

Marder, T., (2013-2014). Autism Hybrid Graduate Certificate Program. Sponsored by the Maryland Department of Education. Amount: \$124,575.00. JHU Award # 144420. (Role: PI-responsible for coordinating faculty, advising enrolled students, supervising program coordinator, integral to data collection and writing interim and final reports; 15%).

deBettencourt, L. U. (2011-2013). Autism Training for Early Childhood Professionals in Maryland Sponsored by the Maryland Department of Education. Amount: Approximately \$154,000/per year. JHU Award # 124379 and 113050. (**Marder, T.** Role: Program Coordinator, responsible for data collection and writing drafts of interim and final reports).

PUBLICATIONS

Publications-Under Submission

Budavari, A.C., **Marder, T.**, Azad, G.A, & Pas, E.T. (2023). Burnout and Self-Efficacy Among Paraprofessionals Working with Students with Autism Spectrum Disorder (ASD): Before and During the COVID-19 Pandemic [Manuscript submitted for publication]. School of Education and Bloomberg School of Public Health, Johns Hopkins University.

Publications-Peer Reviewed Journals

- Fraser, D. W., **Marder, T. J.**, deBettencourt, L. U., Myers, L. A., Kalymon, K. M., & Harrell, R.M. (2019). Using a virtual reality environment to train special educators working with students with autism spectrum disorder to implement discrete trial teaching. *Focus on Autism and Other Developmental Disabilities*. <https://doi.org/10.1177/1088357619844696>.
- Marder, T.** & deBettencourt, L.U. (2015). Teaching students with ASD using evidence-based practices: Why is training critical now? *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 3, 5-12.
- Marder, T. J.** & deBettencourt, L.U. (2012). Using a hybrid model to prepare special educators to teach students identified with ASD. *Rural Special Education Quarterly*, 31(3), 12-23.
- Kern, L., **Marder, T. J.**, Boyajian, A., Elliot, C. M., & McElhattan, D. (1997). Augmenting the independence of self-management procedures by teaching self-initiations across settings and activities. *School Psychology Quarterly*, 12, 23-32.
- Kern, L., & **Marder, T. J.** (1996). A comparison of simultaneous and delayed reinforcement of food acceptance in a selective eater. *Journal of Applied Behavior Analysis*, 29, 243-246.
- Kern, L., Mauk, J. E., **Marder, T.J.**, & Mace, F. C (1995). Functional analysis and treatment of breath holding. *Journal of Applied Behavior Analysis*, 28, 339-340.

Book Chapters

- Cole, C. L., **Marder, T. J.**, & McCann, L. (2000). Self-monitoring. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting school assessments of behavior: A practical guide*. New York, Guilford Publications.

Publications-Nonrefereed Journals

- Marder, T.** & Fraser, D. (2012). Evidence-based practice for special educators teaching students with autism. *New Horizons for Learning*, 10. <http://education.jhu.edu/PD/newhorizons/Journals/specialedjournal/MarderandFraser>.
- Marder, T. J.** (2010). Understanding Challenging Behaviors. *Washington Jewish Week*.
- Marder, T.J.** (2008). Coping with Challenging Behaviors. *Washington Parent*.
- Marder, T. J.**, Hoffman, M. E. (2008). Getting Started: Toilet Training for Children with Autism. *Washington Parent*.
- Marder, T. J.**, (2007). Autism Spectrum Disorders: Choosing the Best Treatment. *Washington Parent*.
- Marder, T. J.** (2005). Early Signs of Autism. *All Kinds of Kids: Washington Parent*.

PRESENTATIONS

Professional Conference Presentations

- Curhan Budvari, L., Pas, E., **Marder, T. J.** (2022). Evidence-Based Practice Use Among Paraprofessionals Working with Students with ASD. Presented at Association of Positive

Behavior Supports. April 15th 2022.

Marder, T. J. (2022). *Becoming the More-Than-Competent Supervisor*. Presented at the Center for Autism and Related Disorders (CARD) 20th Annual Autism Conference, online, Baltimore, MD

Pas, E., & **Marder, T. J.** (2020). *Improving Quality Training of Educators Serving Youth with Autism*. Presented at the Wendy Klag Center November Chalk Talk, JHU School of Public Health (JHSPH), online, Baltimore, MD.

Johnson, L.J., Caruso-Anderson, M., Kaminski, B.J., Clem, J.M., **Marder, T.J.**, Mittermaier, D., Williams, C., and Jackson, J. (2019) ABAI EXPO 2019: District of Columbia Association for Behavior Analysis Inaugural Year, Poster at the 45th Annual Convention of the Association for Behavior Analysis International, Chicago, Illinois, May 23-27, 2019.

Vera, R. & **Marder, T. J.** (2015). *Behavioral Skills Training and Feedback from Video Observation for Prospective*. Presented at the Wendy Klag Center for Autism & Developmental Disabilities Symposium: Learning about Autism from Studies Big and Small, Baltimore, MD.

Majoros, S. B. & **Marder, T. J.** (2015). *The Use of Rapid Motor Imitation Antecedent to Develop Vocal Responding in Young Children Diagnosed with Autism*. Presented at the Wendy Klag Center for Autism & Developmental Disabilities Symposium: Learning about Autism from Studies Big and Small, Baltimore, MD.

Marder, T. J., & Fraser, D. (2014). *Identifying, Implementing, and Analyzing the Effectiveness of Evidence-Based Practices*. Facilitated discussion presented at OCALICON, Columbus, OH.

Marder, T. J., Fraser, D., & deBettencourt, L. U. (2014). *Johns Hopkins University School of Education's Post Master's Certificate in Applied Behavior Analysis*. Paper presented at the Council for Exceptional Children Teacher Education Division Conference, Indianapolis, IN.

Fraser, D., & **Marder, T. J.** (2014). *Using a hybrid model to prepare educators to teach students identified with ASD*. Paper presented at the Council for Exceptional Children Division on Autism and Developmental Disabilities Conference, Clearwater Beach, FL.

Marder, T. J., & Fraser, D. (2013). *Johns Hopkins University School of Education's Post Master's Certificate in Applied Behavior Analysis*. Poster presented at the Maryland Association for Behavior Analysis Conference (MABA), Baltimore, MD.

Fraser, D., **Marder, T. J.**, & deBettencourt, L. U. (2013). *A hybrid model for teachers of students with Autism: Using web enhanced and online instruction*. Paper presented at the Council for Exceptional Children Teacher Education Division, Fort Lauderdale, FL.

Marder, T. J., & Holt, S. E. (2007). *A model for training staff to be successful instructors in an ABA autism program*. Workshop presented at the 25th Annual Issues in Autism Conference (COSAC), Atlantic City, NJ.

Marder, T. J., Holt, S., Beattie, A., Clark, C., Hoffman, M., & Kampf, J. (2007). *The Ivymount Autism Program: An evidence-based model to teach students with autism*. Poster presented at the Association for Behavior Analysis International 2007 Autism Conference, Boston, MA.

Marder, T. J., Holt, S., & Clark, C., & Kampf, J. (2006). *Using an intensive staff training model for a*

- center-based autism program*. Poster presented at the 32nd annual conference for the Association for Behavior Analysis, Atlanta, GA.
- Koutoulakos, A., McWethy, J., Siddiqui, A., Holt, S., & **Marder, T. J.** (2006). *A model for applied behavior analysis in a center-based program*. Poster presented at the 2nd annual conference for the Virginia Association for Behavior Analysis, Harrisonburg, VA.
- Marder, T. J.,** Holt, S., & Clark, C., (2005). *A model for training staff to be successful instructors in an ABA autism program*. Workshop presented at the 4th annual conference for the Organization for Autism Research, Arlington, VA.
- Marder, T. J.,** Holt, S., & Clark, C., & Kampf, J. (2005). *Using an intensive staff training model for a center-based autism program*. Poster presented at the 8th annual conference for the Maryland Association for Behavior Analysis, Baltimore, MD.
- Angello, L. M., Clark, C., **Marder, T. J.,** & Holt, S., (2005). Home consultation services for families of the Ivymount Autism Program: An extension of the center-based program addressing behavior, skill acquisition and generalization. In L. Meyer (Chair), *Service Delivery Models for Children with Autism Spectrum Disorders and their Families: Providing Services Across Home, Community and School Settings*, symposium presented at the 31st annual conference of the Association of Applied Behavior Analysis, Chicago, IL.
- Angello, L. M. Beattie, A., Kuperstein, S., **Marder, T. J.,** & Barbin, J. M. (2005). *Supplementing brief functional analysis data to ameliorate invalid hypotheses regarding response function*. Poster presented at the 31st annual conference for the Association for Behavior Analysis, Chicago, IL.
- Angello, L. M., Dougherty, M., McIntyre, S., Laber, J. S., Holt, S., & **Marder, T. J.** (2003). *The Ivymount Autism Program: Using applied behavior analysis in a functional life skills curriculum*. Poster presented at the 6th annual conference for the Maryland Association of Behavior Analysis, Baltimore, MD.
- Marder, T. J.,** Angello, L. M., & Barbin, J. (2003). *Long-term effects of a DRO on multiple topographies of ritualistic behaviors: Maintaining change in the desired direction after removal of the DRO*. Poster presented at the 6th annual conference for the Maryland Association for Behavior Analysis, Baltimore, MD.
- Marder, T. J.,** Cole, C. L., McIntyre, S., & Kravic, E. (2003). *Choice as a treatment for escape maintained behavior*. Poster presented at the 29th annual conference for the Association for Behavior Analysis, Toronto, Canada.
- Marder, T. J.,** Cole, C. L., McIntyre, S., & Yeboah, Y. (2003). *Antecedent effects of choice and preference on escape maintained behavior*. Poster presented at the 29th annual conference for the Association for Behavior Analysis, Toronto, Canada.
- Marder, T. J.,** Kurtz, P. F., Tarbox, R., Mandal, R. L., McCurdy, E., O'Connor, J. T., & Benoit, D. (2001). *Generalization of functional analysis based treatment effects in children with destructive behavior*. Poster presented at the 27th annual conference for the Association for Behavior Analysis, New Orleans, LA.

Scruggs, J. C., Wilke, A. E., **Marder, T. J.**, Crockett, J. L., & Hagopian, L. P. (2000). *From happy and loud to just plain happy: An analysis of the selective effects of punishment targeting screaming associated with positive affect*. Poster presented at the 26th annual conference for the Association for Behavior Analysis, Washington, DC.

Marder, T.J. & Cole, C.L. (1999). *Determining the antecedent effects of choice making on escape-maintained behavior*. Poster presented at the 25th annual conference for the Association for Behavior Analysis, Chicago, IL.

Cole, C.L., **Marder, T.J.**, McCann, L.J. (1998). *Mental retardation: Practical interventions to empower and motivate*. Training presented at Valley Youth House, Bethlehem, PA.

Cooper, K., & **Marder, T.J.** (1997). *Innovative techniques for training staff to use self- management and choice in community settings*. Presented at the Young Adults Institute, New York, NY.

Cooper, K., & **Marder, T.J.** (1996). *Converting adult day programs into community-based services*. Presented at the Association of Persons for Supported Employment, Carlisle, PA.

Elliot, C., Kern, L., **Marder, T.J.**, & Boyajian, A. (1996). *Teaching a child with autism to independently initiate use of a self management procedure in multiple settings*. Poster presented at the 22nd annual conference for the Association for Behavior Analysis, San Francisco, CA.

Boyajian, A. E., Kern, L., **Marder, T. J.**, & Elliot, C. M. (1996). *Increased independent use of self-management in the classroom*. Poster presented at the 22nd annual conference for the Association for Behavior Analysis, San Francisco, CA.

Marder, T.J. (1996). *Positive behavior management*. Presented at the Lehigh Valley Supports Coalition "I Belong Here" Conference, Allentown, PA.

Cole, C. L., Hoff, K., Miller, D.N., **Marder, T.J.**, & Pitts, R. (1996). *Developing easy-to-use self-managed strategies for students with emotional and behavior challenges*. Workshop presented at the annual conference for the National Association of School Psychologists, Atlanta, GA.

Marder, T. J. & Kern, L. (1995). *A comparison of two treatments for reducing food refusal and self-injury*. Poster presented at the 21st annual conference for the Association for Behavior Analysis, Washington, DC.

Kern, L., Mauk, J. E., & **Marder, T. J.** (1995). *Functional analysis and interventions for apnea*. Poster presented at the 21st annual conference for the Association for Behavior Analysis, Washington, DC.

Professional Workshops

Marder, T. J., (2018, August). What *really* is Applied Behavior Analysis (ABA)?. Keynote Address presented Howard County Public Schools' Department of Special Education Professional Learning Day, Fulton, MD.

Marder, T. J., (2015, October). *Understanding Reinforcement: It's Not Just M&Ms*, Workshop presented at the RISE for Autism Third Annual Conference, Linthicum, MD.

- Marder, T. J. (2015, February). *Overview of Autism and Evidence-Based Practices*. Workshop presented at Jewish Foundation for Group Homes, Rockville, MD.
- Marder, T.J. & Fraser, D (2014, April). *Effective Strategies for Problem Behaviors*. Workshop presented at Montgomery County Public Schools Special Education Summit, Rockville, MD.
- Marder, T.J. (April to May 2013). *Identifying and Addressing Challenging Behaviors*. Carl Sandburg Learning Center, Montgomery County Public Schools, Rockville, MD.
- Marder, T. J. (2010, April). *Applied Behavior Analysis (ABA) What is it?* Autism Training Seminar, Montgomery College, Rockville, MD. Sponsored by Montgomery College, Madison House Foundation, and the Montgomery County Department of Health and Human Services Aging and Disability Services.
- Marder, T. J. (2009, November). *Understanding Autism: How To Address the Challenges*. Professional development workshops presented to the staff of the Montgomery Child Care Association, Rockville, MD
- Marder, T. J. (2009, June). *Autism: Meeting the Challenges, Assessment and Intervention*. Workshop presented to the Mental Health Association In Talbot County, Easton, MD.
- Marder, T. J. (2009, April). *An Introduction to Applied Behavior Analysis*. Workshop presented for Center for Autism Spectrum Disorders, Children's National Medical Center, LEND Program, Rockville, MD.
- Marder, T. J. (2007, December). *Measuring Outcomes: Why and How are Data Collected and Graphed? and An Overview of Challenging Behaviors: Why Behaviors Occur and What are the Specific Treatments?* Workshop presented at John Burroughs Elementary School, District of Columbia Public Schools, Washington, DC.
- Marder, T. J. (2007, November). *An Overview of Autism Spectrum Disorders and An Introduction to Applied Behavior Analysis (ABA)*. Workshop presented at John Burroughs Elementary School, District of Columbia Public Schools, Washington, DC.
- Marder, T. J., & Clark, C. (2005). *What is autism? An overview of diagnosis, history, and treatment*. Presented at the Jewish Community Center, Gerber Adult Seminars, Science and Technology, Rockville, MD.

OTHER MEDIA

Podcasts

- Marder, T. J. (Guest). (2020, September). University Series 026 JHU Post Master's Program [Audio podcast episode]. In Operant Innovations (Host).
<https://anchor.fm/operantinnovations/episodes/University-Series-026---Johns-Hopkins-University-Post-Masters-Program-ek0mq8/a-a3ab5pd>

TEACHING, ADVISING, AND MENTORING

Courses Taught

- 873.601 Introduction to Applied Behavior Analysis and Special Education

873.605 Ethics and Professional Conduct for Behavior Analysts
 873.606 Applications of ABA in the Classroom
 873.610 ABA Practicum I
 873.611 ABA Practicum II
 877.551 Survey of Autism and Other Pervasive Developmental Disorders (online)
 877.553 Classroom Programming for Students with Autism (online)
 877.810 Induction Internship Severe Disabilities

Student Advising

Doctoral Dissertation Committee Chair-Completed:

Heather Whiteside	May 2020
Penelope Johnson	December 2020
Dawn Fraser	May 2015

Doctoral Dissertation Committee Member-Completed:

Melissa Armstrong	December 2019
Caitlin Gosnell	December 2017
Kathleen Wilson	May 2017
Yolanda Langhorne	May 2016
Monique Green	May 2014

Masters Students Advanced Graduate Projects-Completed:

Haley Fournier	Spring, 2022
Hannah Chow	Fall, 2021
Chi Baik-Un	Spring, 2021
Chelsea Haslup	Spring, 2021
Emily Fleisher	Spring, 2021
Gillian Kramer	Spring, 2021
Megan Nubel	Spring, 2021
Maddy Levy	Fall, 2020
Kennedy Citro	Spring, 2020
Kayla Derby	Spring, 2020
Lindsay Iuppa	Spring, 2020
Devin Blackwell	Spring, 2019
Katherine Dobinski	Spring, 2019
Mackenzie Brown	Spring, 2019
Leslie Gray	Spring, 2019
Jia Wang	Fall, 2018
Deeannah Taylor	Fall, 2018
Jamie Friedrich	Fall, 2018
Gabrielle Joseph	Spring, 2018
Elyse Conigliaro	Spring, 2018
Kathleen Temple	Fall, 2017
Andrea Samlin	Spring, 2017
Kathryn Henry	Spring, 2017
Morgan Kelly (Lyons)	Spring, 2017
Grace Dimond	Fall, 2016
Mary Geiser	Fall, 2016

SERVICE
Johns Hopkins University

Curriculum and Policy Committee, Johns Hopkins University, School of Education, 2012-2014, 2022-present
Special Education Faculty Search Committee, Johns Hopkins University, School of Education, 2020-21
Teacher Educator Project Committee, Johns Hopkins University, School of Education, 2020
Faculty Evaluation Advisory Board, Johns Hopkins University, School of Education, 2018-19
School Safety Collaborative, Johns Hopkins University, School of Education, 2018-19
Co-chair, Student Academic Affairs Committee, Johns Hopkins University School of Education, 2015-18
Student Academic Affairs Committee, Johns Hopkins University School of Education, 2014-2015
Committee on Assessment and Program Improvement, Johns Hopkins University School of Education, 2012-14
Committee on Diversity & Civility, Johns Hopkins University, School of Education, 2011-2012

Profession

Editorial and Review Activities

Reviewer, *Teacher Education and Special Education*, 2011-present
Reviewer, Johns Hopkins University Press, 2020
Reviewer, Brookes Publishing Company, 2017-2018
Guest Editor, Special Issue on Autism, *Teacher Education and Special Education*, 2014-2015
Reviewer, National Professional Development Center on Autism Spectrum Disorders, 2012
Guest Reviewer, *Hellenic Journal of Psychology*, 2014
Guest Reviewer, *Journal of Early and Intensive Behavior Intervention*, 2006-2007
Guest Reviewer, *Journal of Applied Behavior Analysis*, 2000

Membership and Leadership

President Elect, Maryland Association for Behavior Analysis, 2020-2023
Member, Behavior Analysis Special Interest Group on Supervision (BASIGS) 2020
Member, Repository Task Force, 2020
Member-at-Large, District of Columbia Association for Behavior Analysis, 2017-2019

Community

Maryland State Department of Education (MSDE) Behavior Steering Committee, 2019-present
Disability Inclusion Committee, The Jewish Federation of Greater Washington, 2015

Consultation Activities

Staff Supervision and Training (November 2011- June 2016) Jewish Foundation for Group Home (JFGH), Rockville, MD

Specific activities included providing training and supervision to assist JFGH staff in the following areas: providing direct services to a consumer with autism spectrum disorders, strategies for developing a professional relationship with consumers' and consumers' families, strategies for assessing, preventing and responding to challenging behaviors; and strategies for teaching functional independent life skills.

Independent Contractor (July 2011- June 2013) Weinfeld Education Group, LLC., Silver Spring, MD

Specific services include providing behavior assessment, intervention development, implementation, and training to individuals and families.

Professional Development Consultant (July 2010-March 2011) AppleTree Institute for Education Innovation, Washington, DC.

Specific professional development activities included three and one half days of didactic training and workshops (topics covered; Understanding Applied Behavior Analysis (ABA) and the Principles of Behavior, Assessment Strategies, Treatment Strategies, and Classroom Management Strategies) and on-site training provided in the classroom/center setting to apply strategies learned during the didactic trainings.