

Ashley S. MacSuga-Gage

Curriculum Vita

University of Florida

School of Special Education, School Psychology, & Early Childhood Studies

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Gainesville, FL 32611-7050

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□ **Educational Background**

Ph.D. in Special Education, May 2013

University of Connecticut

Specializing in Positive Behavior Support, Professional Development, and Measurement/Research Design.

Additional Graduate Certificate: Positive Behavior Support (PBS)

Dissertation Topic:

Supporting Teachers' Professional Development: Investigating the Impact of Targeted Intervention on Teachers' Presentation of Opportunities to Respond

Teaching Credentials:

Connecticut State Department of Education Provisional Educator Certificate:

Comprehensive Special Education, Grades K-12 (165), valid through 2017

M.A. in Education: Special Education, May 2006

University of Connecticut

K-12 Special Education Endorsement

Research Focus: Vocabulary Intervention Targeting At-Risk Learners (Project VITAL)

B.S. in Education: Special Education, Concentration in History, May 2005

University of Connecticut

Teacher Certification: Special Education Comprehensive K-12

Fulfilled requirements for an interdisciplinary concentration in History

Graduated cum laude

Fordham University, New York

Completed undergraduate coursework (Sept. 2001-Dec. 2002)

□ **Positions**

Clinical Associate Professor of Special Education, August 2021 - Present

University of Florida – College of Education - School of Special Education, School Psychology, and Early Childhood Studies (SESPECS)

Co-Coordinator of the Unified Elementary Proteach (UEP) Pre-Service Undergraduate Teacher Preparation Program – August 2017 - Present

University of Florida – College of Education - School of Special Education, School Psychology, and Early Childhood Studies (SESPECS) & School of Teaching and Learning (STL)

Coordinator of the Unified Elementary Proteach (UEP) Dual Certification Master's Program – August 2017 - Present

University of Florida – College of Education - School of Special Education, School Psychology, and Early Childhood Studies (SESPECS)

Technical Assistant Specialist University of Florida's Positive Behavior Interventions and Supports (FLPBIS) Project – May 2015 – Present

University of South Florida (USF) via Subcontract Grant Awarded to the University of Florida (UF)

Clinical Assistant Professor of Special Education, January 2015 – August 2021

University of Florida – College of Education - School of Special Education, School Psychology, and Early Childhood Studies (SESPECS)

Program Area Leader of Special Education, January 2014 – Present

University of Florida – College of Education - School of Special Education, School Psychology, and Early Childhood Studies (SESPECS)

Visiting Clinical Assistant Professor of Special Education, August 2013 – December 2014

University of Florida – College of Education - School of Special Education, School Psychology, and Early Childhood Studies (SESPECS)

□ **Scholarship**

Articles in Peer Refereed Journals (* indicates graduate students):

Grasley-Boy, N. G., Gage, N. A., Reichow, B., **MacSuga-Gage, A. S.**, & Lane, H. B., (2020). A Conceptual Replication of Targeted Professional Development to Increase Teachers' Behavior-Specific Praise. *School Psychology Review*. doi: [10.1080/2372966X.2020.1853486](https://doi.org/10.1080/2372966X.2020.1853486)

MacSuga-Gage, A., Gage, N., Katsiyannis, A., Hirsch, S., & Kinser, H. (2020). Disproportionate corporal punishment of students with disabilities and Black and Hispanic students. *Journal of Disability Policy Studies*. doi:10.1177/1044207320949960 (IF: 0.96, H-Index: 18)

Katsiyannis, A., Gage, N. A., Rapa, L. J., & **MacSuga-Gage, A. S.** (2020). Exploring the disproportionate use of restraint and seclusion among students with disabilities, boys, and students of color. *Advances in Neurodevelopmental Disorders*, 4, 271-278. <https://doi.org/10.1007/s41252-020-00160-z> (IF: NA, H-Index: NA)

Gage, N. A., Beahm, L., Kaplan, R., **MacSuga-Gage, A. S.**, & Lee, A. (2020). Using positive behavioral interventions and supports to reduce school suspensions. *Beyond Behavior*. <https://doi.org/10.1177/1074295620950611> (IF: NA, H-Index: 11)

Gage, N. A., Haydon, T., **MacSuga-Gage, A. S.**, Flowers, E., & Erdy, L. (2020). An evidence-based review and meta-analysis of active supervision. *Behavioral Disorders*, 45(2), 117–128. <https://doi.org/10.1177/0198742919851021> (IF: 1.34, H-Index: 40)

- *Grasley-Boy, N., Gage, N. A., & **MacSuga-Gage, A. S.** (2019). Multitiered support for classroom management professional development. *Beyond Behavior*, 28(1), 5–12. <https://doi.org/10.1177/1074295618798028> (IF: NA, H-Index: 11)
- Hirsch, S. E., Brown, C. P., Halley, E. A., Beach, J., **MacSuga-Gage, A. S.**, Spence, S. E., & Kennedy, M. (2019). Ten Tips to Consider When Creating and Screening PBIS Films. *Beyond Behavior*, 28(2), 79–89. <https://doi.org/10.1177/1074295619845830> (IF: NA, H-Index: 11)
- Hirsch, S. E., **MacSuga-Gage, A. S.**, Ennis, R. P., Mathews, H. M., Rice, K., & Marcus, K. (2019). Using Videos to Promote Positive Behavioral Interventions and Supports: A Qualitative Study. *Journal of Special Education Technology*. <https://doi.org/10.1177/0162643419836408> (IF: NA, H-Index: 16)
- *Segarra, Z., Gage, N. A., & **MacSuga-Gage, A. S.** (2018 - in press). Move your clip: Teachers' perceptions, implementation, and perceived effects of color charts in the classroom. *Preventing School Failure: Alternative Education for Children and Youth*. (IF: NA, H-Index: 7)
- MacSuga-Gage, A. S.**, Ennis, R. P., Hirsch, S. E., & Evanovich, L. (2018). Understanding and trumping behavioral concerns in the classroom. *Preventing School Failure: Alternative Education for Children and Youth*, 62(4), 239-249. (IF: NA, H-Index: 7)
- Gage, N. A., *Grasley-Boy, N., & **MacSuga-Gage, A. S.** (2018). Professional Development for Teacher Behavior Specific Praise: A Single-Case Design Replication. *Psychology in the Schools*, 55, 264-277. <https://doi.org/10.1002/pits.22106> (IF: 1.14)
- Gage, N. A., Scott, T. M., Hirn, R., & **MacSuga-Gage, A. S.** (2018). The Relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders*, 43, 302-315. doi: 10.1177/0198742917714809 (IF: 1.34, H-Index: 40)
- Ennis, R. P., Hirsch, S. E., **MacSuga-Gage, A. S.**, & Kennedy, M. J. (2018). Positive behavior support in pictures: Using film to support school-wide PBS implementation. *Preventing School Failure*. Advance online publication doi: 10.1080/1045988X.2017.1287048 (IF: NA, H-Index: 7)
- Cooper, J. T., Gage, N. A., Alter, P. J., LaPolla, S., **MacSuga-Gage, A. S.**, & Scott, T. M. (2018). Educators' self-reported training, use, and perceived effectiveness of evidence-based classroom management practices. *Preventing School Failure: Alternative Education for Children and Youth*, 62(1), 13-24. (IF: NA, H-Index: 7)
- Schmidt, M. M., Lin, M. G., Paek, S., **MacSuga-Gage, A.**, & Gage, N. A. (2017). Implementing Project SIED: Special education teachers' perception of a simplified technology decision-making process for app identification and evaluation. *Journal of Special Education Technology*, 32, 12-22. doi.10.1177/0162643416681160 (IF: NA, H-Index: 16)
- Gage, N. A., Adamson, R., **MacSuga-Gage, A. S.**, & Lewis, T. J. (2017). The relation between the academic achievement of students with emotional and behavioral disorders and teacher characteristics. *Behavioral Disorders*, 43, 213-222. doi: 10.1177/0198742917713211 (IF: 1.34, H-Index: 40)

- Gage, N. A., **MacSuga-Gage, A. S.**, & *Crews, E. (2017). Increasing Teachers' Use of Behavior-Specific Praise Using a Multitiered System for Professional Development. *Journal of Positive Behavior Interventions*, 19(4), 239–251. <https://doi.org/10.1177/1098300717693568> (IF: 2.64, H-Index: 52)
- Gage, N. A., & **MacSuga-Gage, A. S.** (2016). Salient classroom management skills: Finding the most effective skills to increase student engagement and decrease disruptions. *Report on Emotional & Behavioral Disorders in Youth*, 17, 19-24. (IF: NA, H-Index: NA)
- Hirsch, S. E., **MacSuga-Gage, A.S.**, Park, K., & Dillon, S. (2016). A roadmap to systematically setting-up an effective group contingency. *Beyond Behavior*, 25(2) 21-29. (IF: NA, H-Index: 11)
- Gage, N. A., **MacSuga-Gage, A. S.**, & Evanovich, L. L. (2015). Training teachers to use antecedent-based classroom management strategies to support inclusion of students with intellectual disabilities: A feasibility study. *Journal of Global Research in Education and Social Science*, 6, 168-176. (IF: 1.32, H-Index: NA)
- Schmidt, M., **MacSuga-Gage, A.**, Gage, N., Cox., P., & McLeskey, J., (2015). Bringing the field to the supervisor: Innovation in distance supervision for field-based experiences using mobile technologies. *Rural Special Education Quarterly*, 34(1). 37-43. (IF: NA, H-Index: 16)
- MacSuga-Gage, A. S.**, McNiff, M., Schmidt, M., Gage, N. A. & Schmidt, C. (2015). Is there an app for that? A model to help school-based professionals identify, implement, and evaluate technology for problem behaviors. *Beyond Behavior*, 24, 24-30. (IF: NA, H-Index: 11)
- MacSuga-Gage, A. S.**, & Gage, N. A. (2015). Student-level effects of increased teacher-directed opportunities to respond. *Journal of Behavioral Education*, 24, 273-288. doi:10.1007/s10864-015-9223-2 (IF: 1.09, H-Index: 33)
- MacSuga-Gage, A. S.**, & Simonsen, B. (2015). Examining the effects of teacher-directed opportunities to respond on student outcomes: A systematic review of the literature. *Education and Treatment of Children*, 38, 211-244 (IF: NA H-Index: 36)
- Gage, N. A., Wilson, J., & **MacSuga-Gage, A. S.** (2014). Writing performance of students with behavioral disabilities. *Behavioral Disorders*, 40, 3-14. (IF: 1.34, H-Index: 40)
- Gage, N. A. & **MacSuga-Gage, A. S.** (2014). Students with limited English proficiency and emotional and/or behavioral disorders: Prevalence, characteristics, and future directions. *Beyond Behavior*, 23, 10-16. (IF: NA, H-Index: NA)
- Freeman, J., Simonsen, B., Briere, D. E., & **MacSuga-Gage, A. S.** (2014). Teacher training in classroom management: A review of state accreditation policy and teacher preparation programs. *Teacher Education & Special Education*. 37, 106-120. (IF: 0.88, H-Index: 23)
- Simonsen, B., **MacSuga-Gage, A. S.**, Briere, D. E., Freeman, J., Myers, D., Scott, T., & Sugai, G. (2014). Multi-Tiered Support Framework for Teachers' Classroom Management Practices: Overview and Case Study of Building the Triangle for Teachers. *Journal of Positive Behavior Interventions*, 16(3), 179-190. doi: 10.1177/1098300713484062. (IF: 2.64, H-Index: 52)

Haydon, T., **MacSuga-Gage, A. S.**, Simonsen, B., & Hawkins, R. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*, 22, 23-31. (IF: NA, H-Index: 11)

MacSuga-Gage, A. S., Simonsen, B., & Briere, D. E. (2012). Effective teaching practices that promote a positive classroom environment. *Beyond Behavior*, 22, 14-22. (IF: NA, H-Index: 11)

Simonsen, B., **MacSuga, A. S.**, Fallon, L. M., & Sugai, G. (2013). The Effects of Self-Monitoring on Teachers' Use of Specific Praise. *Journal of Positive Behavior Interventions*, 15(1), 5–15.
<https://doi.org/10.1177/1098300712440453> (IF: 2.64, H-Index: 52)

MacSuga, A. S., & Simonsen, B. (2011). Increasing teachers' use of evidence-based classroom management strategies through consultation: Overview and case studies. *Beyond Behavior*, 20(1), 4-12. (IF: NA, H-Index: 11)

Book Chapters:

Gage, N. A., Han, H., MacSuga-Gage, A. S., Prykanowski, D., & Harvey, A. (2019). A generalizability study of a direct observation screening tool of teachers' classroom management skills. In B. Cook, T. Landrum, & M. Tankersley (Eds.). *Emerging Research and Issues in Behavioral Disabilities (Advances in Learning and Behavioral Disabilities, Vol. 30)* (pp. 29-50). Bingley, UK: Emerald Group Publishing Limited. <https://doi.org/10.1108/S0735-004X20180000030004>

Jolivette, K., **MacSuga-Gage, A.S.**, & Evanovich, L. (2018). Students with emotional and behavioral disorders. Y. Bui & E. Meyen (Eds.), *Exceptional children in today's schools: What teachers need to know* (4th ed.) (pp. 217-239). Love Publishing Company.

MacSuga-Gage, A. S. (2013). Engaging students through opportunities to respond. In *Classroom Management: An A to Z Guide*. To be retrieved from SAGE Publications online.

MacSuga-Gage, A. S. (2013). Application of positive behavioral interventions and supports to school-wide and classroom settings. In *Classroom Management: An A to Z Guide*. To be retrieved from SAGE Publications online.

Articles Under Review/In Revisions:

MacSuga-Gage, A. S., & Gage, N. A. (under review). Increasing teacher-directed opportunities to respond: Supporting teachers to implement what works in education. *ReTHINKING Behavior*

□ Professional Background

University of Connecticut, Neag School of Education, August 2009-Present

Graduate Assistant, Center for Behavioral Education and Research

- Conducting and disseminating research with advisor supervision
- Creating information, resource, and literature databases
- Collaborating with CBER faculty, other doctoral students, and school-based partners to promote applied research and implementation of evidence-based practices through a cohesive research center (at UConn) and research collaborative (including other school partners).

O'Brien Elementary School, East Hartford, Connecticut: August 2007-August 2009*Special Educator: Third through Fifth Grade Resource Teacher*

- Planning, programming, and serving twenty-four plus students with various disabilities who are all fully included in the general education classroom
- Co-planning, collaborating, and co-teaching with teachers in grades three through five to meet the needs of shared students and struggling general education students
- Supervision and direction of four special education paraprofessionals working to service students in grades three through five
- Core team member for the schools Early Intervention Process (EIP) designed to create academic and behavioral interventions for at-risk students; consultant to the schools Response to Intervention Team (RTI)

P.S. 84 Magnet School for the Visual Arts, Brooklyn, New York: August 2006-August 2007*Fourth and Fifth Grade Special Educator*

- Differentiated instruction to create and implement daily lessons in the areas of literacy, mathematics, and social studies to nine students with special needs in a self-contained classroom setting
- Provided in-depth counseling and transition planning for students going on to middle school in addition to conducting annual IEP reviews for all students within my classroom

Annie Fisher Elementary School, Hartford, Connecticut: Summer 2006*Summer School Special Educator Grades Kindergarten through Sixth*

- Collaborated with classroom teachers to provide students with special needs with appropriate and beneficial classroom adaptations and modifications in grades K-6

Burns and Sanchez Elementary School, Hartford, Connecticut: May 2006-June 2006*Long-Term Substitute – Math Facilitator*

- Designed 10 days of 30+ minute instruction for teachers in grade levels K-6 based upon the CMT standards/strands/skills and the results of the district-wide assessment, and conducted professional development training summer school teachers to use the Summer Success Math program implemented by the district

Batchelder Elementary School, Hartford, Connecticut: September 2005-May 2006*Internship – Project VITAL, Grade K (project objective: increasing vocabulary of at-risk kindergarten students)*

- Conducted small group direct, intensive vocabulary instruction, logged student behavior and performance, participated in fidelity checks, and administered and scored standardized tests of vocabulary knowledge as well as researcher created assessment tools with all kindergarten students within the school

Bulkeley High School, Hartford, Connecticut: January 2005-May 2005*Student Teacher, Grades 9-12*

- Full time student teacher, responsible for a self-contained special education classroom for students with serious emotional disturbance, creating and implementing primary, differentiated instruction in the subject areas of English, Social Studies, Science, and Mathematics, and directing paraprofessional support

Graduate Assistant Research for the Center on Post-Secondary Education and Disability, Storrs, CT, August 2005-May 2006

Graduate Assistant

- Assisted with research on transition planning for students with disabilities moving from high school to post-secondary education/life
- Helped to publicize assistive technology resource center for students with disabilities in the Center for Postsecondary Education and Disability

□ **Review and Editorial Activities**

Consulting Editor *Preventing School Failure*, 2017 – Present

Guest Reviewer *Teacher Education and Special Education*, 2016 - Present

Guest Reviewer *Exceptional Children*, 2016 – Present

Guest Reviewer *Action in Teacher Education*, 2016 - Present

Guest Reviewer *Journal of Positive Behavioral Interventions*, 2016 - Present

Contributing Editor *Preventing School Failure*, 2015 - 2017

Guest Reviewer *Journal of Education for Students Placed At-Risk*, 2014 - Present

Guest Reviewer *Behavioral Disorders*, 2013 – Present

Guest Reviewer *Beyond Behavior*, 2013 - Present

Guest Reviewer *Remedial and Special Education*, 2013 - Present

Guest Reviewer *Journal of Curriculum and Instruction*, 2013 - Present

Guest Reviewer *Education and Treatment of Children*, 2012 - Present

Student Reviewer *Beyond Behavior*, 2011 – 2013

Council for Exceptional Children (CEC) Convention and Expo Proposal Reviewer – 2013 – Present

Association for Positive Behavior Support (APBS) Conference Session Proposal Reviewer - 2013

□ **Professional Affiliations**

Member:

Teacher Education Division (TED) Council for Exceptional Children (CEC) – 2017 - Present

The Florida Association for Positive Behavior Support (FLABPS; Founding Member) – 2013 - Present

The Association for Positive Behavior Support (APBS) - 2009 - Present
 Council for Children with Behavior Disorders (CCBD) - 2012 - Present
 Council for Exceptional Children (CEC) -2012 - Present
 Northeastern Educational Research Association (NERA) - 2011-2013

□ University Teaching

Courses Taught at University of Florida (2013-present):

EEX 3616 Core Classroom Management Strategies – Florida Teaching Minor – Online (Undergraduate)
 EEX 6863 Internship I (Graduate)
 EEX 6863 Internship 2 (Graduate)
 EEX 4905 Leadership Skills (Undergraduate)
 EEX 3093 Exceptional People (Undergraduate)
 EEX 3616 Core Classroom Management Strategies (Undergraduate)
 EEX 6940 Supervised Teaching (Graduate)

Courses Taught/Co-Taught at University of Connecticut (2009-2013):

EGEN 4100 Methods of Teaching Special Education (Undergraduate)
 EPSY 5141 Classroom & Behavior Management (Graduate, Co-Taught with Advisor)
 EPSY 3125 Classroom & Behavior Management (Undergraduate, Co-Taught with Advisor)
 EPSY 5142 Individualized Positive Behavior Support (Graduate, Co-Taught with Advisor)

Pre-Service Teacher Preparation Including Program Coordination and Supervision/Mentorship at University of Florida (2014-Present):

- *Program Coordinator Graduate Level Dual Certification Unified Elementary Pro-Teach Program (Fall 2017 – Present)*
 - Prepare and conduct all seminar meetings for graduate level interns (both online and in-person).
 - Determine and secure internship (i.e., student teaching) placements for approximately 40 interns per semester – placements located in local schools/districts and at a distance.
 - Identify, hire, and place approximately 6-12 university supervisors with student interns per semester.
 - Oversee, support, mentor and coordinate all university supervisor professional development, training, and support to students.
 - Oversee and support online eSupervision (online) system for distance interns and university supervisors.
 - Create and disseminate program materials including observation and assessment materials to university supervisors, mentor teachers, and student interns.
 - Conduct observations, provide support/remediation, and facilitate the creation of performance improvement plans (PIPs) for struggling student interns.
 - Participate on a variety of college wide committees, focus groups, and Ad-Hoc workgroups aimed at program creation, enhancement, redesign, etc. (e.g., served as a member of the committee to redesign clinical educator training that the college conducts with all university supervisors regardless of program area).

- Complete duties related to CAPE/NCATE accreditation and university program reviews – engage in other data reporting requirements and programmatic assessment as needed (e.g., annual continuous improvement planning).
- Support the development of online presence, advertising materials, etc. for the program.
- Facilitate and support faculty in the development of programmatic courses, course materials, etc.
- Provide support and lead problem solving for students, faculty, staff, mentor teachers, and university supervisors when issues of concern arise.
- Develop programmatic policies and procedures.
- Connect students, staff, faculty, and university supervisors with mental health services, etc. as needed.
- *Program Co-Coordinator Undergraduate Level Unified Elementary Pro-Teach Program (Fall 2017 – Present)*
 - Prepare and conduct all monthly meetings for program faculty, staff, and supervisors.
 - Plan for, conduct, and facilitate bi-weekly program leadership team meetings.
 - Supervise practicum coordinators across four different semester cohorts placing students in a variety of field experiences.
 - Support the identification of and hiring of university supervisors for the 4th semester pre-internship placement.
 - Oversee, support, mentor and coordinate all professional development, training, and support for program faculty and staff.
 - Design, facilitate, and support an average of 30 or more meetings across each semester for all four cohorts of undergraduate students focusing on various aspects of their program outside of coursework (i.e., face-to-face colloquia).
 - Create and disseminate program materials including observation and assessment materials to university supervisors, mentor teachers, and students.
 - Interface with faculty, staff, supervisors, mentor teachers, department administration, and college-wide student services to provide support/remediation and facilitate the creation of performance improvement plans (PIPs) for struggling students.
 - Participate on a variety of college wide committees, focus groups, and Ad-Hoc workgroups aimed at program creation, enhancement, redesign, etc. (e.g., served as a member of the committee to redesign clinical educator training that the college conducts with all university supervisors regardless of program area).
 - Complete duties related to CAPE/NCATE accreditation and university program reviews – engage in other data reporting requirements and programmatic assessment as needed (e.g., annual continuous improvement planning).
 - Support the development of online presence, advertising materials, etc. for the program.
 - Facilitate and support faculty in the development of programmatic courses, course materials, etc.
 - Provide support and lead problem solving for students, faculty, staff, mentor teachers, and university supervisors when issues of concern arise.
 - Develop programmatic policies and procedures.
 - Connect students, staff, faculty, and university supervisors with mental health services, etc. as needed.
- *Unified Elementary Program (UEP) Dual Certification (Special Education and Elementary Education) Mentor to Graduate Level Pre-Service Teachers & Post-Graduate Alumni (Spring 2014 – Present)*

- Provided assistance to university supervisors and pre-service interns surrounding classroom management on an as needed basis. Assistance activities include on-site observations, feedback, plans for performance improvement, follow-up support via meetings/additional observations/etc., and additional content education as needed.
- Organized and facilitated formal and informal opportunities for alumnae to connect surrounding classroom management and new teacher/induction difficulties. On an individual/as needed basis provided additional support (e.g., on-site observations, feedback, plans for performance improvement, follow-up support via meetings/additional observations).

Special Education Program Area Leader for the School of Special Education, School Psychology, and Early Childhood Studies (SESPECS; December 2014 – Present):

- Coordination, scheduling, and staffing of all undergraduate and graduate level courses in the area of special education within SESPECS.
- Complete duties related to CAPE/NCATE accreditation and university program reviews – engage in other data reporting requirements and programmatic assessment as needed (e.g., annual continuous improvement planning).
- Contact, recruitment, and hiring of adjuncts and graduate/teaching assistants.
- Support and facilitate the development of program website(s), marketing materials, etc.
- Organize, lead, and facilitate bi-yearly program advisory council meetings.
- Organize, lead, and facilitate quarterly program area meetings.
- Support and actively engage in the development of new program offerings (e.g., online Ed.D. in Special Education; support the development of new classes such as the online version of EEX 3093 Exceptional People in School and Society) and review/re-development of existing program offerings.
- Provide support and lead problem solving for students, faculty, staff, mentor teachers, and university supervisors when issues of concern arise.
- Develop programmatic policies and procedures.
- Connect students, staff, faculty, and university supervisors with mental health services, etc. as needed.
- Other duties as needed/assigned.

Special Education Student Teacher Supervision at University of Connecticut (2010-2013):

Special Education Student Teacher Supervisor

- On-site observation, evaluation, and mentoring of student teachers in the area of special education across kindergarten through grade 12 and transition programs.

Guest Lectures:

MacSuga-Gage, A. S. (2018, March). Creating a Culture for Learning: Applying Evidence-based Practices in the College Classroom. University of Florida Unified Elementary Pro-teach (UEP) Monthly Meeting. Gainesville, FL.

MacSuga-Gage, A. S. (2017, August). Classroom Management 101: Applying Evidence-Based Practices in the College Classroom. University of Florida English Language Institute Professional Development Meeting. Gainesville, FL.

MacSuga-Gage, A.S. (2014, November). School-wide Positive Behavior Support (SWPBS): Practice and Perspectives. University of Florida, Gainesville, FL.

Gage, N.A., & **MacSuga-Gage, A.S.** (2014, July). Single Subject Research Design & Analysis. University of Florida, Gainesville, FL.

MacSuga-Gage, A.S. (2014, March). Overview of School-wide Positive Behavior Support (SWPBS). University of Florida, Gainesville, FL.

MacSuga-Gage, A.S. (2013, September). School-wide Positive Behavior Support (SWPBS): Practice and Perspectives. University of Florida, Gainesville, FL.

MacSuga-Gage, A.S. (2013, April). Implementing Tertiary Interventions: Evaluating and Modifying a Plan & Working with Staff. University of Connecticut, Storrs, CT.

MacSuga-Gage, A.S. (2012, October). Workshop on Single Subject Design: Single Subject Design Basics. University of Connecticut, Storrs, CT.

MacSuga-Gage, A.S. (2012, August). School-wide Positive Behavior Support (SWPBS) Overview & the Law. University of Connecticut, Storrs, CT.

MacSuga-Gage, A.S. (2012, June). Overview of School-wide Positive Behavior Support (SWPBS) & Class-wide Positive Behavior Support. Full Day In-service presentation to the Teacher Certification Program for College Graduates (TCPCG). University of Connecticut, West Hartford, CT.

MacSuga, A.S. (2012, April). Implementing Tertiary Interventions: Evaluating and Modifying a Plan & Working with Staff. University of Connecticut, Storrs, CT.

MacSuga, A.S. (2012, March). Primary Prevention Guest Lecture: School-Wide Positive Behavior Support Overview. University of Connecticut, Storrs, CT.

MacSuga, A.S. (2011, October). Workshop on Single Subject Design: Single Subject Design Basics. University of Connecticut, Storrs, CT.

MacSuga, A.S. (2011, March). Primary Prevention Guest Lecture: School-Wide Positive Behavior Support Overview. University of Connecticut, Storrs, CT.

Faculty Advising:

University of Florida High Honors Thesis Advisor (2014 – Present)

- Advising and mentoring of undergraduate students to complete a research-based/focused high honors thesis. Students advised:
 - Alyson J. Gerstman (successfully completed December 2015)
 - Zita Segarra (successfully completed December 2017)

Doctoral Students:

Role	Student	Major	Complete Date
Committee Member	Nicolette Grasley-Boy	Special Education	
Committee Member	Kaci Ellis	Special Education	
Committee Member	Valentina Contesse	Special Education	
Committee Member			
Committee Member			

□ Conference Presentations

MacSuga-Gage, A. S. (2020). *APBS Network Lunch Session*. 17th International Conference on Positive Behavior Support, Miami, FL.

MacSuga-Gage, A. S. (2020). *APBS Network Ignite Session*. 17th International Conference on Positive Behavior Support, Miami, FL.

Hirsch, S., Walters, S., & **MacSuga-Gage, A. S.** (2020). *Digital Discussion: How Digital Media Can Enhance Tier I PBIS*. 17th International Conference on Positive Behavior Support, Miami, FL.

Hirsch, S., Beach, J., Rodgers, J., George, J., & **MacSuga-Gage, A. S.** (2020). *11th Annual PBIS Film Festival*. 17th International Conference on Positive Behavior Support, Miami, FL.

Grasley-Boy, N., Gage, N. A., & **MacSuga-Gage, A. S.** (2020). *Implementing multi-tiered support for classroom management professional development in your school*. 17th International Conference on Positive Behavior Support, Miami, FL.

Gage, N. A, **MacSuga-Gage, A. S.**, Grasley-Boy, N., George, H., & Elfner, K. (2020). *The impact of SWPBIS on student outcomes in Florida*. 17th International Conference on Positive Behavior Support, Miami, FL.

MacSuga-Gage, A.S., & Hirsch, S. (2019, October). *Using Film to Support Positive Behavior: Film Screening and Tips*. Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S., Martinez, S., & Sandomiersk, T. (2019, October). *Introducing Pre-Service and In-Service Teachers to Issues of Equity: Awareness Without Blame*. Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Grasley-Boy, N., Wilkinson, S., & **MacSuga-Gage, A.S.**, (2019, October). *Classroom Management Planning: Building Your Repertoire of Strategies for Your Classroom*. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S (2019, June). *Implementing Evidence-Based Classroom Management*. Southeast Conference on Positive Behavior Interventions and Support, Savannah, GA. (invited presentation)

Hirsch, S. & **MacSuga-Gage, A.S** (2019, April). *Positive Behavior Interventions and Supports (PBIS) Film Festival - Part 2*. Southeastern School Behavioral Health Conference, Myrtle Beach, SC. (invited presentation)

Hirsch, S. & **MacSuga-Gage, A.S** (2019, April). *Positive Behavior Interventions and Supports (PBIS) Film Festival - Part 1*. Southeastern School Behavioral Health Conference, Myrtle Beach, SC. (invited presentation)

MacSuga-Gage, A.S. (2019, February). Structured Networking Session for Existing APBS Networks. 16th International Conference on Positive Behavior Support, Washington, D.C. (Invited Presentation).

Gage, N. A. & **MacSuga-Gage, A. S.** (2019, February). *Using Technology to Screen Teachers' Classroom Management Skills*. 16th International Conference on Positive Behavior Support, Washington, D.C.

Hirsch, S., **MacSuga-Gage, A.S.**, Kennedy, M., & Swain-Bradley, J. (2019, February). The Tenth PBIS Film Festival: The Best Films of the Past Decade. 16th International Conference on Positive Behavior Support, Washington, D.C. (Invited Presentation).

MacSuga-Gage, A.S. (2019, February). Ignite Session for International APBS Networks. 16th International Conference on Positive Behavior Support, Washington, D.C. (Invited Presentation).

MacSuga-Gage, A.S. (2019, February). APBS Network Lunch Session Profiling/Introducing APBS Networks. 16th International Conference on Positive Behavior Support, Washington, D.C. (Invited Presentation).

Gage, N.A., **MacSuga-Gage, A.S.**, & Grasley-Boy, N. (2018, October). Screening Teachers' Classroom Management Skills: Technological Advances. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Wilkinson, S., Grasley-Boy, N. & **MacSuga-Gage, A.S.** (2018, October). 10 Management Strategies You Can Use in Your Class Tomorrow. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S., Martinez, S., & Sandomirski T. (2018, October). Understanding Equity in Disproportionality: What Teachers Need to Know to Combat Disproportionality. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S. (2018, May). Get Positive! Using the Power of Connection to Increase the Power of Positive Behavior Supports (PBS). 2018 Minnesota Positive Behavior Support (MNPBS) Collaborators Forum, St. Paul, MN (Invited Keynote Presentation).

MacSuga-Gage, A.S. (2018, April). Classroom Management Screening Methods: Best Practice and Technological Advances. 2018 Southeastern School Behavioral Health Conference, Myrtle Beach, SC (Invited Presentation).

Hirsch, S., & **MacSuga-Gage, A.S.** (2018, April). Positive Behavioral Interventions and Supports (PBIS) Films. 2018 Southeastern School Behavioral Health Conference, Myrtle Beach, SC.

MacSuga-Gage, A.S. (2018, March). Structured Networking Session for Existing APBS Networks. 15th International Conference on Positive Behavior Support, San Diego, CA (Invited Presentation).

Gage, N. A., Grasley-Boy, N. M. & **MacSuga-Gage, A.S.** (2018, March). The Effect of School-wide Positive Behavior Supports on Disciplinary Exclusions. 15th International Conference on Positive Behavior Support, San Diego, CA.

Hirsch, S., **MacSuga-Gage, A.S.**, & Parks-Ennis, R., (2018, March). PBIS Films: Understanding How Educators Create and Use Films in School Settings. 15th International Conference on Positive Behavior Support, San Diego, CA

MacSuga-Gage, A.S. (2018, March). APBS Network Lunch Session. 15th International Conference on Positive Behavior Support, San Diego, CA (Invited Presentation).

Hirsch, S., Parks-Ennis, R., & **MacSuga-Gage, A.S.** (2018, March). The 9th Annual PBIS Film Festival. 15th International Conference on Positive Behavior Support, San Diego, CA (Invited Presentation).

Martinez, S., Minch, D., Sandomierski, T., Winnekar, A., Webster, R., & **MacSuga-Gage, A.S.** (2018, March). Involving All: Stakeholder Input as the Key to Problem Solving Disproportionate Discipline. 15th International Conference on Positive Behavior Support, San Diego, CA (Invited Presentation).

Minch, D., Winnekar, A., Martinez, S., **MacSuga-Gage, A.S.**, & Christiansen, K. (2018, March). Taking a Walk Through the Classroom Coaching Guide (1/2 Day Workshop). 15th International Conference on Positive Behavior Support, San Diego, CA (Invited Presentation).

MacSuga-Gage, A. S. & Gage, N. A. (2018, February). Advanced Topics in Classroom Management: Going beyond the Basics (Half-day workshop). Midwest Symposium for Leadership in Behavioral Disorders, Kansas City, MO. (Invited Workshop)

Gage, N. A. & **MacSuga-Gage, A. S.** (2018, February). Classroom Management Screening Methods: Best Practice and Technological Advances. Council for Exceptional Children Special Education Convention & Expo, Tampa, FL.

Cox, P. & **MacSuga-Gage, A.S.** (2017, November). On-site and Distance Observations: Alike or Different? Presented at the Teacher Education Division 2017 National Conference, Savannah, GA.

Schmidt, M., **MacSuga-Gage, A.**, Gage, N.A., & Cox, P. (November 2017). Two Years of Bringing the Field to the Supervisor: An Update on Distance Supervision for Field-Based Experiences Using Mobile Technologies. Association for Educational Communications and Technology (AECT) 2017 Conference. Jacksonville, FL.

Grasley-Boy, N., Gage, N., & **MacSuga-Gage, A.S.** (2017, October). Using Visual Performance Feedback to Increase Teachers' Behavior Specific Praise. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S., Parks-Ennis, R. & Hirsch, S., (2017, October). PBIS in Pictures: Using Film to Support School-wide PBIS Implementation. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S., Minch, D., Martinez, S., Winneker, A., & Christensen, K. (2017, October). Coaching the Classroom Teacher: How to Support Teachers' Development of Classroom Management Skills. Paper presented at the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Knoster T.K. & **MacSuga-Gage, A.S.** (2017, September). Integration and Alignment of Academic and Behavior Support in the Classroom: Where the Rubber Meets the Road. Presented at the 2017 National PBIS Leadership Forum, Chicago, IL (Invited Presentation).

MacSuga-Gage, A. S. (2017, June). Coaching the Classroom Teacher: How to Support Teachers' Development of Classroom Management Skills. Southeast Conference on Positive Behavior Interventions and Supports 2017 Conference. Savannah, GA (Invited Presentation).

MacSuga-Gage, A. S., Hirsch, S., Ennis, R. (2017, April). PBIS in Pictures: Using Film to Support School-wide PBIS Implementation. Council for Exceptional Children (CEC) 2017 Convention and Expo. Boston, MA.

MacSuga-Gage, A. S. & Minch E. (2017, March). Developing Systematic Coaching Supports to Help Teachers Implement PBIS in the Classroom. Reading Public Schools Blueprint for Excellence Conference. Reading, MA (Invited Presentation).

MacSuga-Gage, A. S. & Minch E. (2017, March). Implementing PBIS in the Classroom: Tips, Tools, and Resources. Reading Public Schools Blueprint for Excellence Conference. Reading, MA (Invited Presentation).

Gage, N.A., **MacSuga-Gage, A.S.**, & Grasley-Boy, N. (2017, March). Exploring the Relationships Between Discrete Teacher Behaviors and Student Outcomes. Paper Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO

MacSuga-Gage, A.S., Gage, N.A., & Grasley-Boy, N. (2017, March). Using a Multi-Tiered Professional Development Model to Increase Classroom Management Skills. Paper Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO

Minch, D., Martinez S., & **MacSuga-Gage, A.S.**, (2017, March). Setting up a Systemic Approach to Supporting Classroom PBIS. Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO (Invited Presentation).

MacSuga-Gage, A.S., Ennis, R., & Hirsch, S. E., (2017, March). So You Want to be in Pictures? PBS Film Festival Learning Lunch. Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO (Invited Presentation).

Hirsch, S. E., **MacSuga-Gage, A.S.**, & Ennis, R. (2017, March). Association for Positive Behavior Support (APBS) Annual Film Festival. Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO (Invited Presentation).

MacSuga-Gage, A.S. (2017, March). Structured Networking Session for Existing Association for Positive Behavior Support (APBS) Networks. Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO (Invited Presentation).

MacSuga-Gage, A.S. (2017, March). Association for Positive Behavior Support (APBS) Network Lunch Session. Presented at the 14th Annual International Association for Positive Behavior Support Conference (APBS), Denver, CO (Invited Presentation).

Gage, N. A. & **MacSuga-Gage, A. S.** (2017, February). Using Multi-Tiered System for Professional Development (MTS-PD) to Increase Teachers' Use of Classroom Management Skills. Paper presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO.

Dow, J., McNiff, M., Casey, A., Groves, H., & **MacSuga-Gage, A. S.** (2017, February). Ignite Session: Brief Stories of Inspiration from the Special Education Community. Presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO. (Invited Presentation)

MacSuga-Gage, A. S., Gage, N. A., Grasley-Boy, N. (2017, February). Building the Foundation: Tips, Tricks, and Tools for Effective Classroom Management. Workshop (1/2 day) presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO. (Invited Presentation)

Minch, D., **MacSuga-Gage, A.S.**, & Abshier, D. (2016, December). Implementing Effective Classroom Practices. Presented at the Blue Ribbon Schools of Excellence 16th Annual Conference, Orlando, FL. (Invited Presentation)

Minch, D., Winneker, A., Martinez, S., **MacSuga-Gage, A.**, Christensen, K. (2016, November). Utilizing Coaching Supports to Increase Fidelity of Classroom PBIS Systems. Presented at the Florida Association of School Psychologists 43rd Annual Conference, Palm Harbor, FL.

Minch, D., **MacSuga-Gage, A.S.**, & Abshier, D. (2016, October). Implementation of a Problem Solving Coaching Model for Classroom PBIS. Paper presented at the 2016 National PBIS Leadership Forum, Rosemont, IL (Invited Presentation).

MacSuga-Gage, A.S., & Minch, D., (2016, October). Coaching the Classroom Teacher: How to Support Teachers' Development of Classroom Management Skills (Workshop). All day workshop presented at the 40th annual conference (Saturday workshop series on behalf of the Council for Children with Behavioral Disorders; CCBD) of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ (Invited Presentation).

MacSuga-Gage, A.S., & Barber, B. (2016, October). Using Evidence-based Practice to Shape Evidence-based Practitioners. Paper presented at the 40th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ. (Invited – Dick Shore’s Research Strand)

MacSuga-Gage, A.S., & Minch, D., Martinez, S., Winneker, A., Christensen, K. (2016, October). Classroom Coaching: Setting up a Systematic Approach to Supporting Classroom PBIS. Paper presented at the 40th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S., & Gage, N.A., (2016, October). Using a Multi-Tiered Professional Development Model to Increase Classroom Management Skills. Paper presented at the 40th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S. & Gage, N. (2016, April). The ABC’s of Implementing Class-wide Positive Behavior Supports: Promoting Teachers’ Strategy Use. Presented at the 3rd Annual South Carolina School Behavioral Health Conference, Myrtle Beach, SC (Invited Presentation).

Gage, N., Schmidt, C., **MacSuga-Gage, A. S.,** Schmidt, M., Cox, P. (2016, April). Brining the Field to the Supervisor: Innovation in Distance Supervision for Field-Based Experiences Using Mobile Technologies. Council for Exceptional Children (CEC) 2016 Convention and Expo. St. Louis, MO.

Martinez, S., Minch, D., Christiansen, K., Winneker, A., & **MacSuga-Gage, A. S.** (2016, March). Classroom Coaching: Setting Up a Systematic Approach to Supporting Classroom PBIS. Presented at the 13th Annual International Conference of the Association for Positive Behavior Support (APBS), San Francisco, CA

Martinez, S., Minch, D., Christiansen, K., Winneker, A., & **MacSuga-Gage, A. S.** (2016, March). Taking a Walk Through a Classroom Coaching Guide: 4 hour Skill Development Workshop. Presented at the 13th Annual International Conference of the Association for Positive Behavior Support (APBS), San Francisco, CA (Invited Presentation).

MacSuga-Gage, A.S., Hirsch, S. E. & Evanovich, L. (2016, March). The ABC’s of Implementing Class-wide Positive Behavior Supports: Promoting Teachers’ Strategy Use. Paper presented at the 13th Annual International Conference of the Association for Positive Behavior Support (APBS), San Francisco, CA

MacSuga-Gage, A.S. (2016, March). Structured Networking Session for Existing Association for Positive Behavior Support (APBS) Networks. Presented at the 13th Annual International Association for Positive Behavior Support Conference (APBS), San Francisco, CA (Invited Presentation).

MacSuga-Gage, A.S. (2016, March). Association for Positive Behavior Support (APBS) Network Lunch Session. Presented at the 13th Annual International Association for Positive Behavior Support Conference (APBS), San Francisco, CA (Invited Presentation).

MacSuga-Gage, A.S., Ennis, R., & Hirsch, S. E., (2016, March). So You Want to be in Pictures? PBS Film Festival Learning Lunch. Presented at the 13th Annual International Association for Positive Behavior Support Conference (APBS), San Francisco, CA (Invited Presentation).

Hirsch, S. E., **MacSuga-Gage, A.S.**, & Ennis, R. (2016, March). Association for Positive Behavior Support (APBS) Annual Film Festival. Presented at the 13th Annual International Association for Positive Behavior Support Conference (APBS), San Francisco, CA (Invited Presentation).

Cox, P., **MacSuga-Gage, A.S.**, Schmidt, M. & McLeskey, J. (2015, November). eSupervision: Observing and Supporting Interns from Afar. Presented at Teacher Education Division (TED) of the Council for Exceptional Children's Annual Conference, Tempe, AZ.

MacSuga-Gage, A.S. (2015, October). A Multi-Tiered Professional Development Model to Increase the Use of Effective Classroom Management Strategies. Presented at the 39th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S. (2015, October). Improving Classroom Management with Problem Solving and Direct Assessment. Presented at the 39th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

MacSuga-Gage, A.S., & Gage, N.A., (2015, October). Multi-Tiered Support Professional Development: Using Performance Feedback at Tier Two. Paper presented at the 39th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ (Invited Presentation).

Hirsch, S. E., **MacSuga-Gage, A.S.**, Evanovich L. L. (2015, October). A Step-by-Step Process to Help Teachers Implement Evidence-Based Classroom Management Strategies . Paper presented at the 39th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ (Invited Presentation).

MacSuga-Gage, A.S., Schmidt, M., Gage, N. A., Cox, P., & McLeskey, J. (2015, September). Improving Supervision and Coaching of Pre-Service Special Education Teachers Using Distance Supervision Tools. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Atlanta, GA.

Krank, M. & **MacSuga-Gage, A.S.** (2015, September). Are You Anchored? – A Roadmap to Developing Behavioral Expectations in an Inclusive K-1 Community. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Atlanta, GA.

MacSuga-Gage, A.S., Gage, N. A., Prykanowski, D., & Harvey, A. (2015, September). A Multi-Tiered Professional Development Model to Increase the Use of Effective Classroom Management Strategies. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Atlanta, GA

Oakes, W., Swoszowski, N., Gage, N. A., Kennedy, M. & **MacSuga-Gage, A.S.** (2015, September). Perseverance: Knowing Your Purpose, Connecting with People, and Setting Your Path into Higher Education. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Atlanta, GA

Gage, N. A., & **MacSuga-Gage, A.S.** (2015, September). Data-based Decision Making in the Classroom: Collecting and Graphing Data. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Atlanta, GA

Schmidt, M., **MacSuga-Gage, A.S.** & Gage, N. (2015). Is There an App for That? A Model to Help School-Based Professionals Identify, Implement, and Evaluate Technology. Presented at the 20th Annual Teaching Colleges & Community Worldwide Conference. Honolulu, HI.

MacSuga-Gage, A.S. (2015, March). Structured Networking Session for Existing Association for Positive Behavior Support (APBS) Networks. Presented at the 12th Annual International Association for Positive Behavior Support Conference (APBS), Boston, MA (Invited Presentation).

MacSuga-Gage, A.S. (2015, March). Association for Positive Behavior Support (APBS) Network Lunch Session. Presented at the 12th Annual International Association for Positive Behavior Support Conference (APBS), Boston, MA (Invited Presentation).

Hirsch, S. E., **MacSuga-Gage, A.S.**, & Ennis, R. (2015, March). Association for Positive Behavior Support (APBS) Annual Film Festival. Presented at the 12th Annual International Association for Positive Behavior Support Conference (APBS), Boston, MA (Invited Presentation).

Park, K., Hirsch, S. E., **MacSuga-Gage, A.S.**, & Dillon, S. (2015, March). Using Student Reinforcer Data to Guide Decisions on Group Contingencies. Paper presented at the 12th Annual International Conference of the Association for Positive Behavior Support (APBS), Boston, MA

MacSuga-Gage, A. S., Hirsch, S. E., Park, K., & Dillon, S. (2015, February). Where Should we Start? A Roadmap to Selecting and Implementing Group Contingencies in Your Classroom. Presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO.

Schmidt, M. & **MacSuga-Gage, A.S.** (2014, November). Developing Distance Supervision Methods and Processes Using Mobile Devices. Presented at the annual International Convention of the Association for Educational Communications and Technology (ACET), Jacksonville, FL.

Hirsch, S. E., **MacSuga-Gage, A.S.**, Dillon, S., & Park, K. (2014, October). Group Contingencies at Tier II: Identifying and Setting up the Appropriate Contingency. Paper presented at the 38th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ (Invited Presentation).

MacSuga-Gage, A.S., Gage, N.A., & Prykanowski, D. (2014, October). Effective Behavior Management in Tier 2 Academic Interventions. Paper presented at the 38th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ (Invited Presentation).

MacSuga-Gage, A.S. & Gage, N.A. (2014, October). Changing Teacher Behavior to Change Student Behavior: Focusing on Students. Paper presented at the 38th annual conference of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ (Invited Presentation – Dick Shores Research Strand).

MacSuga-Gage, A.S. & Newcomer, L. (2014, March). Association for Positive Behavior Support (APBS) Network Lunch Session. Presented at the 11th Annual International Association for Positive Behavior Support Conference (APBS), Chicago, IL (Invited Presentation).

MacSuga-Gage, A.S. & Gage, N. A. (2014, March). Increasing Parent Engagement in Check & Connect. Presented at the 11th Annual International Association Positive Behavior Support Conference (APBS), Chicago, IL.

MacSuga-Gage, A. S., Gage, N. A. & McNiff, M. (2014, February). Project SIED: A Framework for Technology Decision-Making. Presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO.

MacSuga-Gage, A. S., Gage, N. A., & Evanovich, L. (2013, October). Applying Targeted Antecedent-Based Interventions to Support Student Outcomes in Classrooms Serving Students with EBD. Presented at Teacher Educators for Children with Behavior Disorders Conference (TECBD), Tempe, AZ.

MacSuga-Gage, A. S. (2013, October). Supporting Teachers' Professional Development: Investigating the Impact of Interventions within an MTSS Framework on Teachers' Presentation of Opportunities to Respond. Presented at Teacher Educators for Children with Behavior Disorders Conference (TECBD), Tempe, AZ.

MacSuga-Gage, A.S. & Gage, N. A., (2013, September). Identification Criteria for Software Utilization in Special Education: A Decision-Making Framework. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Chicago, IL.

Gage, N. A., & **MacSuga-Gage, A.S.** (2013, September). English-language Learners with Emotional and Behavioral Disorders: Prevalence, Characteristics, and Future Directions. Presented at the Council for Children with Behavioral Disorders Conference (CCBD), Chicago, IL.

Myers, D. & **MacSuga, A. S.** (2013, May). Class-wide Positive Behavior Interventions and Supports (PBIS): Applying Evidence-based Practices in the Classroom. Presented at the Northeast PBIS Network Leadership Forum, Rocky Hill, CT

Schmidt, M., Gage, N., Schmidt, C., & **MacSuga-Gage, A. S.** (2013, April). Software Identification and Evaluation Decision-Making for Special Education: Project SIED. Council for Exceptional Children (CEC) 2013 Convention and Expo. San Antonio, TX.

MacSuga-Gage, A.S. (2013, March). Increasing Teachers' Use of Opportunities to Respond: RtI Applied to Professional Development. Presented at the 10th Annual International Association Positive Behavior Support Conference (APBS), San Diego, CA.

MacSuga-Gage, A. S. (2012, February). Increasing Teachers' Use of Opportunities to Respond: An RtI Approach to Classroom Management Professional Development. Presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO.

MacSuga-Gage, A. S. (2012, November). Using Instruction to Effectively Manage Behavior: Focus on Strategies to Increase Opportunities to Respond. Presented at the New England Positive Behavior Interventions and Supports Conference (NEPBIS), Norwood, MA.

Simonsen, B., **MacSuga-Gage, A. S.,** & Freeman, J. (2012, November). Strategies to Increase Teachers' use of Evidence-based Classroom Management Practices: Building the Triangle for Teachers.

Presented at the New England Positive Behavior Interventions and Supports Conference (NEPBIS), Norwood, MA.

MacSuga-Gage, A. S., Haydon, T., & Simonsen, B. (2012, October). Increasing Student Engagement and On-task Behavior in Your Classroom. Presented at the 2012 National Positive Behavior Interventions and Supports (PBIS) Leadership Forum, Chicago, IL.

MacSuga-Gage, A. S. (2012, October). How to Actively Engage Students Through Teacher Presentation of Opportunities to Respond. Presented at Teacher Educators for Children with Behavior Disorders Conference (TECBD), Tempe, AZ.

MacSuga-Gage, A. S. (2012, October). Overview of Effective Class-wide Teaching Practices to Promote a Positive Classroom Environment. Presented at Teacher Educators for Children with Behavior Disorders Conference (TECBD), Tempe, AZ.

MacSuga-Gage, A. S. & Haydon, T. (2012, October). An Overview of Opportunities to Respond: A Key Component of Effective Instruction. Presented at Teacher Educators for Children with Behavior Disorders Conference (TECBD), Tempe, AZ.

MacSuga-Gage, A.S. & Gage, N. A. (2012, June). Class-wide Positive Behavior Support Four-Day Intensive Workshop. Presented for the Vermont Public Schools: VT Best Summer Institute, Killington, VT.

Simonsen, B., **MacSuga, A. S., J., Briere, D. E., & Freeman** (2012, May). Increasing Class-wide Positive Behavior Support Practices: Building the Triangle for Teachers. Presented at the Northeast PBIS Network Leadership Forum, Rocky Hill, CT

Simonsen, B., **MacSuga, A.S., Briere, D., & Freeman, J.** (2012, March). The State of Classroom Management: Review of Policy, Training Programs, and Research. Presented at the 9th Annual International Association Positive Behavior Support Conference (APBS), Atlanta, GA.

Mechels, L., White, S., & **MacSuga, A.S.** (2012, February). Roadmap to Making a Difference: Taking a Stand for Self, Students, and Other Stakeholders. Presented at the Midwest Symposium for Leadership in Behavior Disorders Conference (MSLBD), Kansas City, MO.

MacSuga, A.S. (2011, October). Internet Research Ethics. Paper presented as part of the symposia, Ethics cases in educational and psychological research. Northeast Educational Research Association (NERA) Conference, Rocky Hill, CT.

MacSuga, A.S., and Freeman, J. (2011, October). Evidence-based Classroom Management: Moving from Research to Practice. Presented at the New England Positive Behavior Interventions and Supports Conference (NEPBIS), Norwood, MA.

MacSuga, A.S. & Freeman, J. (2011, June). Class-wide Positive Behavior Support Four-Day Intensive Workshop. Presented for the Vermont Public Schools: VT Best Summer Institute, Killington, VT.

MacSuga, A.S. (Primary Presenter) & Briere, D. (2011, March). Increasing Teacher Use of Evidence Based Classroom Management Strategies: A Consultation Model. Presented at the 8th Annual International Positive Behavior Support Conference (APBS), Denver, CO.

Simonsen, B., **MacSuga, A.S.**, and Fallon, L.M. (2010, November) Using Self-monitoring to Increase Teachers' Implementation of Evidence-based Classroom Management. Presented at the New England Positive Behavior Interventions and Supports Conference (NEPBIS), Norwood, MA.

□ Conference Poster Presentations

Hirsch, S. & **MacSuga-Gage, A.S.** (2017, November). Breaking Down the Ivory Tower Through a Faculty-in-Residence Program. Poster presented at the Teacher Education Division 2017 National Conference, Savannah, GA.

Hirsch, S. E., **MacSuga-Gage, A.S.**, Marcus, K., & Rice, K. (2017, September). Pulling Back the Curtain: Conversations with PBS Film Creators. Poster presented at the 2017 National PBIS Leadership Forum, Chicago, IL

Gage, N. A. & **MacSuga-Gage, A.S.** (2016, April). Multi-Tiered Support Professional Development (MTS-PD) to Increase Evidence-Based Classroom Management Practices. Poster presented at the 2016 Council for Exceptional Children (CEC) Convention & Expo, St. Louis, MO

MacSuga-Gage, A.S. & Gage, N. A. (2016, March). Multi-tiered Support Professional Development (MTS-PD) to Increase Evidence-based Classroom Management Practices. Poster presented at the 13th Annual International Conference of the Association for Positive Behavior Support (APBS), San Francisco, CA

Gage, N. A. & **MacSuga-Gage, A.S.** (2016, March). A Meta-analysis of Classroom Management. Poster presented at the 13th Annual International Conference of the Association for Positive Behavior Support (APBS), San Francisco, CA

Hirsch, S. E., **MacSuga-Gage, A.S.**, Evanovich L. L. (2016, April). From Research to Practice: A Systematic Process to Support Implementation of Evidence-Based Classroom Management Strategies. Poster presented at the 2016 Council for Exceptional Children (CEC) Convention & Expo, St. Louis, MO

Gage, N. A., **MacSuga-Gage, A.S.**, Bondy, B., De Jong, E., & Colvin S. (2015, September). Improving Teacher Development: Integrating Classroom Management Into Pre-Service Reform. Poster presented at the Council for Children with Behavioral Disorders Conference (CCBD), Atlanta, GA

Hirsch, S.E., **MacSuga-Gage, A.S.** & Dillon, S. (2014, March). The Use of Group Contingencies as a Classroom Management Tool. Poster presented at the Association for Positive Behavior Support Conference (APBS), Chicago, IL.

MacSuga-Gage, A.S. (2013, May). Supporting Teachers' Professional Development: Investigating the Impact of a Targeted Intervention on Teachers' Presentation of Opportunities to Respond. Poster presented at the Northeast PBIS Network Leadership Forum, Rocky Hill, CT.

MacSuga-Gage, A.S. (2013, May). Supporting Teachers' Professional Development: Investigating the Impact of a Targeted Intervention on Teachers' Presentation of Opportunities to Respond. Poster presented at the Center for Behavior Education and Research (CBER) Symposium, Storrs, CT.

MacSuga, A.S. (2012, May). Increasing Teacher Use of Evidence Based Classroom Management Strategies: Recent Research Updates. Poster presented at the Northeast PBIS Network Leadership Forum, Rocky Hill, CT.

MacSuga, A.S. (2012, May). Increasing Teacher Use of Evidence Based Classroom Management Strategies: Recent Research Updates. Poster presented at the Center for Behavior Education and Research (CBER) Symposium, Storrs, CT.

MacSuga, A.S. (2012, March). Increasing Teacher Use of Evidence Based Classroom Management Strategies: Recent Research Updates. Poster presented at the Applied Positive Behavior Support Conference (APBS), Atlanta, GA.

□ Webinars

Hirsch, S. E., **MacSuga-Gage, A. S.**, & Ennis, R. P. (2017, December). The art of PBIS filmmaking. Moderator of the #PBISchat, online (Invited Moderator).

MacSuga-Gage, A.S., Sandomierski, T., & Christiansen, K. (2017, November). Setting-up the Classroom for PBIS Success. University of South Florida Live Chat online.

MacSuga-Gage, A.S. & Percy, G. (2017, May). Utilizing Technology to Actively Engage All Students: Part 2 – Peer Response Opportunities. University of South Florida Live Chat online.

MacSuga-Gage, A.S. & Percy, G. (2017, April). Utilizing Technology to Actively Engage All Students: Part 1 – Teacher-Directed Opportunities to Respond. University of South Florida Live Chat online.

Martinez, S. & **MacSuga-Gage, A.S.** (2016, October). Tier 2 Series: Intervention Planning. University of South Florida Live Chat online.

Martinez, S. & **MacSuga-Gage, A.S.** (2016, May). Tier 2 Series: Decision Rules. University of South Florida Live Chat online.

Gage, N.A. & **MacSuga-Gage, A.S.** (2015, August). Data Collection for Enhanced Academic and Behavioral Instruction. Webinar presented for the Council for Exceptional Children (CEC) on behalf of the Division of the Council for Children with Behavioral Disorders (CCBD), Delivered Remotely.

Gage, N.A. & **MacSuga-Gage, A.S.** (2015, April). Antecedent-based Interventions in the Classroom: How to Design and Deliver Proactive Behavior Support. Webinar presented to the Kansas Technical Assistance System Network, Delivered Remotely.

□ Service & Consultation

Committee Participation:

University of Florida Search Committee Member for Special Education Clinical Assistant Professor in Literacy in the College of Education's School of Special Education, School Psychology, and Early Childhood Studies– Spring 2018

University of Florida Search Committee Member for Clinical Assistant Professor in the College of Education's School of Special Education, School Psychology, and Early Childhood Studies– Fall/Spring 2018

Member Florida Center for Students with Unique Abilities (FCSUA) Committee, March 2018 – Present

Elected Tri-Chair of the Association for Positive Behavior Support (APBS) Community and Network Development Opportunities Committee (CANDO), March 2018 - Present

Member Ad-Hoc Committee University of Florida College of Education's Faculty Advisory Council's Non-Tenure Promotion Guidelines Committee, March 2017 – Present

Member Ad-Hoc Committee University of Florida College of Education School of Special Education, School Psychology, and Early Childhood Studies (SESPECS) – Increasing Enrollment & Evaluation of Program Offerings & Leader of Recruitment Subcommittee, August 2016 – Present

Elected University of Florida Faculty Senator Representing the UF College of Education – August 2017 – Present (3-year Term)

Faculty advisor for the University of Florida College of Education's Student chapter of the Florida Educators Association (SFEA) a division of the National Education Association (NEA), August 2014 – present

Member Diversity Committee College of Education at University of Florida, August 2016-2017

Elected University of Florida College of Education's Faculty Policy Council's Alternate representative, May 2015 – May 2016

Ex-officio Board Member of the Council for Exceptional Children's (CEC) Division of the Council for Children with Behavioral Disorders (CCBD), March 2014-2017

Co-Chair of the Council for Exceptional Children's (CEC) Division of the Council for Children with Behavioral Disorders (CCBD) Professional Development Committee (PDC), March 2014-December 2017

Member Association for Positive Behavior Support (APBS) Training and Education Committee, March 2012-present

Member Diversity Committee College of Education at University of Florida, August 2013-May 2015

Member Florida Association for Positive Behavior Support (FLAPBS) Community and Network Development Opportunities Committee, June 2013 - present

Leader Association for Positive Behavior Support (APBS) Student Workgroup, March 2013- June 2014

President Association for Positive Behavior Support (APBS) Student Network & Ex-officio Board Member APBS, March 2012 – March 2013

Member Association for Positive Behavior Support (APBS) Membership Committee, Fall 2012-Summer 2013

Member Association for Positive Behavior Support (APBS) Student Network, 2011-2013

Service Consultation:

MacSuga-Gage, A. S. (2014, July – Present). Consultant to P.K. Yonge Research and Development School focusing on supporting training and development of School-wide Positive Behavior Support (SWPBS)/Class-wide Positive Behavior Supports (CWPBS) at the k-1, 2-3, and 4-5 community levels. P.K. Yonge Research and Development School, Gainesville, FL.

MacSuga-Gage, A. S. (2014, August – 2016). Consultant to Lake Forrest Elementary School focusing on supporting training and development of School-wide Positive Behavior Support (SWPBS) and the use/integration of behavioral and academic data. Lake Forrest Elementary School, Gainesville, FL.

MacSuga-Gage, A. S. & Gage, N.A. (2013, Fall). Consultation provided to the United Way of North Central Florida to help conceptualize and establish explicit expectations and reinforcement of positive behaviors. United Way of North Central Florida, Gainesville, FL.

Service Presentations:

MacSuga-Gage, A.S. (2016, Spring). Class-wide Positive Behavior Support (CWPBS) – Applying evidence-based practices in the classroom. Presentation to the 2-3 community/staff of the P.K. Yonge Research and Development School, Gainesville, FL.

MacSuga-Gage, A.S. (2015, Fall). Overview of Effective Lunch Supervision: Applying PBS to the Lunch Setting. Presentation to the elementary staff of the P.K. Yonge Research and Development School, Gainesville, FL.

MacSuga-Gage, A.S. (2015, Fall). Overview of School-wide Positive Behavior Support (SWPBS). Presentation to the faculty/staff of Newberry Elementary School, Newberry, FL.

MacSuga-Gage, A.S. (2014, Fall). Class-wide Positive Behavior Support (CWPBS): Practice & Perspectives. Presentation to the University of Florida's College Education Council (ECC), Gainesville, FL.

MacSuga-Gage, A.S. (2014, Fall). Overview of School-wide Positive Behavior Support (SWPBS). Presentation to the faculty/staff of Lake Forrest Elementary School, Gainesville, FL.

MacSuga-Gage, A.S. (2014, Summer). Class-wide Positive Behavior Support (CWPBS) – Applying evidence-based practices in the classroom. Presentation to the K-1 community/staff of the P.K. Yonge Research and Development School, Gainesville, FL.

MacSuga-Gage, A.S. (2012, Fall). Class-wide Positive Behavior Support. Presentation to the staff of the Equality Charter School, Bronx, NY.

MacSuga-Gage, A.S. (2012, June). Introduction to School-wide Positive Behavior Intervention & Support (SWPBIS). Professional development presentation to the 6-8 staff of the Capt. Nathan Hale Middle School-CNHMS, Coventry, CT.

MacSuga-Gage, A.S. (2012, June). Implementing School-wide Positive Behavior Support (SWPBS) with Fidelity in the Classroom & Overview of Class-wide Positive Behavior Support. Presentation to the K-2 staff of Verplanck Elementary School, Manchester, CT.

MacSuga, A.S. (2011, September). Overview of Evidence-based Classroom Management Strategies: Behavior Management Options for Tutors and Mentors. Presentation to Service Learning Students at Columbia University, New York, NY.

Briere, D. & **MacSuga, A.S.** (2011, March). Braiding Initiatives: SRBI and School-Wide Positive Behavior Support. Presentation to the East Hampton Public Schools Parent Association Presentation, East Hampton, CT.

Independent Consultation:

MacSuga-Gage, A. S. (2013, May – Present). Consultant to the Association for Positive Behavior Support (APBS) focusing on investigating network functioning and promoting network sustainability and development. International Organization – Work Completed Remotely.

MacSuga, A.S. (2012, January). Introduction to School-wide Positive Behavior Intervention & Support (SWPBIS). Professional development presentation to the k-8 staff of the Woodstock Public Schools, Woodstock, CT.

MacSuga, A.S. & O’Keefe, B. (2011, Spring). Kindergarten Teacher: Classroom Management Training. Provided professional development, individual assessment, and individual teacher consultation with fourteen kindergarten classroom teachers. Enfield Public Schools, Enfield, CT.

MacSuga, A.S., & Briere, D. (2011, March). Foundations of Goal Writing & Progress Monitoring. Connecticut Technical High School Social Workers Workshop on Goal Writing. Middletown, CT.

Other:

Volunteer Council for Council for Exceptional Children’s (CEC) Children with Behavioral Disorders (CCBD) Conference, September 2013

Volunteer Coordinator for Northeast Positive Behavior Interventions and Supports (PBIS) Network Leadership Forum, May 2013

ISIS-SWIS™ Facilitator – Certified ISIS-SWIS facilitator November 2012-present

CICO-SWIS™ Facilitator – Certified CICO-SWIS facilitator June 2012-present

SWIS™ Facilitator – Certified SWIS facilitator Spring 2012-present

Volunteer Coordinator for Northeast Positive Behavior Interventions and Supports (PBIS) Network Leadership Forum, May 2012

Volunteer Center for Behavior Education & Research Symposium, May 2012

□ Grants

Grant Writing:

2020 Institute of Education Sciences, U.S. Department of Education, “Project MTS-PD: Multi-Tiered Systems for Professional Development and Coaching” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage, Under Review, \$1,973,912

2020 Institute of Education Sciences, U.S. Department of Education, “Project PART-UBM: Psychometric Evaluation of an Audio and Video Recording-based Instrument to Assess Teachers’ Implementation of Universal Behavior Management Skills” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage, Matthew Schmidt, Paige Pullen, Under Review, \$1,999,684

2019 Institute of Education Sciences, U.S. Department of Education, “Project LIBERATE II” PI: David Houchins, Co-PIs: Rebecca Hines & Deborah Reed. FUNDED, \$3,299,326.
Sub-award to University of Florida, PI: Nicholas A. Gage, Co-PI: Ashley S. MacSuga-Gage, \$990,000-Funded, but currently on-hold.

2019 Institute of Education Sciences, U.S. Department of Education, “Project PARTICL: Psychometric Assessment of Recording Teachers Instructional and Classroom Management” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage and Matthew Schmidt. unfunded, \$1,387,982.

2019 Institute of Education Sciences, U.S. Department of Education, “Project MTS-PD: Multi-Tiered System of Support for Professional Development” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage. unfunded, \$1,398,709.

2019 Institute of Education Sciences, U.S. Department of Education, “Project Ignite: Igniting Interest in STEM for Students with Emotional and/or Behavioral Disorders” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage, Scott Wasman. unfunded, \$1,297,750.

2019 Office of Special Education Programs, U.S. Department of Education, “Project Integrate: School-wide Positive Behavior Interventions and Supports, School Mental Health, and Integrated Systems Framework” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage and Joni Splett. FUNDED, \$1,160,142.

2018 University of Florida ROF SEED Opportunity Grant, “Project Ignite: Igniting School Engagement Through STEM for Students with/or at Risk for Emotional and Behavioral Disorders” PI: Nicholas A. Gage, Co-PIs: Scott Wasman, Ashley MacSuga-Gage – unfunded, \$76,928

2018 University of Florida’s College Research Incentive Fund (CRIF), “Project Ignite: Igniting School Engagement Through STEM for Students with/or at Risk for Emotional and Behavioral Disorders” PI: Nicholas A. Gage & Co-PI: Ashley S. MacSuga-Gage – unfunded, \$39,585

2017 National Institute of Justice, Comprehensive School Safety Initiative, “Project PASS: A Randomized Controlled Trial of Positive Alternatives to School Suspension.” PI: Nicholas A. Gage, Co-PIs: Ashley S. MacSuga-Gage, Joni Splett, Kristina DePue- unfunded \$2,961,253

College Research Initiative Fund (CRIF) Grant Program, “Development and Psychometric Evaluation of an Audio and Video Recording-based Instrument to Assess Teachers’ Implementation of Classroom Management Skills,” PI Ashley S. MacSuga-Gage - \$5,000 – Funded April 2017

University of Florida Opportunity Grant, “Project PARTICL: Psychometric Evaluation of an Audio Recording-based Instrument to Assess Teachers’ Implementation of Evidence-Based Classroom Management Skills”, PI’s Nicholas A. Gage, Kristy Boyer, Carole Beal, & Ashley S. MacSuga-Gage – \$99,626 Unfunded (2016)

Spencer Foundation, Small Grant Competition, “Project ENGAGE: Evaluating the Relationship Between Classroom Management and Student Engagement”, PI’s Nicholas A. Gage & Ashley S. MacSuga-Gage – \$49,973 Unfunded (2016)

Institute of Educational Sciences (IES) Grant Program, “Project PARTICL: Psychometric evaluation of an Audio Recording-based Instrument to Assess Teacher’s Implementation of Evidence-based Classroom Management Skills,” PI’s Nicholas A. Gage & Ashley S. MacSuga-Gage - \$1.4 million – Unfunded (2015)

College Research Initiative Fund (CRIF) Grant Program, “Project MTSS-PD: A Data-based Decision-Making Professional Development Package to Increase Teachers’ Use of Evidence-based Classroom Management Practices,” PI’s Nicholas A. Gage & Ashley S. MacSuga-Gage - \$5,000 – Funded (2015)

University of South Florida Florida’s Positive Behavior Support Project Grant, “Florida Positive Behavior Support Project,” PI Subcontract Ashley S. MacSuga-Gage - \$50,000 per year funded - Funded (Spring 2015 – present)

Florida Department of Education Teacher Quality Partnership Grant Program, “Advancing the Development of Pre-service Teachers Project ADePT,” PI’s Buffy Bondy & Ester De Jong – (worked with grant writing team on conceptualization and Evaluation)- Funded (2014)

Spencer Foundation, Small Grant Competition, “Project ENGAGE: Evaluating the Relationship Between Classroom Management and Student Engagement”, PI’s Nicholas A. Gage & Ashley S. MacSuga-Gage – Unfunded (2016)

University of Florida Opportunity Grant, “Project ENGAGE: Evaluating the Relationship Between Classroom Management and Student Engagement”, PI’s Nicholas A. Gage, Ashley S. MacSuga-Gage, & Timothy Vollmer – Unfunded (2013)

The Wing Institute Graduate Research Funding Program in Evidence-based Education Grant - \$5,000.00 – Funded (2012)

Grant Participation:

Project Restructuring and Improving Teacher Education (RITE) - August 2013 – Present

Worked collaboratively with project faculty and staff to design and implement a distance supervision system utilizing mobile devices and live streaming solutions. Additionally, focused on identification of evidence-based practices and the creation of online systems to support completion and documentation of competencies.

□ **Awards/Scholarships**

Nominee for the Rosser Excellence Award (2016)

Nominee for University of Florida Undergraduate Teacher of the Year Award (2015)

Anderson Scholar Faculty Honoree, University of Florida, College of Liberal Arts and Sciences (2014)

Recipient of the Midwest Symposium for Leadership in Behavior Disorders (MSLBD) Doctoral Stipend Award (2013, February)

Neag Graduate Student Outstanding Research Travel Award (2012, Fall)

Recipient of the Lisa Pappanikou Glidden Scholarship (2012, April)

Neag Graduate Student Association Travel Award (2012, Spring)