

Curriculum Vitae

RANDI A. SAROKOFF, Ph.D., BCBA-D

A. Certification Board Certified Behavior Analyst - Doctoral
#1-00-0037 (BCBA: June 2000) (BCBA-D: January 2009)

B. Professional Information
Kean University
Executive Director
The School of Special Education and Literacy

C. Educational History

1. The Graduate School and University Center, City University of New York

9/98 - 10/06 Doctoral Program in Psychology
Subprogram: Learning Processes

Degree: Doctor of Philosophy, October 2006

2. The Graduate School and University Center, City University of New York

9/98 - 5/05 Program in Psychology
Subprogram: Learning Processes

Degree: Master of Philosophy, May 2005

3. Queens College, City University of New York

1/96 - 6/98 Psychology

Degree: Master of Arts, January 1999

4. Queens College, City University of New York

1/94 - 1/96 Psychology

Degree: Bachelor of Arts, January 1996

5. Kingsboro Community College, City University of New York

9/91 – 1/94 Data Processing

Degree: Associate of Applied Science, January 1994

D. Honors and Awards

2018	Phi Kappa Phi Honor Society Kean University Chapter
2000	Associate Member of Sigma Xi
1997	W.N. Schonefield Award for Graduate Research
1996	Reception by the Committee on Honors and Awards
1995	Howard Hughes Fellowship, Summer Program for Undergraduate Research
1994	Deans List
1994	Graduated with honors
1994	Phi Theta Kappa
1991-1993	Deans List

E. Professional Positions

6/18-Present	Executive Director School of Special Education & Literacy College of Education Kean University 1000 Morris Avenue Union, New Jersey 07083 (Responsibilities include BACB Verified Course Sequence (VCS Coordinator), Program Coordinator for Special Education - Applied Behavior Analysis and Autism Spectrum Disorders (M.A.) and Post-Master's Certification - Applied Behavior Analysis: Autism and Developmental Disabilities. Manage university ABA Programs and school activities, lecturer for graduate classes in ABA, development and creation of Kean's Autism Center, develop new graduate programs to meet changes in BACB exam 2022, supervise undergraduate and
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graduate faculty with administrative follow-up on accreditation, continuous program improvement, data collection, professional development, advisement, attend monthly Administrative Council Meetings, BOT Meetings, Monthly CoEPDI Meetings, ED Meetings, Open Houses, PD, COE Meetings, and schedule and conduct monthly SPEDLIT Meetings.

6/16 – 6/20

Epic Developmental Services/Aveana Healthcare
North Brunswick, NJ 08902
(Duties include supervision of behavior technicians providing in-home and school-based ABA services for children with autism, program coordination, curriculum development, staff training, parent training, functional analyses, toilet training, life skills training)

6/00 – 12/08
1/09 – Present

Board Certified Behavior Analyst: Private Consultation
Board Certified Behavior Analyst – Doctoral: Private Consultation
Maywood, NJ 07607
(Services include consultation, functional behavioral assessments (FBA), behavioral evaluations, creation of behavior intervention plans (BIP), program coordination for home, school and community-based ABA programs, workshop presentations, curriculum development, parent and family training, staff training, workshops, expert witness, expert evaluator, and supervisor of programs for children and/or adults with autism and other developmental disabilities.

9/16 – 12/16

Adjunct Professor
Kean University
Nathan Weiss Graduate College
Union, New Jersey 07083
(Taught Post-Masters Graduate Class in Applied Behavior Analysis (ABA): Autism and Developmental Disabilities. Coursework is designed to provide in depth knowledge and skills in the application of behavior analytic assessments and intervention strategies for students with autism spectrum disorder. The goal of this program is also to provide the required coursework for my students to meet BACB requirements for the BCBA exam.

6/11 – 07/16

District Behavior Analyst
Comprehensive Behavior Analytic Program
Bernards Township Public Schools
Basking Ridge, NJ 07920
(Duties include development of staff training protocol, implementation of staff training, functional analysis, develop behavior plans, collaborate with teachers to develop systems including teaching & data collection procedures, observe students and staff as they implement procedures and provide feedback, and on-going staff development in these areas.)

9/06- 6/10

District Behaviorist
New Milford Public Schools
New Milford, N.J. 07646
(Duties included functional behavioral assessments, behavioral evaluations, write BIP, program coordinator for home and community-based ABA programs, present workshops to general education and special education teachers during professional development, train staff/parents in ABA including discrete trial teaching and provide on-going staff development in these areas. Services were provided in out-of-district placements, in the family home and in two elementary schools, a middle school and a high school to special needs students, their parents and school staff. Functioned as a consultant to regular and special education staff to increase inclusion within the mainstream and decrease challenging student behavior, assist teachers and students in maintaining a learning environment that was effective for students to learn and make progress, as well as meet students learning and behavioral needs, and prepare students to remain in/re-enter the regular education environment.)

7/1/03- 6/30/04
7/1/04- 6/06

Clinical Associate
Clinical Director
Hineni at Sinai
Livingston, NJ 07039
(Duties included supervise and train staff in the technology of applied behavior analysis, conduct functional assessments, student evaluations, write BIP, write individualized curriculum and teaching procedures based on the principles of ABA for the entire school of students ages 3 – 14; interview and hire staff; conduct annual reviews with districts; conduct parent-teacher conferences; coordinate Education and Information Evenings; present workshops for parents and staff, conduct weekly staff meetings.

1/30/03- 5/30/03

Adjunct Instructor
Queens College, CUNY
(Duties included teach undergraduate practicum in ABA. Supervise student at practicum site)

10/97- 6/01

Behavioral Researcher/ Instructor
Alpine Learning Group
(Practicum Duties included: teach children ages 3 – 17 with autism using the principles of ABA; design and conduct research using script-fading procedures to increase verbal communication in two children with autism.) Supervisors: Dr. Bridget A. Taylor and Dr. Linda S. Meyer

6/96- 6/03

Executive Director
Spread Your Wings Behavioral Interventions, Inc.
(Private Home and School based behavioral treatment and development for children with developmental disabilities and special needs. Supervision of mainstream procedures for children with autism in typical classrooms. Duties included: individual design of behavior treatment program for each child's specific needs, staff training, parent training, behavioral consultant for students with autism in supported inclusion district-based classes, behavioral therapy, organization of team meetings, individualized curriculum development, and administrative duties.)

1/96 - 5/96

Behavior Therapist
In Home therapy (Duties included: design of individual behavior treatment programs, therapist training, parent training, behavior therapy for children diagnosed with autism in their homes.)
Consultation included: Dr. Nancy S. Hemmes, Behavioral Consultant from the Lovaas Institute: Clinic for the Behavioral Treatment of Children, UCLA, & Developmental Disabilities Institute.

5/95 - 12/95

Behavior Therapist
Room to Grow
(Duties included: 1:1 ABA instruction for children diagnosed with autism; implementation of individualized behavior treatment plans in their homes.) Supervisor: Dr. Bobby Newman

F. Supervised Research

9/1/02 – 8/23/06

Doctoral Research
Graduate Center, CUNY
(Conduct original research in staff training home ABA programs & Hineni @ SINAI School)

10/97- 6/01

Doctoral Practicum
Alpine Learning Group
(Practicum Duties included: teach children ages 3 – 17 with autism using the principles of ABA; design and conduct research using script-fading procedures to increase verbal communication in two children with autism.) Supervisors: Dr. Bridget A. Taylor and Dr. Linda S. Meyer

1/96 - 7/97

Graduate Research Assistant
Queens College, CUNY
(Duties included: designing and conducting research in human timing and retention, supervision of high school and undergraduate students, data analysis, manuscript preparation, current literature review).
Supervisors: Drs. Nancy Hemmes & Bruce Brown.

- 9/95 - 12/95 Undergraduate Research Assistant
Queens College
(Duties included: conducting experiments with human subjects, designing experiments to study human timing mechanisms, data analysis, manuscript preparation). Supervisors: Dr. Nancy Hemmes & Dr. Bruce Brown
- 6/95 - 8/95 Research Assistant
Queens College
(Full time position; Duties included: assisting in research regarding human timing, conducted experiments with human subjects, current timing literature review, word processing, manuscript preparation, data analysis, graphing using Sigma Plot; funded by Howard Hughes Medical Institute). Mentor: Dr. Nancy Hemmes; Supervisors: Dr. Bruce Brown & Dr. Soledad Cabeza de Vaca.
- 4/95 - 12/95 Undergraduate Research Assistant & Data Analyst
Queens College
(Duties included: Data analysis using SPSS, word processing for research of personality differences. Supervision: Dr. A. Harvey Baker.

G. Publications

- Sarokoff, R. A. (2020). A poem by Randi when she fled from danger resulting from the COVID-19 pandemic (Inspired by Psalm 3). In R. Menachem, & S. Tuttle-Singer (eds.), *When we turned within (Vol 2, pp 301)*. Independently published.
- Planer, J., DeBar, R., Progar, P., Reeve, K., & Sarokoff, R. (2018). Evaluating tasks within a high-probability request sequence in children with autism spectrum disorder. *Behavior Interventions, 33*(4), 380-390.
- Delli-Bovi, G. M., Vladescu, J.C., DeBar, R. M., Carroll, R. A., & Sarokoff, R. A. (2017). Using Video Modeling with Voice-over Instruction to Train Public School Staff to Implement a Preference Assessment. *Behavior Analysis in Practice, 10*, 72-76.
- Sarokoff, R. A., & Sturmey, P. (2008). The effects of instructions, rehearsal, modeling, and feedback on acquisition and generalization of staff use of discrete trial teaching and student correct responses. *Research in Autism Spectrum Disorders, 2*, 125-136.

- Sarokoff, R. A., & Sturmey, P. (2004). The effects of behavioral skills training on staff implementation of discrete-trial teaching. *Journal of Applied Behavior Analysis*, 37, 535-538. (Reproduced in Gall, M.D., Gall, J. P., & Borg, W. R. (2007). *Educational Research* (Eighth ed.). Boston: MA: Pearson Education, Inc.
- Sarokoff, R. A., Taylor, B.A., & Poulson, C. L. (2001). Teaching children with autism to engage in conversational exchanges: Script fading with Embedded Textual stimuli. *Journal of Applied Behavior Analysis*, 34, 81-81.

H. Professional Presentations

- Planer, J., DeBar, R. M., Progar, P., Reeve, K. & Sarokoff, R. A. (2013, May). Comparisons of Relevant and Irrelevant Request used in a High-Probability Request Sequence to Decrease Non-compliance in Elementary Children with Autism. Workshop to be presented at 39th Annual Association for Behavior Analysis International Conference, Minneapolis, MN.
- Planer, J., DeBar, R. M., Progar, P., Reeve, K. & Sarokoff, R. A. (2013, March). Comparisons of Relevant and Irrelevant Request used in a High-Probability Request Sequence to Decrease Non-compliance in Children with Autism. Workshop presented at 8th Annual NJABA Conference, Bridgewater, NJ.
- O'Connell, J., Read, A. & Sarokoff, R. A. (2012, October). Public School Programming: a District-Wide Approach. Workshop presented at Autism NJ Annual Conference. Atlantic City, New Jersey.
- Shaw, S., Read, A. & Sarokoff, R. A. (2012, October). Promoting Generalization of Self-Help Skills. Workshop presented at Autism NJ Annual Conference. Atlantic City, New Jersey.
- Neggers, M., Wallace, K. Read, A. & Sarokoff, R. A. (2012, October). Utilizing Technology to Implement a Social Skills Program for Preschoolers. Workshop presented at Autism NJ Annual Conference. Atlantic City, New Jersey.
- Sarokoff, R. A. (2011, October). Developing conversational and social skills through scripts. Workshop presented at Autism NJ Annual Conference. Atlantic City, New Jersey.
- Sarokoff, R. A., Ward-Horner, J., & Sturmey, P. (2006, April). Teaching correct use of discrete trial teaching: Acquisition and generalization of staff behavior and effects on child behavior. Workshop presented at the Behavior Analysis and Developmental Disabilities Conference, Queens College, Flushing, New York.

Sarokoff, R. A., & Sturmey, P. (2004, May). The effects of instruction, feedback, rehearsal, and modeling on staff implementation of discrete trial teaching. Paper presented as part of a symposium at the 2004 Association for Behavior Analysis Annual Conference, Boston, Massachusetts.

Sarokoff, R. A. (2003, April). The effects of instruction, feedback and role-play on staff implementation of discrete trial teaching. Poster presented at the Behavior Analysis and Developmental Disabilities Conference, Queens College, Flushing, New York.

Sarokoff, R. A., Taylor, B. A., & Poulson, C. L. (2002, April). Teaching conversational exchanges to children with autism. Poster presented at the Behavior Analysis and Developmental Disabilities Conference, Queens College, Flushing, New York.

D'Ateno-Altman, P. A., & Sarokoff, R. A. (2000, May). Inclusion strategies for children with autism: One size does not fit all. Poster presented at the 2000 Association for Behavior Analysis Annual Conference, Washington, DC.

Sarokoff, R. A., D'Ateno, P.A., & Trujillo, M. (2000, April). Individualized goals and strategies for the inclusion of children with autism: An examination of three case studies. Workshop presented at the Behavior Analysis in Developmental Disabilities Conference, Queens College, Flushing, New York.

Sarokoff, R. A., D'Ateno-Altman, P. A., & Welsh, J. (2000, January). District based program for autistic students. Workshop presented at the 2000 Conference of the Long Island Association of Special Education Administrators, Montauk, New York.

Sarokoff, R. A., Taylor, B. A., & Poulson, C.L. (1999, May). Teaching children with autism to make conversational exchanges: The use of naturally embedded textual stimuli. Paper presented as part of a symposium at the 1999 Association for Behavior Analysis Annual Conference, Chicago, Illinois.

Sarokoff, R. A., Taylor, B. A., & Poulson, C.L. (1998, September). Innovative strategies to teach socially relevant behavior to individuals with autism. Paper presented as part of a symposium at the 1998 New York State Association for Behavior Analysis Annual Conference, Saratoga Springs.

Sarokoff, R. A., Brown, B. L., Hemmes, N. S., Cabeza de Vaca, S., Kladopoulos, C. N., & D'Ateno, P.A. (1997, April). Varying the location of a concurrent nontemporal task during a reproduction trial: Effects on subjective time estimates. Paper presented at the 69th annual meeting of Eastern Psychological Association, Washington, DC.

D'Ateno, P. A., Sarokoff, R. A., Hemmes, N. S., Brown, B. L., Kladopoulos, C. N. (1997, April). Subjective time estimation in the presence of a concurrent nontemporal task. Paper presented at the 69th annual meeting of Eastern Psychological Association, Washington, DC

Sarokoff, R. A., Hemmes, N. S., Cabeza de Vaca, S. & Brown, B. L. (1996, April). Perceived duration of time intervals under prospective methods of time estimation. Poster presented at the 9th annual Research Day of Sigma Xi: The Scientific Research Society, Queens College Chapter, Flushing, NY.

Sarokoff, R. A., Hemmes, N. S., Cabeza de Vaca, S. & Brown, B. L. (1996, March). Reproduction and production methods of prospective timing: Effects of concurrent nontemporal tasks on subjective time estimates. Poster presented at the 68th annual meeting of Eastern Psychological Association, Philadelphia, Pa.

Sarokoff, R. A., Hemmes, N. S., Cabeza de Vaca, S. & Brown, B. L. (1995, December). Mechanisms governing human timing behavior: Effects of concurrent nontemporal tasks on subjects' judgments of time. Poster presented at the 5th annual conference of The New York State Association for Behavior Analysis, Ronkonkoma, NY.

Sarokoff, R. A., Hemmes, N. S., Cabeza de Vaca, S. & Brown, B. L. (1995, August). Effects of concurrent nontemporal tasks on time estimation. Poster presented at the Howard Hughes Medical Institute Poster Session at Queens College, CUNY, Flushing, NY.

I. In-Service Presentations

Sarokoff, R. A. (2012, November). Writing Behavior Intervention Plans. 2-hour workshop presented for Bernards Township Comprehensive Behavior Analytic Program, Basking Ridge, NJ.

Sarokoff, R. A. (2012, September). Staff Training. 3- 4-hour workshops presented for Bernards Township Comprehensive Behavior Analytic Program for new staff, Basking Ridge, NJ.

Sarokoff, R. A. (2012, July). Staff Training. 3- 4-hour workshops presented for Bernards Township Comprehensive Behavior Analytic Program for new staff, Basking Ridge, NJ.

Sarokoff, R. A. (2011, November). Introduction to Scripts and Script-Fading. 2-hour workshop presented for Bernards Township Comprehensive Behavior Analytic Program, Basking Ridge, NJ.

Sarokoff, R. A. (2011, September). Staff Training. 3- 4-hour workshops presented for Bernards Township Comprehensive Behavior Analytic Program for new staff, Basking Ridge, NJ.

Sarokoff, R. A. (2011, July). Staff Training. 3- 4-hour workshops presented for Bernards Township Comprehensive Behavior Analytic Program for new staff, Basking Ridge, NJ.

Sarokoff, R. A. (2009, November). Behavior Interventions and Modifications for Students with Special Needs. 1.5 hour workshop presented for New Milford Public Schools Professional Development Day, New Milford, NJ.

Sarokoff, R.A., & Romano, J. (2008, February). Integrating children with special needs in public schools: Training for para-professionals. Five-hour workshop presented at Berkley Street Elementary, B.F. Gibbs Elementary and David E. Owens Middle Schools, New Milford, NJ.

J. Membership in Professional Associations

Autism NJ: Professional Member
NJ Association for Behavior Analysis (NJABA)

K. Service

09/12-9/16 Committee member for Thesis and Dissertation Defenses at Caldwell University

3/09 – 6/10 Member of New Milford Schools Parent Advisory Committee

3/04 Guest Reviewer for *Journal of Applied Behavior Analysis*

4/02 Guest Reviewer for *Journal of Positive Behavioral Interventions*

10/96 – 6/97 Graduate Behavior Analysis Club
President (Queens College)

6/97 – 6/98 Graduate Behavior Analysis Club
Vice President (Queens College)

L. Statement of Professional Interests

After almost 25-years of using behavior analysis to improve the lives of my students, I find myself wanting to secure the efficacy of the next generation of behavior analysts. As Executive Director of the School of Special Education and Literacy, I have the opportunity to design and implement graduate programs in Applied Behavior Analysis (ABA) and Autism. This gave me the opportunity to shape the next generation of behavior analysts. My goal is to teach each graduate student in my program to understand the science behind the procedures that are implemented with their learners, to use proper technological language and to encourage each student to advance his/her knowledge of the field. I want to shape these future BCBAs working with our learners with autism will study to become the best educators by using the science of ABA to

better the lives of future generations of learners with disabilities. Their goals will be to have their learners with autism meet their learning potential.

I enjoy the role of Executive Director at Kean University. It enables me to create protocols to have our School run efficiently for our students. The day-to-day duties allow me to advocate for our School, oversee budgets, institute policies, schedule courses, hire adjuncts and most importantly design and create an Autism Center and new graduate programs in Applied Behavior Analysis and Autism. I am very busy, but enjoy the rewards of completing these important tasks.

I have worked in public and private schools, home settings and in the community. It is important to me to be an effective behavior analyst. That is why I choose to get my doctorate in Learning Processes and Applied Behavior Analysis. In this way, I can be effective not only in producing meaningful behavior change, but to also be effective at educating students with learning challenges. My dissertation was in staff training and investigated how shaping the proper teaching procedures implemented by the teacher resulted in increased student's correct responding.

I attend professional conferences each year to learn the most current technological advances in the field to optimize my effectiveness as a Board Certified Behavior Analyst-Doctoral. It has been a very satisfying experience to teach a child to speak who was non-verbal when I met him/her. The ultimate goal of the work I have done is to have students placed in an appropriate learning environment that maximizes each child's potential for growth. Many of the students with autism that I have previously worked with are benefiting from inclusion placements in general education classrooms in their local school districts. One student with autism who was non-verbal at the age of two when I began working with him has since been de-classified in Middle School as he no longer exhibits any of the characteristics of autism. This young man is just one example of my success in producing meaningful behavior change through effective teaching.

References

Dr. Susan Polirstok
Dean Emeritus, Kean University
Professor, School of Special Education and Literacy
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