

Staheli Meyer, PhD

EDUCATION

DOCTOR OF PHILOSOPHY | PSYCHOLOGY BEHAVIOR ANALYSIS

University Of Nevada,
Reno

Dissertation title: *Factors
Fostering the Forgetting &
Remembering of
Childhood Abuse*

Advisor: Linda, J. Parrot
Hayes, Ph.D.
2020 - 2022

MASTER OF ARTS | PSYCHOLOGY BEHAVIOR ANALYSIS

University Of Nevada,
Reno

Thesis title: *Habituation &*

*Dishabituation to Auditory
Stimuli by Young Children
with Autism*

Advisor: Patrick Ghezzi,
Ph.D.
2015 - 2020

PROFESSIONAL SUMMARY

Experienced in design, delivery, and supervision of behavior analytic services to a diverse range of client populations. Proven ability to develop curriculum and assess efficacy, with a special emphasis in Relational Frame Theory and Acceptance and Commitment based curriculum design. Recognized for research in the areas of childhood trauma and autism spectrum disorders. Adept at team leadership in both clinical and research settings. Please see relevant clinical positions, teaching experiences, research experiences, awards/grants, and publications below.

WORK EXPERIENCE

CLINICAL POSITIONS

EXECUTIVE DIRECTOR

Empower Youth | Reno, NV
2023 – Present

ASSOCIATE DIRECTOR

Early Childhood Autism Program | University of Nevada, Reno
2016 – 2020

SENIOR CASE MANAGER

Fit Learning | Reno, NV
2010 – 2016

GRADUATE ASSISTANT

PATH | University of Nevada, Reno
2010 – 2012

TEACHING POSITIONS

INSTRUCTOR | University of Nevada, Reno

- PSY 205 Elementary Analysis of Behavior
- PSY 467 Psychology of Gender

TEACHING ASSISTANT & SUBSTITUTE | University of Nevada, Reno

- PSY 205 Elementary Analysis of Behavior
- PSY 395 Ethics
- PSY 233 Child Psychology
- PSY 609 Research Methods

RESEARCH EXPERIENCE

DISSERTATION: *Factors Fostering the Forgetting & Remembering of Childhood Abuse*
2020 - 2022

Produced an accepted two-part dissertation (philosophical extension & experimental analysis) on an interbehavioral conceptualization of forgetting and remembering; with special emphasis on applications to the forgetting and remembering of childhood sexual abuse. The experimental analysis investigated the factors fostering forgetting and subsequent remembering akin to the experience of many victims of childhood abuse. Results concluded that victims' familiarity with the perpetrator impact the likelihood of forgetting with those who retain close and repeated contact be most likely to forget.

THESIS: *Habituation & Dishabituation to Auditory Stimuli by Young Children with Autism*
2017 - 2020

Completed an accepted thesis which evaluated the relation between habituation and dishabituation in children diagnosed with ASD compared to typically developing peers.

RESEARCH ASSISTANT REFERENTIAL LANGUAGE LABORATORY

2015 - 2019

Assisted in the coding of referential language recordings as part of several projects in the referential language lab. Recordings were composed of brief conversations between a child diagnosed with ASD and their mother, treatment provider, and/or sibling. Recordings were coded according to Bijou and colleagues' (1986; 1988) referential coding system.

AWARDS & GRANTS

DISSERTATION STIPEND

2021 - 2022

SIDNEY & JANET BIJOU GRANT

2019 - 2020

EARLY CHILDHOOD AUTISM SCHOLARSHIP

2017 - 2020

PROFESSIONAL MEMBERSHIP

Association for Behavior Analysis International | Membership since 2013

Association for Contextual Behavior Science | Membership since 2014

Standard Celeration Society | Membership since 2013

Nevada Association for Behavior Analysis | Membership since 2014

SERVICE ACTIVITIES

SCIENCE & ACADEMIC AFFAIRS COMMITTEE MEMBER

Standard Celeration Society

2016 - 2017

Managed activities related to training, experience, and publication in precision teaching; including developed resources related to research and publication, consumption of precision teaching services, and information regarding training opportunities.

SECRETARY UNDERGRADUATE ASSOCIATION FOR BEHAVIOR ANALYSIS

2010

Performed secretarial duties for the Undergraduate Association for Applied Behavioral Analysis, an association for undergraduates interested in applied behavior analysis.

PUBLICATIONS

Meyer, S., & Hayes, L. J. (2021). Causes: linguistic artifacts or genuine appeals? *Registro Acumulativo*, 3(2), 25–29.

Newsome, K., Fuller, T., Meyer, S., Berens, K., & Newsome, D. (2021). Behavioral Education. In A. Maragakis, C. Drossel, & T. J. Waltz (Eds.), *Applications of Behavior Analysis in Healthcare and Beyond*.

Meyer, S., Newsome, D., Fuller, T., & Newsome, K., & Ghezzi, P. M. (2020). Agility: What it is, how to measure it, and how to use it. *Behavior Analysis in Practice*. doi:10.1007/s40617-010-00465- 4.

Newsome, D., Newsome, K., Fuller, T., & Meyer, S. (2019). How contextual behavior scientist measure and report about behavior: A review of JCBS. *Journal of Contextual Behavior Science*, 12, 347-354. doi:10.1016/j.jcbs.2018.11.005

Meyer, S., Aninao, T., Newsome, K., & Newsome, D., (2015). Discovery Through the Lens of the Standard Celeration Chart: Informing and Facilitating Inductive Intervention Strategies. *Behavioral Developmental Bulletin*, 20(2), 150-157. doi:10.1037/h0101307.

PRESENTATIONS

Meyer, S., & Parrott Hayes, L., Factors Fostering the Forgetting & Remembering of Childhood Abuse. Symposium paper presented at the 49th Annual Association for Behavior Analysis International Conference, May 2023.

Meyer, S., & Parrott Hayes, L., Reconsidering Causal Concepts. Symposium paper presented at the 19th Annual Contextual Behavior Science World Congress, 2021.

Meyer, S., & Parrott Hayes, L., A Rejection of Ineffable Causalities. Symposium paper at the 47th Annual Association for Behavior Analysis International Conference, May 2021.

Newsome, D., Newsome, K., Fuller, T., Meyer, S., A commitment to science means zero percent correct. Symposium paper presented at the 15th Annual Contextual Behavior Science World

Meyer, S., Newsome, D., Newsome, K., Fuller, T., Depictions of Agility from the Learning Lab: Celeration, Frequency and Bounce Multipliers. Symposium paper presented at the Annual International Precision Teaching Conference, 2016, Reno, NV.

Newsome, D., Newsome, K., Meyer, S., "I hate school, my brain is broken, and my teachers are jerks": Strategies for undermining language-based barriers to academic progress. Symposium paper presented at the Association for Behavior Analysis International Annual Convention, 2016, Chicago, IL.

Meyer, S., Fuller, T., Newsome W., & Newsome K.. Agility: Conceptual Aspects and Academic Applications. Symposium paper at the Association for Behavior Analysis International Conference, San Antonio, TX, May 2015.

Meyer, S., Watkins, G., Newsome, K., Newsome D., Aninao, T., & Fuller T. Using Student Performance to Inform Phonemic Awareness Curricular Progression: An Exploration into Agility. Symposium presented at the 2014 International Precision Teaching Conference, Chicago, IL.

Newsome, W. D., Newsome, K. B., Billet, J., & Meyer, S. Combining RFT and Precision Teaching for Effective Comprehension Instruction. Symposium paper at the European Association for Behavior Analysis Conference, Stockholm, Sweden, 2014.

Newsome, W. D., Newsome, K. B., & Meyer, S. Understanding the Impact of Relational Fluency in Reading Comprehension Tasks. Symposium paper at the European Association for Behavior Analysis Conference, Stockholm, Sweden, 2014.

Newsome, W. D., Newsome, K., & Meyer, S. How Curriculum Designers are Putting 'The Purple Book' to Work. Symposium paper at the Association for Contextual Behavior Science World Conference, Minneapolis, MN, June 2014.

Newsome, W. D., Newsome, K. B., Billet, J., & Meyer, S. Fresh Data and Discoveries: Relational Fluency, Reading Fluency and Reading Comprehension. Symposium paper at the Association for Contextual Behavior Science World Conference, 2014, Minneapolis, MN.

Meyer, S. Newsome D., Rickard, K. A Program-wide Evaluation of Learner Agility and the Impact on Communication with Parents and School: The Scientist Educator Model: An evolving framework for program evaluation. Symposium presented at the 2013 International Precision Teaching Conference, Tampa, FL.

POSTERS PRESENTED AT PROFESSIONAL CONFERENCES

Willmoth, V., Grime, D., Meyer, S., Seidler, T., Henkel, K., & Ghezzi, P. The effects of an Adult Contingent Vocal Imitation Procedure on the Vocal Behavior of Two Young Children with Autism. Poster presented at the Annual Nevada Association for Behavior Analysis, 2019, Reno, NV.

- Meyer, S., Seidler, T., Willmoth, V., & Ghezzi, P. M. The Effects of Adult Contingent Vocal Imitation on the Vocal and Imitative Behavior of a Young Child with Autism. Poster presented at the Annual Association for Behavior Analysis International Convention, 2018, San Diego, CA.
- Meyer, S., Willmoth, V., Spurlock, E., Harootunian, S., & Ghezzi, P. M. Derived Relational Responding Throughout the Course of EIBI Treatment: A Preliminary Investigation. Poster presented at the Annual Association for Behavior Analysis International Convention, 2018, San Diego, CA.
- Nieto, A., Willmoth, V., Meyer, S., & Ghezzi, P. M. A Parametric Analysis of the Percentile Schedule: Increasing Frequencies of Pre-Academic Behavior. Poster presented at the Annual Association for Behavior Analysis International Convention, 2018, San Diego, CA.
- Seidler, T., Lewon, A., Meyer, S., Taylor, E., McAllister, T., Nieto, A., & Ghezzi, P. M. Intermittent and Continuous Schedules of Reinforcement in Discrete Trials Instruction: The Effects on the Acquisition, Maintenance and Generalization of Responses Taught to a Young Child with ASD. Poster presented at the Annual Nevada Association for Behavior Analysis, 2017, Reno, NV.
- Spurlock, E., Meyer, S., Willmoth, V., & Ghezzi, P. M. Establishing Social Reinforcers for Young Children with ASD. Poster presented at the Annual Nevada Association for Behavior Analysis, 2017, Reno, NV.
- Meyer, S., Lewon, A., Willmoth, V., Taylor, E., & Ghezzi, P. M. Parametric Analysis of the Percentile Schedule: Increasing Frequencies of Pre-Academic Behavior. Poster presented at the Annual Association for Behavior Analysis International Convention, 2017, Denver, CO.
- Nieto, A., Lewon, A., Seidler, T., Meyer, S., Willmoth, V., Ghezzi, P. Conversations between a young child with autism and his parents: Similarities and differences between mother and father. Poster presented at the Annual Association for Behavior Analysis International Convention, 2017, Denver, CO.
- Seidler, T., Lewon, A., Meyer, S., Taylor, E., McAllister, T., Nieto, A., Ghezzi, P. The Effects of Continuous and Intermittent Schedules of Reinforcement on the Acquisition, Maintenance and Generalization of Responses Taught to a Young Child with Autism. Poster presented at the Annual Association for Behavior Analysis International Convention, 2017, Denver, CO.
- Smith, C., Brush, T., Newsome, D., Newsome, K., Meyer, S., Assess with the Best: Using the SCC for Assessments. Poster presented at the Annual International Precision Teaching Conference, 2016, Reno, NV.
- Meyer, S., Watkins, G., Newsome, K., Newsome, D., Smith, C. Using TAGteach to accelerate the training of Precision Teachers. Poster presented at the Annual International Precision Teaching Conference, 2016, Reno, NV.
- Manson, M., Meyer, S., Newsome, K., Newsome, D., Fuller, T. Discriminate before you Generate: An Important component of an effective and efficient reading curriculum. Poster presented at the Association for Behavior Analysis International Annual Convention, 2016, Chicago, IL.
- Meyer, S., Fuller, T., & Hayes, L. Technology Enhanced Supervision: A Preliminary Analysis. Annual Conference of the Nevada Association for Behavior Analysis; 2014; Reno, NV.