



Education:

Ph.D., Applied Behaviour Analysis

National University of Ireland, Galway. February 2016

Graduate Certificate, Open and Distance Learning

University of Southern Queensland, Toowoomba, Australia. May 2002.

M.A., clinical psychology (behavioral stream).

University of Manitoba, Winnipeg, Manitoba, Canada. May 1992.

B.Sc., honors, psychology.

University of Victoria, Victoria, British Columbia, Canada. May 1989.

Experience:

Behavior Analyst. Private practice, Baltimore, MD, Takoma Park, MD, Eureka, CA. (September 2001 to present) Provide online preparation class for the BACB certification exam; distance-based mentoring services meeting supervised independent fieldwork requirements; and workshops, courses, and consultation for agencies and individual consultants using an analysis of verbal behavior approach to programs for children with autism. Clients include consultants and agencies from throughout the United States, Canada, the United Kingdom, the Middle East, and India.

Behavior Analyst/Curriculum Specialist. Humboldt County Office of Education, Eureka, California. (August 2006 to April 2009). Responsible for technical assistance, training, consultation, program development and quality assurance, and systems development for 30 school districts serving children with autism in Humboldt County. Primary focus on working with children in included settings and developing the county preschool programs for children with autism.

Behavior Analyst. Redwood Coast Regional Center, Eureka, California. (September 2001 to July 2006) Responsible for needs assessment, development and maintenance of new agency system for quality assurance of behavioral services, including the development and provision of community (professional, paraprofessional, and family) education programs in conjunction with other area agencies. Responsible for needs assessment and development of new agency systems for the provision of autism services, including improving screening and diagnostic processes, assessment for intervention services, and increasing access to appropriate intervention services for individuals with autism across the lifespan. Provided technical assistance and education to agencies (consultants, respite services, residential facilities, day programs, supported living services) providing behavior analytic services to individuals with developmental disabilities, including autism. Provided technical assistance and education to case managers. Participated as member of interdisciplinary Tele-Medicine Assessment and Consultation Team. Developed and supervised internship program in conjunction with Humboldt State University.

Director of Training and Resources. Behavior Analysts, Inc./STARS School, Pleasant Hill, California. (February 1997 to August 2001) Responsible for creating and developing new training division for non-public agency and school providing early intervention services to children with autism and other developmental disabilities. Developed and delivered in-services for consulting and teaching staff. Designed, developed, and delivered workshops for special education professionals and parents throughout the United States and for consultation clients internationally. Developed distance education programs to serve both internal and external clients. Supervised trainers and instructional designers. Developed and maintained agency standards for training materials.

Educational Consultant. Behavior Analysts, Inc./STARS School, Pleasant Hill, California. (August 1996 to August 2001) Provided behavioral and educational consulting to families, teachers, and other special education professionals in the public schools and in-home educational programs. Set up STARS Model classrooms in public school districts. Assessed language and learning skills, including functional analyses of maladaptive behavior. Developed, supervised, and provided educational (ABA) programming for young children (ages 18 months to 12 years) diagnosed with autism and other language delay disorders, focusing on the development of language, academic, social, and daily living skills. Mentored professionals working towards BACB certification.

Psychologist Assistant. Northern Virginia Training Center, Fairfax, Virginia. (October 1995 - July 1996) Trained direct care staff and unit clinicians in general principles of behavior analysis and in carrying out behavior programs. Developed, monitored, and implemented behavior management programs for adolescents and adults with developmental disabilities. Conducted functional analyses and developmental and intellectual assessments. Worked with interdisciplinary team to provide active treatment programs for clients. Provided individual and group counseling in the areas of anger management, relaxation training, and social skills. Provided crisis intervention.

Teacher. York School of English, Kraków, Poland; American International School, Lagos, Nigeria; and Texaco PLC, Lagos, Nigeria. (January 1993 to June 1995) Developed curricula and taught seminars, courses, and private lessons in English as a foreign language, physical education, and computer applications.

Student Clinician. University of Manitoba, Winnipeg, Manitoba. (September 1991 to May 1992) One year supervised practicum in clinical psychology. Provided individual, group, child, and marital therapy in a general practice setting. Conducted intake, personality, intellectual, and vocational assessments.

Teaching Assistant. University of Manitoba, Winnipeg, Manitoba. (September 1990 to May 1992) Conducted graduate level statistics laboratory classes within the Department of Psychology. Provided assistance to students and graded assignments for undergraduate classes in behavior modification, including proctoring classes conducted via computer-assisted personalized system of instruction.

Research Assistant. University of Manitoba, Winnipeg, Manitoba. (September 1990 to May 1992) Provided research assistance including data collection and proposal writing assistance for research projects in the fields of developmental disabilities and sports psychology.

Instructional Designer. Softwords Research International, Victoria, British Columbia. (September 1989 to December 1992) Designed and produced computer-based training courseware and associated documentation. Managed courseware projects, including supervision of junior instructional designers, scheduling of deliverables, and creation of time and cost estimates. Planned subject matter expert meetings, followed-up on deliverables, and provided product support.

Coach. Victoria Crystallettes, Victoria, British Columbia. (September 1986 to June 1989) Coached girls aged 8-15 in competitive synchronized swimming. Developed daily and seasonal training plans, instructed swimmers in technical and psychological skills, and assessed and monitored progress.

University level teaching:

The Chicago School of Professional Psychology (adjunct faculty): 2014-present
AB523: Verbal Behavior

George Mason University (adjunct faculty): 2011
EDSE/PSYCH 619: Applied Behavior Analysis: Principles, procedures and philosophy

Humboldt State University: 2008-9
SPED 799: Autism Intervention Strategies (graduate level special education course)
Regular guest lectures to graduate classes in psychology and special education on discrete trial training/autism intervention, careers in behavior analysis, and school-wide positive behavior support

ICEP Europe/Queen's University, Belfast: 2007-8
Applied Behaviour Analysis: Interventions for Developmental Disabilities (Advanced Diploma in Professional Development, Inclusive Education course)

Publications:

- Ming, S., Stewart, I., McElwee, J., & Bynum, K. (2015). Contextual Control Over Derived Relational Responding in a Teenager with Autism. *Research in Autism Spectrum Disorders*. 19, 7-17. doi: 10.1016/j.rasd.2015.03.003
- Moran, L., Walsh, L., Stewart, I., McElwee, J., & Ming, S. (2015). Correlating Derived Relational Responding with Linguistic and Cognitive Ability in Children with Autism Spectrum Disorders. *Research in Autism Spectrum Disorders*. 19, 32-43. doi:10.1016/j.rasd.2014.12.015
- Ming, S., Moran, L. & Stewart, I. (2014). Derived relational responding: Applications and future directions for teaching individuals with autism spectrum disorders. *European Journal of Behavior Analysis*. 15(2), 199-224. doi:10.1080/15021149.2014.11434722
- Moran, L., Stewart, I., McElwee, J., & Ming, S. (2014). Relational Ability and Language Performance in Children with Autism Spectrum Disorders & Typically Developing Children: A Further Test of the TARPA Protocol. *The Psychological Record*. 64(2), 233-251. doi:10.1007/s40732-014-0032-0
- Stewart, I., McElwee, J., & Ming, S. (2013) Language Generativity, Response Generalization and Derived Relational Responding. *The Analysis of Verbal Behavior*. 29(1), 137-155
- Stewart, I., McElwee, J., & Ming, S. (2010). A Critical Analysis of Conventional Descriptions of Levels Employed in the Assessment of Basic Learning Abilities (ABLA). *The Behavior Analyst*. 33(1), 127-132.
- Moran, L., Stewart, I., McElwee, J., & Ming, S. (2010). Brief Report: The Training and Assessment of Relational Precursors and Abilities (TARPA): A preliminary analysis. *Journal of Autism and Developmental Disorders*. 40(9), 1149-53. doi:10.1007/s10803-010-0968-0
- Mildon, M., Ming, S., Hickey, C., Ho, S., Langdon, S., & Knight, S.B. (2002). Graduate Students Meet Grassroots: International Development Online. *Computers and Advanced Technology in Education. Proceedings of the IASTED International Conference*. ACTA Press.
- Ming, S. & Martin, G. (1996). Single Subject Evaluation of a Self-Talk Package for Improving Figure Skating Performance. *The Sport Psychologist*. 10, 227-238.

Conference Presentations and Posters:

- Ming, S., Moran, L., Stewart, I., McElwee, J., & Bynum, K. (2015). *Assessing Derived Relational Responding Skills with Children with Autism*. Research symposium paper presented at the Association for Professional Behavior Analysts Conference, Seattle, WA.
- Ming, S., Mulhern, T., Moran, L., & Stewart, I. (2015). *Training Class Inclusion with Typically Developing Children and Children with Autism*. Research symposium paper presented at the Association for Professional Behavior Analysts Conference, Seattle, WA.
- Ming, S. & McElwee, J. (2013) *Generative Teaching Protocols*. Workshop presented at the Autism New Jersey Conference, Atlantic City, NJ.
- Ming, S., Stewart, I. & McElwee, J. (2013) *Assessing and Training Derived Relational Responding Abilities: The impact of context and other assessment factors*. Poster presented at the Association for Professional Behavior Analysts Conference, Las Vegas, NV.
- Moran, L., Stewart, I., Ming, S. & McElwee, J. (2013) *Testing a computer-based training protocol for the assessment of generative verbal behavior in children with ASD*. Poster presented at the Association for Professional Behavior Analysts Conference, Las Vegas, NV.

- McElwee, J. & Ming, S. (2012). *Generative teaching protocols for learners with ASD and other Developmental Delays*. Workshop presented at the 2012 Pennsylvania State National Autism Conference.
- Ming, S. & Stewart, I. (2012) *Teaching for Generativity: Training derived relational responding abilities with children with autism*. Symposium paper presented at the 2012 annual conference of the Association for Contextual Behavioral Science, Washington, DC.
- Ming, S., McElwee, J., & Stewart, I. (2012). *Practical Applications of RFT to EIBI Programs*. Workshop presented at the 2010 and 2011 annual conferences of the California Association for Behavior Analysis; the 2010, 2011, and 2012 annual conferences of the Association for Behavior Analysis: International; and the 2011 Pennsylvania State National Autism Conference.
- Ming, S. & Stewart, I. (2012) *Assessing and Training Derived Relational Responding Skills: A demonstration of contextual control in equivalence*. Symposium paper presented at the annual conference of the Association for Behavior Analysis: International, Seattle, WA.
- Ming, S., Stewart, I., Moran, L. & McElwee, J. (2011) *Testing a computer-based training protocol for the assessment of generative verbal behavior in children with ASD*. Poster presented at the Association for Behavior Analysis Autism Conference, Washington, DC.
- McElwee, J., Ming, S. (2010). *Teaching young children to speak with meaning and listen with understanding*. Workshop presented at the Autism New Jersey Conference, Atlantic City, NJ.
- Stewart, I., McElwee, J, Ming, S., & Burgess, C. (2010) *Testing a computer-based training protocol for the assessment of generative verbal behavior in children with ASD*. Symposium presented at the 2010 annual conference of the Association for Behavior Analysis: International.
- McElwee, J., Stewart, I., & Ming, S. (2009). *Facilitating Generative Verbal Behavior in EIBI Programs Using Relational Frame Theory*. Workshop presented at the 2009 annual conference of the Association for Behavior Analysis: International.
- Ming, S., Tucci, V., Copeland, K., & Yurich, K. (2008). *Bridging the Gap: Using Distance Technologies for Technology Transfer*. Discussion panel presented at the 2008 annual conference of the Association for Behavior Analysis: International.
- Ewen, D., Wood, T., Ming, S., Gruber, M., & Shannof, K. (2005) *Effects of An Applied Behavior Analysis Training Program on Confidence and Stress in Caregivers for Children with Developmental Disabilities*. Poster presented at the 2005 annual conference of the California Association for Behavior Analysis.
- Wood, T., Ewen, D., Ming, S., Gruber, M., & Horn, C. (2005) *Effects of An Applied Behavior Analysis Training Program on Self-Efficacy and Behavioral Skills of Caregivers for Children with Developmental Disabilities*. Poster presented at the 2005 annual conference of the California Association for Behavior Analysis.
- Ming, S. (2004). *Importing and Growing Our Own: Developing Behavioral Resources on the Redwood Coast Through Internships and Clinics*. Presented at the 2004 annual conference of the California Association for Behavior Analysis.
- Ming, S. & Powers, M.A. (1999-2004). *Preparing for the Certification Exam*. Workshop for behavior analysts. Presented at the 1999, 2000, 2001, 2002, 2003, and 2004 annual conferences of the California Association for Behavior Analysis.
- Ming, S., Carroll, S., Partington, J., & Santopadre, C. (2001) *Learning to Learn with STARS: An Evaluation of a Distance-Education Course for Parents*. Presented at the 2001 annual conference of the Association for Behavior Analysis: International

Ming, S. (2000) *Training to Teach in a Language-Based Classroom*. Presented as component of: Partington, J.W., Endicott, M.K., Ming, S., Martin, C., Judd, N., and Cowick, B. *STARS Model Classrooms*, a presentation at the 2000 annual conference of the California Association for Behavior Analysis.

Professional Affiliations and Activities:

Board Certified Behavior Analyst: Charter Certificant #1-00-0162
Arizona Licensed Behavior Analyst: #BA-26
Maryland Licensed Behavior Analyst: #LBA183

Member, ABA/BACB continuing education review committee 2000-2009
Professional Standards Chair, California Association for Behavior Analysis, 1998-2002
Member, BACB Expert Panel for Task List revision, 2001
Full Member: Association for Behavior Analysis, Association for Professional Behavior Analysts, Association for Contextual Behavior Science

Honors and Awards:

University of Manitoba Fellowship University of Manitoba (1990, 1991)
Dean of Arts' Entrance Award University of Manitoba (1990)
Mark Lewis Nozick Memorial Scholarship University of Manitoba (1990)
University of Victoria Alumni Award University of Victoria (1988)
University of Victoria Faculty Scholarship University of Victoria (1988)
Xi Nu Chapter, Beta Sigma Phi Sorority Prize University of Victoria (1988)
President's Scholarship University of Victoria (1986, 1988)
British Columbia Post-Secondary Scholarship University of Victoria (1986, 1987)
Suncor Undergraduate Scholarship University of Victoria (1985-1988)
Alexander Rutherford Scholarship University of Victoria (1985)