

Kaleena A. Selfridge

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Counseling, and Special Education
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Education

Ph.D. 2014	University of Pittsburgh, Pittsburgh, PA	Education of Students with Mental/Physical Disabilities
M.Ed. 2009	Slippery Rock University, Slippery Rock, PA	Special Education
B.S. 2005	Slippery Rock University, Slippery Rock, PA	Elementary/Special Education

Certifications

2005	Pennsylvania Instructional I Teaching Certification: Elementary K-6, Special Education N-12
2009	Pennsylvania Instructional II Teaching Certification: Elementary K-6, Special Education N-12

Professional Experience

2014-	Assistant Professor of Special Education, The Pennsylvania State University, University Park, PA
2010-2014	Teaching Fellow, University of Pittsburgh, Pittsburgh, PA
2006-2010	Special Education Teacher, Ellwood City Area School District, Ellwood City, PA
2006	Teacher/Counselor (Summer Program for Students with Emotional/Behavioral Disorders and Autism), Pressley Ridge, Pittsburgh, PA
2006	Special Education Teacher Long Term Substitute, Language Delay K-5, Midwestern Intermediate Unit IV, Grove City, PA

Research and Teaching Interests

Classroom Management Strategies for Inclusive and Special Education Settings
Special Education Teacher Preparation Improvement
Assessment of Students with Disabilities in the Educational Setting
Positive Behavior Supports

Research Experience

Elliott, S.N., Kettler, R.J., Zigmond, N., Kloo, A., Lemons, C.J., & Lupp, L.A. (2009-2011). Modified alternate assessment participation screening (MAAPS) consortium. (2009-2011). *Supervised Researcher*. Conducted activities including survey development and administration as part of within-state project.

Publications

Refereed Journals

Kostewicz, D. E., Kubina, R. M., Selfridge, K. A., & Gallagher, D. L. (2016). A review of fixed fluency criteria in repeated reading studies. *Reading Improvement*, 53, 23-41.

Selfridge, K., & Kostewicz, D. E. (2011). Reading interventions for four students with learning disabilities. *Journal of Precision Teaching and Celeration*, 27, 19-24.

Manuscripts in Progress

Selfridge, K., Kostewicz, D. E., & Brennan, K.M. (in progress). Contingency contracts in the elementary setting.

Selfridge, K., Lemons, C. J., Kostewicz, D., E., & Libman, A. (under revision). Assessment of students in special education in Pennsylvania: A survey of teachers and examination of teacher preparation.

Presentations

State/Local

Selfridge, K. A. (2015, November). *Contingency contracting in the elementary general education setting*. Poster presented at the 56th Annual Pennsylvania Council for Exceptional Children Conference, Harrisburg, PA. (Poster Presented In Absentia)

Selfridge, K. A. (2015, April). *Contingency contracting in the elementary general education setting*. Paper presented at the 12th Annual Behavior Analysis Research Colloquium, University Park, PA. (Presenter)

Selfridge, K. A. (2013, January). *Assessment of students in special education in Pennsylvania: A survey of teachers and examination of teacher preparation*. Presentation given to University of Pittsburgh's School of Education Student and Faculty Research Committee (Presenter)

Selfridge, K. A. (2009, November). *Including students with Autism Spectrum Disorder in regular education*. Presentation given at 50th Pennsylvania Council for Exceptional Children conference, Harrisburg, PA. (Presenter)

Selfridge, K. A. (2009, November). *Challenges of supporting students with disabilities in inclusive classrooms*. Discussion at the 50th Pennsylvania Council for Exceptional Children conference, Harrisburg, PA. (Discussion Leader)

Selfridge, K. A. (2009, May). *General educator's guide to Autism Spectrum Disorder*. Presentation given to elementary staff of the Ellwood City Area School District, Ellwood City, PA. (Presenter)

Guest Lectures

Selfridge, K. A. (2015, April). *Elementary special education inclusion: Academics and Behaviors*. Two-part EdLion webcast series offered to Pennsylvania teachers for Act 48 credit hours, The Pennsylvania State University.

Selfridge, K. A. (2009, November). *Students with special needs in inclusive settings: Responsibilities of general education teachers*. Lecture presented in I&L 1000, Introduction to Elementary Teaching, taught by Prof. Cassi Heinle, University of Pittsburgh.

Professional Service

Professional Organizations

- 2008- Council for Exceptional Children
 Division for Behavioral Disorders
 Teacher Education Division
- 2009 Pennsylvania Council for Exceptional Children Board of Directors (Member at Large)

Department Service

- 2016 Interview panel member for fixed-term faculty search
- 2012 Article review completed with Dr. Doug Kostewicz for *Journal of Emotional and Behavioral Disorders*
- 2012 Faculty search committee doctoral student representative

University Classes

- SPLED 400 Inclusive Special Education Foundations: Legal, Characteristics, Collaboration, Assessment, and Management. Four credit undergraduate course designed for education majors delivered in the blended model format. In-class meetings used to supplement online content and further solidify students' understanding of the foundations of special education and Applied Behavior Analysis concepts as related to classroom management. (The Pennsylvania State University)
- SPLED 403A Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing. Three credit blended model undergraduate course for education majors covering topics including designing explicit and effective instruction and implementing accommodations and adaptations for students with disabilities with a range of abilities in the inclusive setting. (The Pennsylvania State University)
- SPLED 461 Introduction to Autism Spectrum Disorders: Issues and Concerns. Three credit World Campus version of a course offering a review of characteristics and current topics related to ASD as well as an overview of evidence-based assessment and practices for individuals with ASD. (The Pennsylvania State University)
- I&L 2512 Assessment and Instruction for Students with High Incidence Disabilities. Three credit graduate level course for special education pre-service teachers focused on assessing students with high-incidence disabilities, using assessment information to guide instruction, and creating Evaluation/Re-Evaluation Reports and Individualized Education Plans based on results. (University of Pittsburgh)
- I&L 2523 Literacy, Assessment, and Instruction for Children with Disabilities in Inclusive Settings. Three credit graduate level course for general education pre-service teachers focusing on assessing and providing inclusive reading and writing instruction for students with disabilities in the inclusive classroom. (University of Pittsburgh)
- I&L 1580/2500 Foundations of Special Education. Cross-listed three credit undergraduate and graduate level course for general education majors providing an overview of the historical context of special education, legal basis for special education services, and current classroom practices as related to education in inclusive schools. (University of Pittsburgh)

Student Teacher Supervision

- 2010 Supervision of Special Education Graduate Students Teaching Students with High Incidence Disabilities in Special Education and Inclusive Education Settings (University of Pittsburgh)