

# Samantha Didrichsen

## Curriculum Vitae

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### Education

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#### **Ph.D. Student, Curriculum, Instruction and the Science of Learning (Expected 2026)**

*University at Buffalo, The State University of New York*

- Focus in early childhood education and special education
- Advisor: Dr. Claire Cameron

#### **MSEd., Special Education Early Childhood Intervention (August, 2017)**

*Hofstra University*

- Advisor: Dr. Stephen Hernandez
- Research Paper: Familiar vs. Unfamiliar Stimuli in Multiple Stimulus Preference Assessments

#### **BSEd., Early Childhood Education (May, 2015)**

*State University of New York at Fredonia*

- Minor: Biology

### Research Interests

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- I am interested in research within the field of early childhood special education. More specifically, I am interested in examining teacher preparation in early childhood special education to better support pre-service teachers prior to entering their careers. With my background in applied behavior analysis (ABA), I am interested in learning more about inclusivity within early childhood and how to use strengths-based interventions. I am also interested in researching disparities and equity within early childhood special education.

### Peer-Reviewed Publications

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- **Didrichsen, S.**, & McDonald, M. (2022). Familiar vs. Unfamiliar Stimuli in Multiple Stimulus Preference Assessments. *Special Education Research, Policy & Practice*, 6, 71–77.  
[https://issuu.com/hofstra/docs/2022\\_edition-special\\_education\\_research\\_policy?fr=sOGU2MTUyNDE4MjI](https://issuu.com/hofstra/docs/2022_edition-special_education_research_policy?fr=sOGU2MTUyNDE4MjI)

### Presentations

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- **Didrichsen, S.**, Starke, K., Kwan, T., McClelland, M. M., Karalis Noel, T., & Cameron, C. E. *Gamified Self-regulation Assessments in Early Childhood Education: Aiming for Equity and Feasibility*. Paper accepted for poster presentation at the International Society of the Learning Sciences (ISLS). Buffalo, NY, June 10th-14th 2024.

- **Didrichsen, S.**, Starke, K., McClelland, M., Kwan, T., Karalis Noel, T., & Cameron, C. E. (2024, April 13). *Striving for equitable assessment opportunities: Preschool teacher feedback on a gamified self-regulation task*. Presented at a roundtable discussion at the American Educational Research Association (AERA) conference, Philadelphia, PA. <https://tinyurl.com/ytsd5l3u>
- Lewis-Jones, T., **Didrichsen, S.**, Mead, C., Baker, M., Starke, K., & Cameron, C. E. (2024). *The role of racial congruence in early educator-child linguistic interactions: Implications for African American learners*. Poster accepted for presentation at the American Educational Research Association (AERA) conference, Philadelphia, PA. <https://tinyurl.com/ypwvvrnn>
- **Didrichsen, S.** (2024, March 29). *Striving for Equitable Assessment Opportunities: Preschool Teacher Feedback on a Gamified Self-regulation Task*. Office of Fellowships and Scholarships Research Talk, University at Buffalo, The State University of New York.
- **Didrichsen, S.** (2024, March 26). *Reimagining and Rebuilding: A Research Spotlight of GSE Fellows*. Graduate School of Education Student Research Symposium, University at Buffalo, The State University of New York. <https://ed.buffalo.edu/research/symposium.html>
- **Didrichsen, S.** (2024, March 26). *Striving for Equitable Assessment Opportunities: Preschool Teacher Feedback on a Gamified Self-regulation Task*. Graduate School of Education Student Research Symposium. <https://ed.buffalo.edu/research/symposium.html>

## Other Products and Reports

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- **Didrichsen, S.** (2024). *“When I say touch your head...”: Preschool educator feedback on a gamified self-regulation task* [Research brief, Unpublished Document]. University at Buffalo, The State University of New York. <https://samanthadidrichsen.files.wordpress.com/2024/04/final-htks-kids-feasibility-research-brief.pdf>
- **Didrichsen, S.**, & Cameron, C. E. (2023). *Beyond the Spectrum: The DIR Model and its Therapeutic Application Outside of Autism Spectrum Disorders* [Research brief, Unpublished Document]. University at Buffalo, The State University of New York. <https://samanthadidrichsen.files.wordpress.com/2024/04/research-brief-beyond-the-spectrum.pdf>

## Research Experience

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### University at Buffalo, The State University of New York

2022 – Present, Supervisor: Dr. Claire Cameron

- **Group Member:** Discussed writing critiques as a member of SPEC, Science of Public Engagement and Communication. Pieces reviewed contributed to research publications, doctoral milestone submissions and class papers. Offered the opportunity to practice socialization within a professional setting.

2022 – Present, Supervisor: Dr. Claire Cameron

- **Graduate Assistant:**
  - 2023-24: Analyzed qualitative data using a thematic approach on an HTKS-Kids feasibility study. Prepared a manuscript to publish this study as a paper in a high-target journal. Was accepted into AERA and ISLS to disseminate this study. Wrote two unpublished research briefs on HTKS-Kids and Teaching Strategies Gold.
  - 2022-23: Collected speech samplings of diverse groups of children to generate a data pool for analyzation of children’s language, storytelling, and play for Project Equity. Assessed children using HTKS-Kids (Head-Toes-Knees-Shoulders), a digital tool generated to measure self-regulation skills. Transcribed language and

led a team of transcribers using the computer program CLAN (Computerized Language Analysis) from the Child Language Data Exchange System (CHILDES). The Project Equity webpage can be found here: <https://childes.talkbank.org/access/Eng-AAE/Cameron.html> .

- Cameron, C. E. (Principal Investigator), McClelland, M. M., & Kwan, T. (5/1/2021-12/30/2023). Supplemental awards 1 and 2 to HTKS-Kids: A feasibility study to gamify the Head-Toes-Knees-Shoulders behavioral self-regulation research assessment. The Bill & Melinda Gates Foundation, INV-034807.
- Cameron, C. E., Starke, K., Lewis-Jones, T., Mead, C., **Didrichsen, S.**, & Baker, M. (2023). Technical codebook for Project Equity: *A study to capture, appreciate, and understand young children's language diversity*. Unpublished document.

## Awards and Honors

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- 2022-2026 Arthur A. Schomburg Fellow, University at Buffalo, The State University of New York
- 2025: Nominated for Hofstra College of Liberal Arts and Sciences Alumni Spotlight Award, Hofstra University
- 2024: Nominated for Hofstra College of Liberal Arts and Sciences Alumni Spotlight Award, Hofstra University

## Funding

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- GSE Dean's Student Research Award for the American Educational Research Association Conference (4/11/2024-4/14/2024). Supplement to **Didrichsen, S.**, Starke, K., McClelland, M., Kwan, T., Karalis Noel, T., & Cameron, C. E. (2024). *Striving for equitable assessment opportunities: Preschool teacher feedback on a gamified self-regulation task*. **Roundtable presentation**. \$1,150.

## Teaching Experience

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### Instructor Positions

- Adjunct Instructor, University at Buffalo, January 2024-May 2024
  - Introduction to Child Development, undergraduate, in-person (LAI 205)

### Other Teaching Experience

- **Special Education Itinerant Teacher (SEIT)**, Buffalo Hearing & Speech Center, Buffalo, NY March 2021-Present
  - Organized a caseload of preschool students with disabilities under CPSE and infants & toddlers with disabilities and delays under early intervention.
  - Led as the service coordinator for all CPSE teams, reaching out to other therapists to gather information and consult under interdisciplinary and transdisciplinary conditions for each child's IEP.
  - Worked on cognitive, language, and socio-emotional skills in the school setting, home setting, clinic setting, and virtually.

- **Special Education Teacher**, The Summit Center, Getzville, NY August 2020-February 2021
  - Instructed and taught both pre-academic and life skills using applied behavioral analysis in a 6:1:3 Kindergarten class on the autism spectrum.
  - Used the operants of verbal behavior to elicit functional language communication from students, whether it was oral language or communication by a PECs book or AAC device.
  - Coached and consulted with parents virtually to assist with their child's development while at home during the COVID-19 pandemic.
  
- **Preschool Special Education Teacher**, Volunteers of America-Greater New York, NY August 2018-August 2020
  - Lead teacher in an 8:1:2 setting at the Bronx Early Learning Center, a NAEYC accredited program, implementing aspects of applied behavior analysis into lesson plans and activities.
  - Instructed and cared for students with autism spectrum disorders and other medical conditions, leading them towards independence.
  - Helped design and carry out a behavioral intervention plan and oversaw an assigned 1:1 aide in her training, implementation, and data collection of the BIP.
  
- **Special Instructor/ABA Instructor**, Sunny Days Early Childhood Developmental Services, Middletown, NY, April 2018-June 2020
  - Conducted home-based early intervention services, supporting children in their social and language development with special education strategies embedded into play.
  - Involved families in the development of their child by providing them with suggestions of activities to do during their own personal time and observing and guiding them during the sessions.
  
- **Special Education Teacher**, PS 226, Bronx, NY, September 2017-April 2018
  - Worked in an ICT 2nd grade classroom providing embedded supports for students using UDL strategies and Gradual Release of Responsibility formats.
  - Provided SETSS for Kindergarten students in the areas of Math and ELA by adding additional academic activities to support their learning.
  - Taught in a Kindergarten/1st grade self-contained classroom guiding the support of paraprofessionals in the classroom to teach in stations with the students for all subjects.

## Professional Affiliations

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**2023 – present, Council for Exceptional Children, Teacher Education Division, Member**

**2023 – present, Council for Exceptional Children, Division of Research, Member**

**2022 – present, National Association for the Education of Young Children, Member**

**2023 – present, American Educational Research Association, Member**

**2015 – present, Council for Exceptional Children, Division for Early Childhood, Member**

**2014 – present, Kappa Delta Pi, International Honor Society in Education, Member**

## References

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Name: Dr. Claire Cameron

Title: Associate Professor

Department: Learning and Instruction

Organization: University at Buffalo, the State University of New York

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Name: Dr. Anna Thibodeau  
Title: Professor Emerita  
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Name: Christina Mead  
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