

Samantha Didrichsen, PhD.

Curriculum Vitae

Buffalo, NY

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Education

PhD., Curriculum, Instruction and the Science of Learning (Spring 2026)

Advanced Certificate in Qualitative Methodology (Spring 2026)

University at Buffalo, The State University of New York

- Dissertation: “*Losing Joy: Understanding the Phenomenon of Burnout in Early Childhood Special Educators*”
- Advisor: Dr. Claire Cameron

MSEd., Special Education Early Childhood Intervention (2017)

Hofstra University

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

BSEd., Early Childhood Education (2015)

State University of New York at Fredonia

- Minor: Biology

Peer-Reviewed Publications in Journals

- **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=sOGU2MTUyNDE4Mjl

Peer-Reviewed Publications in Online Spaces

- Rakoska, B., & Didrichsen, S. (2026, January). “It takes a special person to teach a special person’ ... about eugenics.” *The Forum of the American Journal of Education*.
<https://sites.psu.edu/ajeforum/2026/01/29/it-takes-a-special-person-to-teach-a-special-person-about-eugenics/>
- **Didrichsen, S.**, & Smigielski, K. (2025, May). Empowering Online College Instructors Through UDL: Engaging and Inclusive Strategies. *The Forum of the American Journal of Education*.
<https://sites.psu.edu/ajeforum/2025/05/31/empowering-online-college-instructors-through-udl-engaging-and-inclusive-strategies-by-kristen-smigielski-and-samantha-didrichsen/>

Peer-Reviewed Publications in Conference Proceedings

- **Didrichsen, S.**, Starke, K., Kwan, T., McClelland, M. M., Karalis Noel, T., & Cameron, C. E. (2024). Gamified Self-regulation Assessments in Early Childhood Education: Aiming for Equity and Feasibility. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), *Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024*, 2423–2424.
<https://doi.org/10.22318/icls2024.362172>

- **Didrichsen, S.**, Starke, K., Kwan, T., McClelland, M. M., & Cameron, C. E. (2024, April 13). Striving for Equitable Assessment Opportunities: Preschool Teacher Feedback on a Gamified Self-regulation Task. *Paper Presented at the 2024 Annual Meeting of the American Educational Research Association*. American Educational Research Association, Philadelphia, PA. <https://doi.org/10.3102/2110033>

Works in Progress

- Dean, Z., & **Didrichsen, S.** (2026). *Practical strategies for advancing inclusion: Centering disabled voices in teaching practices*. Manuscript accepted, revisions required.
- McClelland, M. M., Cameron, C. E., Kenny, S.A., **Didrichsen, S.**, Herrera, P. N., Halliday, S., & Ahmadi, A. (2026). HTKS measure of executive function and self-regulation: Over two decades of progress in early childhood measurement. *Frontiers in Psychology*. Manuscript in preparation.
- Devlin, B. L., Jiang, Y., Zehner, T., **Didrichsen, S.**, Duncan, R. J., Purpura, D. J., Schmitt, S. A. (in prep). Investigating factors related to preschoolers' active engagement with different components of group block play.
- Devlin, B. L., Fong, J., Carter, H., Sutherland, M., **Didrichsen, S.**, Nelson, G. (in prep). Variations in home math environments and implementation of a home math intervention for families of children with disabilities.

Presentations

- **Didrichsen, S.** (2025, November 13). *Examining Burnout in Early Career Early Childhood Special Educators*. 2025 TED Conference, Kansas City, MO. <https://doi.org/10.13140/RG.2.2.29886.55364>
- Devlin, B. L., Wilke, E., White, L., White, A., Fazenbaker, R., **Didrichsen, S.**, Zehner, T. M., Geer, E. A., Duncan, R. J., Purpura, D. J., Schmitt, S. A. (2025, May). Measuring math language: Relations among preschoolers' comprehension and use of math language terms. In I. Korucu (Chair), *Measurement of different school readiness skills: The new way of looking at the "old" construct*. Paper presented at the 2025 meeting of the Society for Research in Child Development, Minneapolis, MN.
- **Didrichsen, S.**, & Smigielski, K. (2025, April 8). *Empowering Online College Instructors Through UDL: Engaging and Inclusive Strategies*. Graduate School of Education Research Symposium, University at Buffalo, The State University of New York. <https://ed.buffalo.edu/research/symposium.html>
- **Didrichsen, S.** (2025, April 2). *Eugenics and Special Education: Its Historical and Modern Presence in Today's Society*. Council for Exceptional Children at SUNY Fredonia Speaker Event, SUNY Fredonia.
- **Didrichsen, S.** (2025, March 4). *What is ABA? An Introduction to Applied Behavior Analysis*. Guest Speaker Event at SUNY Fredonia, SUNY Fredonia.
- **Didrichsen, S.** (2024, October 15). *Intro to Early Childhood Special Education*. Council for Exceptional Children at SUNY Fredonia Speaker Event, SUNY Fredonia.
- **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 13th 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>
- **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

- **Didrichsen, S.**, Starke, K., McClelland, M., Karalis Noel, T., & Cameron, C. E. (2025). *Striving for equitable assessment opportunities: Preschool teacher feedback on a gamified self-regulation task*. SSRN. <https://dx.doi.org/10.2139/ssrn.5418957>
- Jack Croxton, Chloe Kowalyk, & **Samantha Didrichsen**. (2025). *Reflections of Fredonia: Sam Didrichsen* (No. 18) [Broadcast]. <https://youtu.be/lhsOel0xtus?si=xEgUskdb-tfve5Pz>
- **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.com/wp-content/uploads/2024/04/final-hTKS-kids-feasibility-research-brief-1.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

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.

2024 – Present, Supervisor: Dr. Brianna Delvin

- Graduate Assistant:
 - 2024-Present:
 - Assisting with the preparation of a manuscript seeking to understand children's engagement and self-regulation skills in a block play study, investigating whether engagement can be used as an intervention to help support young children's early mathematical learning.
 - Developing a strengths-based observational self-regulation scale for early childhood educators
 - Collecting and implementing mathematical intervention data using the NSI (Number Sense Intervention) with kindergarten students in an empirical study

2022 – 2024, 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 analysis 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

- 2022-2026 Arthur A. Schomburg Fellow, University at Buffalo, The State University of New York
- 2025: First place winner in Mixed Methods Research at the Kaleidoscope Student Research Symposium Teacher Education Division of CEC
- 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

Award Submissions

- **Didrichsen, S.** (2025). *Burnout in Early Career Early Childhood Special Educators: A Preliminary Qualitative Paper* [Unpublished manuscript]. Submitted for consideration for the AERA Lives of Teachers SIG Outstanding Graduate Student Paper Award (2026).

Funding

- GSE Schomburg Fellow Dissertation Research Award (2025). \$1,000.
- GSE Schomburg Fellow Travel Award (2025). Supplement to **Didrichsen, S.** (2025, November 13). *Examining Burnout in Early Career Early Childhood Special Educators*. 2025 TED Conference, Kansas City, MO. \$562.
- 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*. \$1,150.

Teaching Experience

Instructor Positions

- **Adjunct Instructor, University at Buffalo**
 - LAI 205: Introduction to Child Development, undergraduate, in-person, (Spring 2024, Spring 2025, Spring 2026)
 - LAI 474: Teaching the Exceptional Learner, undergraduate, online/asynchronous, (Fall 2024, Fall 2025)
 - LAI 574: Teaching the Exceptional Learner, graduate, online/asynchronous, Summer 2025
- **Adjunct Instructor, State University of New York at Fredonia**
 - EDU 221/221: Introduction to Early Childhood Education/Practicum in Early Childhood, Fall '24

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.

Academic Service

- **Editor, 2025-present, Journal of Early Childhood Development and Education**
- **Peer Reviewer, 2025-present, The Forum of the American Journal of Education**
- **Peer Reviewer, 2025-present, Journal of School and Education Psychology**
- **Peer Reviewer, 2025-present, Early Childhood Education Journal**

Professional Affiliations

2024 – present, International Society for the Learning Sciences

2023 – present, American Educational Research Association

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

2015 – present, Council for Exceptional Children (Teacher Education Division, Division of Research, Division for Early Childhood)

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