

Benjamin G. Solomon, Ph.D.

Division of School Psychology
Department of Educational and Counseling Psychology
Catskill 228
1400 Washington Ave.
Albany, NY 12222
e-mail: bgsolomon@albany.edu
Office Phone #: 518-442-5041



June 24th, 2025

EDUCATION

- 2011** **Ph.D. School Psychology**, University of Massachusetts Amherst, Amherst, MA.
Accredited by the American Psychological Association (APA)
Approved by the National Association of School Psychologists (NASP)
Dissertation Chair: John Hintze, Ph.D.
- 2008** **M.Ed. School Psychology**, University of Massachusetts Amherst, Amherst, MA.
- 2005** **B.A. Psychology & English**, Muhlenberg College, Allentown, PA.

CURRENT POSITIONS

- 2021-present** **Associate Professor of School Psychology.** Division of School Psychology (APA Accredited & NASP Approved), Department of Educational & Counseling Psychology, University at Albany, State University of New York, Albany, NY.

PREVIOUS POSITIONS

- 2019-2023** **Director.** New York Technical Assistance Partnerships for Academics.
- 2015-2021** **Assistant Professor of School Psychology.** Division of School Psychology (APA Accredited & NASP Approved), Department of Educational & Counseling Psychology, University at Albany, State University of New York, Albany, NY.
- 2011-2015** **Assistant Professor of School Psychology.** School Psychology Program (APA Accredited & NASP Approved), School of Applied Health and Educational Psychology, Oklahoma State University, Stillwater, OK.
- 2011-2013** **Post-Doctoral Fellow.** Oklahoma State University School Psychology Clinic, Stillwater, OK
- 2010-2011** **Pre-doctoral Intern.** Amherst Public School District, Amherst, MA

CERTIFICATIONS AND LICENSES

2025	What Works Clearinghouse (v 5.0) Certified Reviewer
2016	New York Licensed Psychologist (#21646)
2014	Oklahoma Licensed Psychologist (#1201; inactive)

HONORS AND AWARDS

2023	Reviewer of the Year Award , <i>Journal of School Psychology</i>
2023	Article of the Year Honorable Mention , <i>School Psychology</i>
2016	Editorial Appreciation Award , <i>School Psychology Review</i>
2016	Article of the Year Honorable Mention , <i>School Psychology Review</i>

PUBLICATIONS

* denotes student collaborator

Peer Reviewed Articles (N=30)

Solomon, B. G. (Accepted). Teaching the pitfalls: Educating graduate students on psychometric limitations in cognitive profile analysis. *School Psychology Training & Pedagogy*.

*Campaña, K., & Solomon, B. G. (In Press). Classification Accuracy of *i-Ready Diagnostic* and Prior Year State Exams on Year-End Outcomes. *Assessment for Effective Intervention*.

*Dawes, J., Poncy, B. C., Solomon, B. G., Duhon, G. J., & Skinner, C. H. (In Press). Evaluating and comparing three variations of cover, copy, and compare on multiplication fact fluency. *School Psychology*.

*Payne, L., Solomon, B. G., *Silva, A., *Korzeniewski, E., & Poncy, B. C. (2025). Variations on class-wide math intervention: The role of set size and goal setting. *Preventing School Failure*, 69, 118-127.

Skinner, C. H., Fowler, K., Cates, G. L., Poncy, B., Duhon, G. J., Solomon, B. G., & Belfiore, P. J. (2023). Improving learning science: Evaluating and comparing academic interventions using measures of learning speed. *Psychology in the Schools*, 60, 3329-3350.

VanDerHeyden, A. M., & Solomon, B. G. (2023). Measures of accuracy do not aid in instructional decision-making: A case for fluency. *School Psychology*, 38, 160-172.

VanDerHeyden, A. M., Coddington, R., & Solomon, B. G. (2023). The Reliability of Computer-Based CBMs Versus Paper/Pencil Administration for Simple and Complex Operations in Mathematics. *Remedial and Special Education*, 44, 91-101.

*Fontenelle, S., Poncy, B. C., Solomon, B. G., & *Schutte, G. (2022). A comparison of explicit timing and taped problem interventions on third-grade students' digit correct per minute scores. *School Psychology Review*, 51, 526-537.

Solomon, B. G., Forsberg, O. J., *Thomas, M., *Penna, B., & *Weisheit, K. M. (2022). A comparison of priors when using Bayesian regression to estimate oral reading fluency slopes. *Assessment for Effective Intervention*, 47, 234-44.

Dawes, J., Solomon, B., McCleary, D. F., *Ruby, C., & Poncy, B. C. (2022). Precision of single-skill M-CBM: Group vs. Individual Administration. *Assessment for Effective Intervention*, 47, 170-178.

Stein, B., Solomon, B. G., *Kitterman, C., Enos, D., *Villanueva, S., & *Banks, E. (2022). Comparing Technology-based reading intervention programs in rural settings. *Journal of Special Education*, 56, 14-24.

Solomon, B. G., VanDerHeyden, A. M., Solomon, E. C., *Korzeniewski, E. R., *Payne, L. L., *Campaña, K., V., *Dillon, C. R. (2022). Mastery Measurement in Mathematics and the Goldilocks Effect. *School Psychology*, 37, 213-224.

*Hernandez-Nuhfer, M., Poncy, B., Duhon, G., Solomon, B., & Skinner, C. (2020). Factors influencing the effectiveness of interventions: An interaction of instructional set size and dose. *School Psychology Review*, 49, 386-398.

Solomon, B. G., Poncy, B. C., *Battista, C., *Campaña, K. (2020). A review of common rates of improvement when implementing school-based whole-number operation math interventions. *School Psychology*, 35, 353-362.

Solomon, B. G., *Payne, L., *Campaña, K., *Marr, E., *Battista, C., *Silva, A., & Dawes, J. M. (2020). Precision of Single-Skill Math CBM Time-Series Data: The Effect of Probe Stratification and Set Size. *Journal of Psychoeducational Assessment*, 38, 724-739.

Solomon, B. G., *Dawes, J. M., Duhon, G. J., & Poncy, B. C. (2020). False discovery rates when engaging in skill vs. performance deficit analysis for academic instructional planning. *Assessment for Effective Intervention*, 45, 184-193.

Solomon, B. G. & Poncy, B. C. (2019). Growth under intervention by means of instructional time expended: Empirical illustrations of applicable models. *School Psychology*, 34, 566-575.

Solomon, B. G., Poncy, B. C., *Caravello, D., & *Schweiger, E. (2018). Examining learning rates in the evaluation of academic interventions that target reading fluency. *Psychology in the Schools*, 55, 151-164.

Hintze, J. M., Wells, C. S., Marcotte, A. M., Solomon, B. G. (2018). Decision making accuracy of CBM progress monitoring data. *Journal of Psychoeducational Assessment*, 36, 55-73.

Solomon, B. G. & Forsberg, O. (2017). Bayesian asymmetric regression as a means to estimate and evaluate oral reading fluency slopes. *School Psychology Quarterly*, 32, 539-551.

Levy, B. L., Solomon, B. G., *Collet-Gildard, L. (2016). Fostering political interest among youth during the 2012 presidential election: Instructional opportunities and challenges in a swing state. *Educational Researcher*, 45, 483-495.

Solomon, B. G., *Howard, T. K., & *Stein, B. L. (2015). Critical assumptions and distribution features pertaining to contemporary single-case effect sizes. *Journal of Behavioral Education*, 24, 438-458.

Poncy, B. C., Solomon, B., Duhon, G., Skinner, C., *Moore, K., & *Simons, S. (2015). An analysis of learning rate and curricular scope: Caution when choosing academic interventions based on aggregated outcomes. *School Psychology Review*, 44, 289-305.

Solomon, B. G., Tobin, K. G., & *Schutte, G. M. (2015). Examining the reliability and validity of the effective behavior support self-assessment survey. *Education and Treatment of Children*, 38, 175-192.

Duhon, G. J., House, S., Hastings, K., Poncy, B., & Solomon, B. (2015). Adding immediate feedback to explicit timing: An option for enhancing treatment intensity to improve mathematics fluency. *Journal of Behavioral Education*, 24, 74-87.

*Schutte, G. M., Duhon, G. J., Solomon, B. G., Poncy, B. C., *Moore, K., & *Story, B. (2015). A comparative analysis of massed versus distributed practice in basic math fact fluency growth rates. *Journal of School Psychology*, 53, 149-159.

Stinnett, T. A., & Solomon, B. G. (2014). Psychology students' interest in graduate training: A need for partnership among undergraduate psychology and graduate school psychology programs. *Contemporary School Psychology*, 18, 232-240.

Solomon, B. G. (2014). Violations of assumptions in single-case data: Implications for the selection and interpretation of effect sizes. *Behavior Modification*, 38, 477-496.

Solomon, B. G., Klein, S. A., & Politylo, B. (2012). The effect of performance feedback on teachers' treatment integrity: A meta-analysis of the single-case literature. *School Psychology Review*, 41, 160-175.

Solomon, B. G., Klein, S. A., Hintze, J. M., Cressey, J. M., & Peller, S. L. (2012). A meta-analysis of school-wide positive behavior support: an exploratory study using single-case synthesis. *Psychology in the Schools*, 49, 105-121.

Manuscripts in Review (N=1)

*Yukang, X., Moeyaert, M., Baek, E. K., Solomon, B. G., van den Noortgate, W. (In Review). Standardized effect sizes for autocorrelated single-case experimental design data: A Monte Carlo simulation study.

Manuscripts in Preparation (N=2)

Forsberg, O., & Solomon, B. (In Preparation). Bayesian Generalizability Theory to Optimize Understanding of the Reliability of Educational Measures.

*Payne, L., Solomon, B., *Xu, X., VanDerHeyden, A., & Moeyart, M. (In Preparation). Math Decision-Making Accuracy at the Classwide Level.

National Newsletter Articles (N=2)

Solomon, B.G. (2016). The Implications of “Estimating the Reproducibility of Psychology Science” for School Psychology Research. *NASP Communiqué*, 44(8), 9-10.

Fede, J., Solomon, B.G., & Whitcomb, S. (2011). Interns Addressing Mental Health Needs: Implementation of a Social and Emotional Education Program. *NASP Communiqué*, 39(5), 32-33.

State and Technical Reports (N=4)

*Authorship not publicly recorded

*Primary Author (2023). *New York State Education Department’s Multi-Tiered Systems of Supports Pilot Framework*. New York State Education Department.

Solomon, B. G. (2023). *Project ENGAGE: Effectively Narrowing Gaps and Growing Engagement (2017-222 Final Evaluation)*. Osage County Interlocal Cooperative.

Solomon, B. G., & Duhon, G. (2013). *Discrepancy Analysis in Cognitive Assessment: An Evidence-Based Approach* [policy statement]. Oklahoma Department of Education.

Solomon, B.G. (2010). *A Multi-Level Investigation of Teacher Instructional Practices and the Use of the Responsive Classroom Curriculum*. Oakland, CA: The Wing Institute.

OTHER SCHOLARLY ACTIVITY

Software

*Kotak, D., *Sinisi, B., & Solomon, B. (2019). *Flash Fluency* (v. 1.0.6) [iOS & Android application software].

Digital Instructional Modules

Duhon G., Poncy, B., & Solomon, B. (2016). *Oklahoma Tiered Intervention System of Support: Flashcard Drill & Practice*. Available at <http://www.otiss.net/interventions/flash-cards/>

Solomon, B., Duhon G., & Poncy, B. (2015). *Oklahoma Tiered Intervention System of Support: http://www.otiss.net/interventions/behavior/check-in-check-out/*

Duhon G., Poncy, B., & Solomon, B. (2015). *Oklahoma Tiered Intervention System of Support: Cover-Copy-Compare*. Available at <http://www.otiss.net/interventions/cover-copy-compare/>

Duhon G., Poncy, B., & Solomon, B. (2015). *Oklahoma Tiered Intervention System of Support: Repeated Readings*. Available at <http://www.otiss.net/interventions/repeated-readings/>

Duhon G., Poncy, B., & Solomon, B. (2014). *Oklahoma Tiered Intervention System of Support: Taped problems*. Available at <http://www.otiss.net/interventions/taped-problems/>

Duhon G., Poncy, B., & Solomon, B. (2014). *Oklahoma Tiered Intervention System of Support: Explicit Timing*. Available at <http://www.otiss.net/interventions/explicit-timing/>

Professional Development Materials Created for Statewide Use

Note. Materials created through New York's Technical Assistance Partnership are the result of intensive collaborations amongst group members. Specific authorship is not recorded. Training materials are publicly available at osepartnership.org.

Professional Development Packages

Supporting Author (2023). *Using Data to Promote Equity and Positive Outcomes for Students with Disabilities* (1 module)

Primary Author (2022). *Teaming to Promote Literacy: Establishing Effective Literacy Practices Using the Reading-Tiered Fidelity Inventory (R-TFI) 2.0* (3 modules)

Primary Author (2020). *Identifying and Intensifying Intervention: What to Do and How to Do It* (1 module)

Supporting Author (2022, 2023). *Foundations of Effective Reading Instruction: Understanding the Science of Reading* (3 modules)

Supporting Author (2020). *Universal Screening: Best Practices in Screening for Academic Deficits* (1 module)

Supporting Author (2020). *Best Practices in Academic Progress Monitoring* (1 module)

Supporting Author (2020). *Explicit Vocabulary Instruction* (2 modules)

Intervention Protocols

Supporting Author (2024). *Paragraph Shrinking Intervention Guide*

Supporting Author (2024). *Cover-Copy-Compare for Math Facts Intervention Guide*

Supporting Author (2023). *Word Building Intervention Guide*

Supporting Author (2023). *Cover-Copy-Compare for Spelling Intervention Guide*

Supporting Author (2022). *Traditional Drill and Practice Guide*

Supporting Author (2022). *Elkonin Boxes and Word Boxes Intervention Guide*

Supporting Author (2021). *Repeated Readings Intervention Guide*

Consultancies

Dissertation Quantitative Methods Consultant, Oklahoma State University, 2015-present

MTSS Consultant, Watervliet City School District, Watervliet, NY, 2024-Present

PBIS Program Evaluation Consultant, Pittsfield Public School District, Pittsfield, MA, 2014-2016.

Dissertation Quantitative Methods Consultant, University of Massachusetts Amherst, Amherst, MA, 2009 – 2012.

PBIS Consultant, Quabbin Regional Public School District, Quabbin, MA, 2009.

SPONSORED FUNDING

Federal

Role: Principal Investigator

Project: Project BLAST (Boosting Learning Through Accelerated Math Mastery)

Source: Education Innovation and Research Program – Early Phase

Time Period: 01/25-12/30

Total Funding: \$5,774,587 (Not Funded)

Role: External Evaluator

Principal Investigator: Jacque Canady, MS

Project: Project KANZA (The Kaw People)

Source: Native American and Alaska Native Children in School Program

Time Period: 01/23-12/28

Total Funding: \$334,903 (Funded)

Role: External Evaluator

Principal Investigator: Jacqui Gover-Robb, MS

Project: Project NAYP (Native American Youth Program)

Source: Demonstration Program for Indian Children and Youth

Time Period: 01/23-12/28

Total Funding: \$498,068 (Funded)

Role: External Evaluator

Principal Investigator: Jacqui Gover-Robb, MS

Project: Project FACTORS (Fusing Academics & Culture Together for Osage Rural Schools)

Source: Indian Education Demonstration Grants Program

Time Period: 01/23-12/28

Total Funding: \$499,992 (Funded)

Role: External Evaluator

Principal Investigator: Debbie Enos, MLIS

Project: Project ENGAGE (Effectively Narrowing Gaps and Growing Engagement)

Source: Education Innovation and Research Program – Early Phase

Time Period: 01/17-12/23

Total Funding: \$3,744,054 (Funded)

State

Role: Consultant

Principal Investigator: Kevin Quinn, Ed.D.

Project: Multi-Tiered Systems of Support – Integrated

Source: New York State Personnel Development Grant

Time Period: 01/21-1/26

Total Funding: \$3,000,000 (Funded)

Role: Director

Principal Investigator: Kevin Quinn, Ed.D.

Project: Technical Assistance Partnership for Academics

Source: Office of Special Education, New York

Time Period: 01/19-01/24

Total Funding: \$7,500,000 (Funded)

Role: Co-Principal Investigator

Principal Investigator: Gary J. Duhon, Ph.D.

Project: Oklahoma Tiered Intervention System of Support

Source: Oklahoma State Personnel Development Grant

Time Period: 08/11-08/16

Total Funding: \$550,000 (Funded)

University

Role: Principal Investigator

Project: Bayesian Robust Regression v. Established Criteria for Educational Decision-Making: A

Simulation of Uninformed Priors for Slope Estimation

Source: Oklahoma State University Pre-Tenure Faculty Scholarship Program

Time Period: 05/15-08/15

Total Funding: \$6,700 (Funded)

Role: Principal Investigator

Project: Revisiting “How Large is Large”: Benchmarks for Contemporary Single-Case Effect Sizes.

Source: Oklahoma State University College of Education Faculty Scholarship Support Program

Time Period: 05/14-08/14

Total Funding: \$6,000 (Funded)

Foundation

Role: Principal Investigator

Project: CEG-ITS: An Active Curriculum Implementation Framework to Improve Instruction for All Students

Source: The William T. Grant Foundation

Time Period: 08/25-7/28

Total Funding: \$600,000 (Not Funded)

Role: Principal Investigator

Project: A Multi-level Investigation of Teacher Instructional Practices and the Use of Responsive Classroom

Source: The Wing Institute

Time Period: 08/09-05/10

Total Funding: \$5,000 (Funded)

PRESENTATIONS AT INTERNATIONAL AND NATIONAL CONFERENCES (N=43)

* denotes student collaborator unembargoed

*Kwiatkowski, S., Solomon, B., & *Stanislavsky, C., *Geisser, Z. (2025, February). Comparing Math Mastery Across 2 Years of Intervention. Poster presented at the annual meeting of the *National Association for School Psychologists*.

*Rodriguez, A., *Doody, R., *Watkins, M., *Satin, E. & Solomon, B. (2025, February). Examining Teachers' Implementation Fidelity of a Classwide Math Intervention. Poster presented at the annual meeting of the *National Association for School Psychologists*.

Gross, T., & Solomon, B. (2024, February). Strengthening our role and career prospects through program evaluation. Paper presented at the annual meeting of the *National Association for School Psychologists*.

Solomon, B., *Schiele, W., *Guay, P., *von Bargen, V., VanDerHeyden, A., & Fanning, E. (2024, February). I'm a survivor: Using survival analysis to better understand math. Poster presented at the annual meeting of the *National Association for School Psychologists*.

Solomon, B., Stein, B., Warren, M., & Robb, J. (2023, February) Combining Computer Adaptive Intervention and PBIS: Outcomes for Rural Districts. Poster presented at the annual meeting of the *National Association for School Psychologists*.

VanDerHeyden, A., Solomon, B., & Payne, L. (2023, February) Mastering Math: Innovations in Assessment in Inform Instruction. Symposium presented at the annual meeting of the *National Association for School Psychologists*.

Solomon, B., Guard, K., & Ruddy, J. (2023, February) Using the NCII Tools Charts Within a School Coaching Model. Paper presented at the annual meeting of the *National Association for School Psychologists*.

Stein, B., & Solomon, B. (2021, November). Video killed the radio star: Evaluating Computer-based Reading Intervention Effectiveness. Paper presented at the annual meeting of the *National Forum to Advance Rural Education*.

Dawes, J., Solomon, B., McCleary, D., & *Ruby, C. (2021, February). *Effects of group v. individually administered M-CBM on probe error*. Paper presented at the annual meeting of the National Association of School Psychologists.

*Payne, L., Solomon, B., *Korzeniewski, E., & Poncy, B. (2021, February). *Considerations for single-skill math CBM under varying instructional conditions*. Paper presented at the annual meeting of the National Association of School Psychologists.

Solomon, B., Stein, B., *Kitterman, C., *Villanueva, S., *Banks, E., & Puccheti, R. (2020, April). *Too good to be true? Examining the effectiveness of computer-based reading instructional programming*. Paper accepted for presentation at the annual meeting of the American Educational Research Association, San Francisco, CA. (conference cancelled due to COVID)

Solomon, B., Stein, B., Kitterman, C., & Enos, D. (2020, March). *Instructional technology for reading remediation in rural settings: An examination of effectiveness and efficiency*. Poster presented at the annual meeting of the Society for Research in Educational Effectiveness.

Stein, B., Solomon, B., *Kitterman, C., *Villanueva, S., & *Banks, E. (2020, February). *Hype or holy grail: Hunting effective computer-adaptive reading interventions*. Paper presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Solomon, B., *Sinisi, B., *Campaña, K., *Battista, C., *Parks, S., *Silva, A., & *Kotak, D. (2020, February). *Flash fluency: A comprehensive evidence-based app for fact acquisition*. Poster presented at the annual meeting of the National Association of School Psychologists, Baltimore, MD.

Solomon, B., & Forsberg, O. (2019, February). *Comparing prior specifications when estimating ORF slopes using Bayesian regression*. Poster presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

*Grove, S., Solomon, B., *Thomas, M., & *Sinisi, B. (2018, February). *Incremental rehearsal and direct instruction flashcard method: A pilot comparison study*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Solomon, B., & *Dawes, J. (2018, February). *The accuracy of brief experimental analysis: Implications for applied use*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

*Dawes, J., Duhon, G., Poncy, B., Solomon, B., & Stinnett, T. (2017, February). *A classroom intervention: Comparing interspersal ratios to increase multiplication fluency*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

Solomon, B., Poncy, B., & *Caravello, D. (2017, February). *Examining learning rates in the evaluation of academic interventions*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

*Stein, B., & Solomon, B. (2016, March). *The effects of teacher greetings upon second grade student task engagement*. Poster presented at the annual meeting of the International Conference on Positive Behavior Support, San Francisco, CA.

Stinnett, T., & Solomon, B. (2016, February). *Prediction of satisfaction with graduate training in school psychology*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

*Dawes, J., & Solomon, B. (2016, February). *An examination of the common core state standards for mathematics*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Solomon, B. (2016, February). *Bayesian robust regression for decision-making: Applications and empirical evaluation*. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Solomon, B. & *Dawes, J. (2015, April). *The underutilization of generalized linear models in school psychology*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

*Stein, B., Solomon, B., & Poncy, B. (2015, February). *Effectiveness of flashcard drill interventions on pre-kindergarten letter naming acquisition*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

*Schutte, G., Poncy, B., & Solomon, B. (2015, February). *Programming common stimuli with fluency in promoting generalization of mathematics*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

*Sullivan, A., *Villanuava, C., & Solomon, B. (2015, February). *Creating educational workshops for spanish-speaking parents*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Poncy, B., *Dawes, J., Duhon, G., & Solomon, B. (2015, February). *Comparing three variations of cover, copy, and compare to increase fluency*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Tobin, K. & Solomon, B. (2014, February). *An examination of the reliability and validity of the effective behavior support self-assessment survey*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Tobin, K. & Solomon, B. (2014, February). *Understanding organizational change when implementing schoolwide positive behavior support*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

*Wiseman, A., *Villanuava, C., & Solomon, B. (2014, February). *Educational resource workshop for spanish speaking parents*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Poncy, B. Solomon, B., & *Moore, K. (2013, February). *Beyond effect sizes: Additional metrics in the evaluation of math fluency interventions*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

Solomon, B., Tobin, K., & Whitcomb, S. (2012, February). *The SCS: A SWPBS readiness tool based on transtheoretical theory*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Solomon, B. Klein, S., Marcotte, A., & Politylo, B. (2012, February). *Addressing the first tier: The measurement of instruction and engagement*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Klein, S., Marcotte, A., & Solomon, B. (2012, February). *Increasing instructional time through performance feedback in consultation*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Solomon, B., Klein, S., Marcotte, A., & Hintze, J. (2011, August) *The use of direct observation in the teacher consultation process*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.

Solomon, B., Klein, S., Marcotte, A., & Hintze, J. (2011, February). *The utility of classroom investment as related to responsive classroom*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Klein, S., Solomon, B, Politylo, B., & Marcotte, A. (2011, February). *A meta-analysis of the use of performance feedback in the teacher consultation process*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Fede, J., Solomon, B., & Whitcomb, S. (2011, February). *The effectiveness of the Strong Teens social-emotional prevention program in an urban charter school*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.

Klein, S., Solomon, B., Marcotte, A., & Hintze, J. (2010, March). *The effectiveness of Responsive Classroom and early behavioral investment*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Marcotte, A., Klein, S., & Solomon, B. (2010, March). *An examination of time spent teaching during academic learning time*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Tobin, K., Stokes, J., O'Reilly, M., Solomon, B., & Wells, C. (2010, March). *Effective practices in teen pregnancy prevention*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Solomon, B., Klein, S., Hintze, J., Cressey, J., & Peller, S. (2009, February). *A meta-analysis of School-Wide Positive Behavior Support*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston, MA.

PRESENTATIONS AT REGIONAL AND LOCAL CONFERENCES (N=9)

Solomon, B., *Kwiatkowski, S., & *Stanislavsky, C. (2025, June). *Practice Makes Perfect: Trials to Mastery to Evaluate Individual and Classwide Response to Intervention*. Poster presented at PaTTAN Virtual Conference.

Solomon, B., *Schiele, W., *Guay, P., *von Bargen, V. (2024, May). *I'm a survivor: Using survival analysis to better understand math*. Poster presented at University at Albany Showcase, Albany, NY.

Gover-Robb, J., Solomon, B., & Stein, B. (2023, June). *Bridge over troubled waters: Combating rural school teacher shortages with instructional coaching & computerized interventions*. Cooperative Council for Oklahoma School Administration, Oklahoma City, OK.

Solomon, B., *Sinisi, B., *Campaña, K., *Battista, C. (2019, October). *Initial evaluation of a comprehensive app to facilitate sight word intervention implementation*. Poster presented at University at Albany School of Education Day, Albany, NY.

Solomon, B., *Grove, S., *Dillon, C., & *Payne, L. (2018, September). *Drill, practice, and sprint: an economical intervention to build math fact fluency*. Poster presented at University at Albany School of Education Day, Albany, NY.

Solomon, B., & Forsberg, O. (2018, May). *Optimal priors for use with Bayesian regression when estimating oral reading fluency slopes*. Poster presented at the Modern Modeling Methods Conference, Storrs, CT.

Solomon, B., *Caravello, D., & Poncy, B. (2017, August). *Examining learning rates in the evaluation of academic interventions*. Poster presented at University at Albany School of Education Day, Albany, NY.

Solomon, B.G. & Forsberg, O. (2016, September). *The application of Bayesian robust regression for academic decision-making with formative data*. Poster presented at University at Albany School of Education Day, Albany, NY.

Cressey, J., Solomon, B., Klein, S., & Peller, S. (2009, May). *How effective is School-Wide Positive Behavior Support in preventing problem behaviors? A Meta-Analysis of the Single-Subject School-Wide*

Research. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.

INVITED PRESENTATIONS (N=12)

Solomon, B. (2025, June). *Teaming within a MTSS system*. Presented at PaTTAN virtual conference.

Solomon, B. (2025, June). *Efficient Classwide Intervention*. Presented at PaTTAN virtual conference.

Stokke, A., & Solomon, B. (2025, May), *The Science of Math Instruction: Evidence Based Practice in the Classroom*. Presented on behalf of the Evidence Advocacy Center.

Solomon, B. (2025, January). *Divided by Methods, United by Debate: Parallels Between Reading and Math*. Presented at New York's National Parent's Union Keeping Back-to-Basics Front & Center Week of Action.

VanDerHeyden, A., & Solomon, B. (2024, November). *The Science of Math: What you Need to Know About Effective Instruction*. Virtual Presentation to the National Parents Union and Western New York Education Alliance.

Solomon, B. G., Williams, S. (2022, March). *Multi-Tiered Systems of Support: Strengthening Your Core*. Presented at the annual meeting of the New York Special Education Chairperson's Conference, Lake Placid, NY.

Solomon, B. G., VanDerHeyden, A. (2022, October). *What is Math Proficiency?* Presented as part of the Spring Math Lecture Series.

Brewer, E. & Solomon, B. G. (2021, March). *Initiating MTSS-I: A Vision for New York State's Integrated Model*. Presented at the annual meeting of the New York Council of Administrators of Special Education Conference, Albany, NY.

Solomon, B. G. & Brewer, E. (2021, March). *Initiating MTSS-I Implementation: An Administrator's Guide to Readiness and Capacity*. Presented at the annual meeting of the New York Council of Administrators of Special Education Conference, Albany, NY.

Solomon, B. G., Guard, K., & Ruddy, J. (2021, November). *Introduction to progress monitoring using CBM*. Presented to at the annual meeting of the New York Council of Exceptional Children Conference [online].

Solomon, B. G. (2019, December). (Panelist) for Elliott, J. *The dyslexia debate*. Presented to the Albany City Area Reading Council, Albany, NY.

Solomon, B.G. & Lewinter, L. (2017, June). *University-school collaborations to promote data-based decision-making*. Presented to the CASDA School Superintendent Symposium, Albany, NY.

MEDIA

- 2024 Interviewed by Dr. Anna Stokke for the math instruction podcast, *Chalk and Talk*. See episode #23, “Red flags in education research with Ben Solomon.” (downloaded 6,300 times as of date of CV)
- 2023 Interviewed and quoted by *Edutopia* for published article, “Should More Time Be Spent Learning Math Facts”?

TEACHING

Graduate Courses Taught, University at Albany, State University of New York (N=5)

EPSY 732 - Design and Analysis for Single-Case Experiments (F24)
 EPSY 782 - Psychoeducational Assessment III: Behavioral (F16-F18)
 EPSY 786 - Instructional Consultation and Intervention (S16-S21, S23-S25)
 EPSY 781 - Psychoeducational Assessment II: Educational (S16-F20, F22, F24)
 EPSY 780 - Psychoeducational Assessment I: Intellectual (F15-F18, S24, S25)

Graduate Courses Taught, Oklahoma State University (N=7)

EPSY 6153 - Advanced Research Methods (S13-S15)
 EPSY 5323 - Individual Intellectual Assessment (F12-F14, SU12, SU14)
 EPSY 6113 - Child Personality Assessment (S12)
 EPSY 5023 - Introduction to School Psychology (F11-F14)
 EPSY 5510 - Introductory Practicum in School Psychology (F11, S12)
 EPSY 5901 - Educational Field Experiences (F11–F14)
 EPSY 6310 - Doctoral Practicum in School Psychology (F11-F14, S12-S15)

Graduate Courses Taught, University of Massachusetts Amherst (N=2)

EDUC 741A - Pre-Practicum in School Psychology (F09)
 EDUC 668A - Statistical Analysis of Group Designs (S09)

Doctoral Dissertation Committees

University at Albany, State University of New York (Chair=15; Member=13)

Meghan Conboy (Proposed) *Classification, service provision, and early academic skills of early elementary school students who received services as a preschool student with a disability.* **Chair.**

Alyssa Rodriguez (Proposed) *The Effect of a Functionally Indicated Choice-Based Antecedent Intervention on Academic and Behavioral Outcomes for Adolescents in a Public School.* **Chair.**

Caitlyn Ruggerio (Proposed) *Investigating a Mindfulness Curriculum and Prompting for Generalization on Off-Task Behavior.* **Chair.**

Emily Satin (2025) *Investigating a Brief Mindfulness Curriculum on On-Task Behavior: A Single Case Study of the Learning to Breathe Program*. **Chair.**

Sara Sleiman Tellaoui (2024) *Examining the Effects of Video Self-Modeling with Goal Setting on Third-Grade Students' Oral Reading Fluency*. **Chair.**

Jennifer Birchler (2024) *Antecedent interventions to promote on-task behavior for students at-risk of developing ADHD*. **Chair.**

Erin Marr (2024) *The Effect of Learning Environment and Student Groupings on Math Skill Mastery*. **Chair.**

Erika Korzeniewski (2023) *Adding to the efficacy of cover, copy, compare for improving single-digit multiplication fluency and supporting classwide intervention differentiation*. **Chair.**

Kayla Campaña (2023) *Classification Accuracy of i-Ready Diagnostic for High-Stakes Exam Outcomes for Elementary School Students*. **Chair.**

Ayaka Hisanga-Probst (2023) *Three-factor model of challenging behavior Psychometric properties of the behavior intervention self-efficacy (BISE) scale*. **Co-Chair.**

Lexy Payne (2022) *Math Decision-Making Accuracy at the Classwide Level*. **Chair. (Received Presidential Dissertation Award)**

Chasen Dillon (2022) *Mathematics Instructional Level as a Predictor of Explicit Timing Fluency Intervention Success*. **Chair.**

Emmett Schweiger (2022) *Measuring pandemic related learning loss amongst subgroups using a common measurement system*. **Chair.**

Arianna Doss (2021) *Identifying rates of improvement for math curriculum-based measurement subskills*. **Chair.**

Brandon Sinisi (2019) *Efficiency of a multicomponent flashcard intervention delivered on a digital platform to build sight word knowledge*. **Chair.**

Yaosheng Lou (Proposed) *Application of ChatGPT in data extraction for single case design meta-analysis*. **Member.**

Yukang Xue (2025) *Individual participant data meta-analysis of single-case experimental designs data: A comparison of Bayesian and restricted maximum likelihood estimation*. **Member.**

Shawna Belanger (2025). *A Systematic Review and Meta-Analysis Examining the Impact of the First Step to Success/First Step Next Intervention: A PBIS Tier 2 Intervention for Pre-K – 3rd Grade Students*. **Member**

Sophie Parks (2025) *The Effects of Mindfulness on Physical and Chronic Pain in Children and Adolescents: A Systematic Review*. **Member.**

Erin Brewer (2024). *Positive Behavior Interventions and Supports in New York State: A Quasi-Experimental Study of Academic Outcomes*. **Member.**

Alexander Silva (2024) *A Systematic Literature Review of Online Learning and Mathematics Achievement Among Students with Disabilities, English Language Learners, and Impoverished Students*. **Member.**

Ericka Pier (2023) *Evaluating the effectiveness of self-monitoring on the academic productivity of elementary students with autism spectrum disorder*. **Member.**

Jacqueline Blass (2023) *The burnout crisis in education: A systematic review of interventions to ameliorate burnout and promote self-care in school-based professionals*. **Member.**

Rachel Kengle (2022) *Evaluating the effectiveness of check-in/check-out on the academic achievement of high school students with disabilities*. **Member.**

Joelle Fingerhut (2021) *Developing and Testing an Excel Tool to Help Users Select and Rationalize Metrics Used for Single-Case Experimental Design Studies*. **Member.**

Heeyeon Chung (2020) *Effects of the Helping Early Literacy with Practice Strategies (HELPS) on reading fluency with English language learners*. **Member.**

Holly Colbert (2017) *Effects of the Helping Early Literacy with Practice Strategies (HELPS) on reading fluency in eighth-grade students*. **Member.**

Elizabeth Sabourin (2015) *Current status of RtI implementation: Influences on school psychologists' service delivery and self-efficacy*. **Member.**

Oklahoma State University (Chair=2; Member=9)

Cristina Villanuava (2015) *Examining the effects of two different reading interventions on oral reading fluency and comprehension for English language learners*. **Chair.**

Brit'ny Stein (2015) *Comparing the effects of teacher greetings and task difficulty level on speed to task engagement*. **Chair.**

Jillian Dawes (2016) *An examination of the effect of interspersal techniques on fact mastery using a cover-copy-compare intervention*. **Member.**

Alicia Sullivan (2015) *Examining growth in English reading for Spanish speaking ell students, according to the extent of English- and Spanish-language instructional supports*. **Member.**

Kathryn Moore (2015) *A dose-response curve analysis of a Cover-Copy-Compare (CCC) intervention*. **Member.**

Sarah Banks (2014) *Assessing problem solving skills among pre-service and in-service teachers with regards to academic skill deficits*. **Member.**

Jennifer Ho (2014) *Examining generalization of long division by increasing sub-skill fluency*. **Member.**

Gregory Schutte (2014) *Evaluating the role of programming common stimuli and prior sub-skill fluency in promoting generalization of basic math facts*. **Member.**

Kellen Hughes (2014) *The effect of classroom management strategies on math fluency growth rate*. **Member.**

Lindsey Bardwell (2014) *Improving treatment integrity with consultant-consultee contracting and parental involvement*. **Member.**

Bethany Jordahl (2014) *Comparing the effectiveness and efficiency of a classwide behavior intervention when implementation is transferred from primarily teacher-managed to primarily-student managed*. **Member.**

Honors Committees

Sam Lorenz (2023). *A Study of Generalized and Vector Generalized Linear Models*. **Member.** Honors Project. Knox College.

PROFESSIONAL SERVICE

Advisory Committees

Academic Progress Monitoring Technical Review Committee, American Institutes for Research National Center on Intensive Intervention, 2016-Present
 Evidence Advocacy Center Instructional Materials Team, 2024-Present
 Evidence Advocacy Center State Department of Education Team, 2024-Present

State Workgroups

NY Multi-Tiered Systems of Support Workgroup, 2020-2023
 NY Partnership Evaluation Workgroup, 2020-2022
 NY Partnership Implementation Team, 2019-2023

Invited Author

Educational Testing Services Praxis School Psychology Credentialing Exam, 2021

Editorial Board Member: Peer-Reviewed Journals

Journal of School Psychology, 2018-Present
Assessment for Effective Intervention, 2018-Present

Journal of Educational Psychology, 2016-Present
Journal of Psychoeducational Assessment, 2025-Present
School Psychology Review, 2016-2020

Ad Hoc/Consulting Reviewer: Peer-Reviewed Journals

Behavioral Interventions, 2025
Contemporary School Psychology, 2022, 2024, 2025
School Psychology, 2022
Journal of Psychoeducational Assessment, 2020 – 2022, 2024, 2025
Journal of Applied School Psychology, 2016-2024
Journal of School Psychology, 2017, 2018
Remedial and Special Education, 2015, 2017, 2018, 2021-2023
Behavior Research Methods, 2015, 2018
Clinical Psychology Review, 2016
Exceptional Children, 2016, 2020, 2021
Behavior Modification, 2015, 2016, 2024, 2025
School Psychology Review, 2014, 2015, 2021-2023
Journal of Educational Psychology, 2013-2015

Reviewer: Bibliography Entry

Kratochwill, T. (2020). Single-case Experimental Designs. *Oxford Bibliographies in Psychology*. Oxford University Press.

Reviewer: National Conference Presentation Proposals

National Association for School Psychologists annual conference, 2008, 2017
Society for Research on Educational Effectiveness annual conference, 2021

Reviewer: Tenure and Promotion

University of Kansas, Dr. Chris Niileksela, promotion to Associate Professor, 2023

Reviewer: Federal Grant Proposals

Panel Member, U.S. Department of Education, Institute of Education Sciences Statistics and Modeling Two, 2024

DIVISION, DEPARTMENT, SCHOOL, AND UNIVERSITY SERVICE

University at Albany, Division of School Psychology

Interim Director, Psy.D. & CAS programs, 2021
Search Committee, Visiting Assistant Professor, 2021-2022

Member, American Psychological Association Reaccreditation Committee, 2018-2019
Internship Supervisor, Siena College, 2016-2017
Member, Student Grievance Committee, 2018
Member, Psy.D. & CAS Admissions Committees, 2015-Present
Member, Comprehensive Exams Committee, 2015-Present
Member, Student Portfolio Review Committee, 2015-Present
Member, Student Annual Review Committee, 2015-Present
Advisor, Psy.D. & CAS programs, 2015-Present

University at Albany, Department of Educational & Counseling Psychology

Member, Academic Standards Committee, 2019-present
Search Committee, Assistant Professor, Educational Psychology, 2025
Tenure Committee, Tammy Ellis-Robinson, 2024
Reappointment Committee, Klaus Cavallieri, 2023
Member, Statistics, Methods and Research Tracks Committee, 2022
Search Committee, Associate, Technical Assistance Partnership for Behavior, 2022
Reappointment Committee, Tammy Ellis-Robinson, 2022
Member, Discretionary Salary Increase Committee, 2021
Search Committee, Coach, Multi-Tiered Systems of Support SPDG Project, 2021
Search Committee, Associate, Technical Assistance Partnership for Behavior, 2021
Search Committee, Project Director, Technical Assistance Partnership for Behavior, 2019
Search Committee, Associate, Technical Assistance Partnership for Academics, 2019

University at Albany, School of Education

Member, Promotion and Tenure Committee, 2023-Present

University at Albany

Member, Institutional Review Board, 2017-2023

Oklahoma State University, School Psychology Program

Member, Doctoral & Specialist Programs Admissions Committee, 2011-2015
Member, Comprehensive Exams Committee, 2011-2015
Member, Student Portfolio Review Committee, 2011-2015
Member, Masters Thesis Committees, 2011-2015

Oklahoma State University, School of Applied Health and Educational Psychology

College Representative, Academic Affairs Committee College Representative, 2014-2015
Faculty Search Committee, Research, Evaluation, Measurement, & Statistics, 2014
Faculty Search Committee, Counseling Psychology, 2014
Faculty Search Committee, Research, Evaluation, Measurement, & Statistics, 2014
Faculty Search Committee, Recreation Management/Therapeutic Recreation, 2013

Committee Member, Academic Affairs Committee, 2011-2015