

**EDUCATION:**

**Long Island University**

12/2018

- M. S. Childhood Education/Special Education - concentration in Autism (CASE program)
  - **GPA 4.0**
- **Award for Outstanding Portfolio**
- Certificate in Applied Behavior Analysis
  - Followed by passing **Board-Certified Behavior Analyst (BCBA)** certification exam

**State University of New York at Purchase**

12/2007

- B.A. in Psychology
- Certificate in Child Development
- Thesis: *Executive Functions, Theory of Mind, and the Social Abilities of Children with Autism*
- **Award for Excellence in Writing**

**PUBLISHED WORKS:**

***Published Journal Articles:***

Gadassi Polack, R., **Questel, M.**, Sened, H., Marshall, H. E., Chen, G. J., Geiger, E. J., Yosef, T. B., Joormann, J. (2024). [Interpersonal emotion regulation and depressive symptoms in parent-adolescent dyads: A daily-diary investigation](#)

Gadassi Polack<sup>†</sup>, R., Bronstein<sup>†</sup>, M. V., **Questel, M.**, Edelman, A., Vinogradov, S., Kober, H., Joormann, J., Everaert, J. (2023). [Interpretation flexibility as a resilience factor for emotional reactions to social situations in children and adolescents](#). *Development and Psychopathology*.  
(<sup>†</sup>Co-first authors)

***As part of the SPARK Consortium:***

Daniels, A. M., Law, J. K., Snyder, L. G., Diehl, K., Goin-Kochel, R. P., Feliciano, P., ... & **SPARK Consortium**. (2024). Effectiveness of multimodal participant recruitment in SPARK, a large, online longitudinal research study of autism. *Journal of Clinical and Translational Science*, 8(1), e64.

Goin-Kochel, R. P., Lozano, I., Duhon, G., Marzano, G., Daniels, A., Law, J. K., ... & **SPARK Consortium**. (2024). Evidence-based recruitment strategies for clinical research: Study personnel's and research participants' perceptions about successful methods of outreach for a US Autism-Research Cohort. *Journal of Clinical and Translational Science*, 8(1), e65.

Wright, J. R., Astrovskaya, I., Barns, S. D., Goler, A., Zhou, X., Shu, C., ... & **SPARK Consortium**. (2024). Return of genetic research results in 21,532 individuals with autism. *Genetics in medicine*, 101202.

**Conference Presentations:**

**Empowered to Lead Symposium 2024 - Uncasville, CT**

Questel, M. (2024). Creating an Emotionally Supportive Classroom that Celebrates Differences

**Yale Child Study Center Presentations:**

Questel, M. (2024). [Parent Discussion Series](#). A 10-part series of presentations and lectures for parents and staff at the Yale Child Study Center regarding parenting neurodiverse children.

**Emotions 2023 - Tilburg, Netherlands**

Presentation of current work:

Gadassi Polack<sup>†</sup>, R., Bronstein<sup>†</sup>, M. V., **Questel, M.**, Edelman, A., Vinogradov, S., Kober, H., Joormann, J., Everaert, J. (2023). Interpretation flexibility as a resilience factor for emotional reactions to social situations in children and adolescents. *Development and Psychopathology*.

**Other Published Works:**

Celiberti, D. (2024). [Celebrating Marcia Questel, MEd, BCBA](#). *Science in Autism Treatment*, 21(01)

**Questel, M.** (2023) Workshop: Teaching emotion regulation through play. *New York Therapy Placement Services*.

**Questel, M.**, & Celiberti, D. (2023). [A mother's reflections on diagnosis, advocacy, and action: An interview with Aboli Jadhav](#). *Science in Autism Treatment*, 20(9).

**Questel, M.** (2023) Workshop: From evaluations to the IEP. *New York Therapy Placement Services*.

**Questel, M.**, Leif, E., Evoy, K. & Celiberti, D. (2023). [Showcasing ASAT on LinkedIn](#). *Science in Autism Treatment*, 20(3).

Celiberti, D., Winterling, V., Vinjau, B., **Questel, M.**, & Simard, C. (2023). [A spotlight on Science in Autism Treatment](#). *Science in Autism Treatment*, 20(2)

**Questel, M.** (2023) [Mental Health Expectations in a Post\(?\) Pandemic World](#), *Psychology Today*

Lostan, C., & **Questel, M.** (2022). [Clinical Corner: How can I structure playdates for success?](#) *Science in Autism Treatment*, 19(5).

Celiberti, D., & **Questel, M.** (2022) [Help Stand for Science Within the Autism Community: Showcasing the Externship of the Association for Science in Autism Treatment](#) *Behavioral Health News*, 9(3)

**Questel, M.**, & Celiberti, D. (2021). [Review of Autism's declaration of independence: Navigating autism in the age of uncertainty](#). *Science in Autism Treatment*, 18(10).

**Questel, M.** (2021). [Workshop: What Can Teachers Do to Support an Inclusive Environment with Subtle Supports that Work for Everyone?](#) ABASkills, LLC

**Questel, M.** (2021). [Workshop: Using Diverse Learners' IEP Goals to Create Whole Classroom Management Strategies](#), ABASkills, LLC

**Marcia Lynn Questel, MS.Ed., BCBA | Curriculum Vitae**  
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**Questel, M.,** Cepeda, R., Larsson, E., Celiberti, D., Wright, S., Wright, L., Heller, S., & Mager, L. (2021) [One Year of COVID: What Have We Learned?](#) ABAskills, LLC

Celiberti, D., Winterling, V., Vinjau, B., & **Questel, M.** (2021). [A spotlight on Science in Autism Treatment](#). *Science in Autism Treatment*, 18(4).

**Questel, M.,** & Cepeda, R. (2021). [Workshop: From Evaluations to the IEP: How to Read Psychological Evaluations and What to Do with Them](#). ABAskills, LLC

**Questel, M.** (2021) [Workshop: Teaching Tolerance & Helping Behaviors Through Play](#), ABAskills, LLC

**Questel, M.** (2020). [Science Corner: Avoiding the pitfalls of circular reasoning](#). *Science in Autism Treatment*, 17(12). Republished by Different Roads to Learning

**Questel, M.** (2020). [Workshop: Teaching Emotional Regulation Through Play](#). ABAskills

**Questel, M.** (2020). [Workshop: Helping Siblings Play Together](#), ABAskills

**Questel, M.** (2020). [Workshop: Virtual Training for Virtual Teaching](#). ABAskills

**Questel, M.** (2020). [Clinical Corner: My child is home with me. Any suggestions for homeschooling?](#) *Science in Autism Treatment*, 17(4). Republished by Different Roads to Learning

**Questel, M.** (2020). [On Struggles During CSE Meetings: For School Administrators and Parents](#). 121 Learning Works.

**Questel, M.** (2020). [How to Create Meaningful Goals after Reading a Formal Evaluation](#), 121 Learning Works.

***CURRENT EXPERIENCES:***

***Yale University*** New Haven, CT

04/2022 - Present

***Postgraduate Fellowship***

*Autism Clinical Research and Community Wellness at the [Yale Child Study Center](#) with Dr. Jou*

- Current studies: SPARK, MapLight, IntraCellular, EuMentis, GABA, and Curemark.
- Trained in implementing electrocardiogram (EKG) and electroencephalogram (EEG). Independently conducting EEG tasks regularly, including computer program setup, cap placement, and impedance testing; eye-tracking, resting state, and response biomarkers.
- Source documentation and data management for various vendors for each study.
- Flow and efficiency management for participant visits to the site between various departments, management of staff coordination, and precise time management for pre- and post-dose assessments during clinical trial visits.

***Research Affiliate*** at the [Affect Regulation and Cognition \(ARC\) Lab](#) with Dr. Joormann

- Publication of [Interpersonal emotion regulation and depressive symptoms in parent-adolescent dyads: A daily-diary investigation](#) in the journal *Emotion* and [Interpretation](#)

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[flexibility as a resilience factor for emotional reactions to social situations in children and adolescents](#) in the journal *Development and Psychopathology*.

- Reviewing research topics regarding anxiety, depression, emotion regulation, and cognition.
- Assisting principal investigators (Drs. Jutta Joormann, Hedy Kober, and Reuma Gadassi Polack) in daily activities and attending weekly lab meetings.
- Creating and publishing lab advertisements across social media platforms, including some video and audio editing.
- Writing research synopses for principal investigators and current publications, including [Mental Health Expectations in a Post\(?\) Pandemic World](#) for *Psychology Today*.
- Utilizing Qualtrics software and assessing participant progress.

**Association for Science in Autism Treatment (ASAT)** New Jersey  
**Content Editor**

04/2020-Present

- Reviewing articles for the monthly newsletter *Science in Autism Treatment*, offering suggestions to international authors, providing feedback for articles.
- Editing for APA style formatting, grammar, spelling, tone, etc.
- Review of citations for appropriate use to back claims made within articles
- Writing introductory paragraphs to orient readers to the content of articles
- Submission of original works, such as [My Child is Home with Me. Any Suggestions for Homeschooling?](#), [Avoiding the Pitfalls of Circular Reasoning](#), and [A Review of Autism's Declaration of Independence: Navigating Autism in the Age of Uncertainty](#).

**Externship Co-Coordinator**

- Introducing externs to the 150-hour externship at ASAT, facilitating the creation of their personal goals and how they can accomplish the externship responsibilities over 1-2 years.
- Monitoring the progress of externs, ensuring that they complete their externship responsibilities in a timely manner, reporting to various members of the externship team, and attending monthly meetings.
- Providing grades and feedback to externs for their goals; supporting and celebrating their accomplishments throughout the externship process.

**Behavior Analyst** New York City, New Jersey, and Long Island  
**Consultant, Content Creator**

08/2011-Present

- Consultation for parents and staff regarding behavior modification and skill acquisition for their children and students; parent training; staff training for education professionals and therapy teams.
- Authoring articles for various company websites, such as *How to Create Meaningful Goals after Reading a Formal Evaluation* and *On Struggles During CSE Meetings: For School Administrators and Parents*.

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- Creation of video content, including recording and editing (layering text, video, pictures, and sound), including videos such as *Creating Normalcy for Children during COVID-19* and *Increasing Engagement for Apprehensive Learners*.
- Presentation of workshops regarding teaching emotional regulation and encouraging perspective-taking skills in children with autism through play and incidental teaching. Workshop and presentation titles include *One Year of COVID: What Have We Learned?*, *Virtual Training for Virtual Teaching*, *Helping Siblings Play Together*, and *Teaching Emotional Regulation Through Play*.
- Behavior data collection in schools followed by analysis, reporting, and treatment recommendations. Meeting with multidisciplinary teams of therapists and professionals and developing treatment plans that bridge home and school environments.
- Fostering positive social interactions between clients and neurotypical peers, family, and friends.

**PAST EXPERIENCES:**

**Parent Social Group** New Jersey 05/2020-06/2021

- Hosting twice-weekly social groups for parents throughout the beginning of the COVID-19 pandemic.

**Princeton Interdisciplinary Consortium** New Jersey 03/2019-03/2020

- Meeting with various professionals, including lawyers, clinicians, and educators, in the Princeton area as a “think tank” to address local and national issues related to education and special education

**Private Music Teacher** New York City and Long Island 07/2008-03/2010

- Taught neurotypical children and autistic children to play piano, drums, and other instruments.
- Created a curriculum fitting each student's abilities, utilizing behavioral principles.

**Brooklyn Autism Center Academy (BAC)** Brooklyn, New York 01/2008-01/2010

- Behavioral instruction with children ranging in age from 5 to 11 years with autism
- Responsible for data collection and analysis; maintenance of program data sheets and graphs
- Assisted in after-school programs, integrating children with autism with neurotypical peers, leading the music program, and facilitating the learning of social skills while learning about music.

**EXTRA-CURRICULAR ACTIVITIES:**

**Behavior Analysts Who Code:** I began learning coding through a collaborative group of behavior analysts living throughout the United States, led by Dr. David Cox. I have been using R for my current research (above) and learning Python with this group.

**Education bills at state and federal level:** Raising awareness through video content creation, sharing across social media platforms, and emailing/calling members of Congress to support individuals with disabilities.

**Black Lives Matter:** Raising awareness regarding issues impacting people of color, including marching in Washington, DC, and contacting members of Congress.

**NPR/WNYC:** Proud financial supporter of independent journalism

**Graduate Volunteer:** Center for Community Inclusion – Inclusion center on LIU Post Campus

**Undergraduate Internship:** Theatre World Children – Theatre arts for children with disabilities

**Undergraduate Practicum:** Practicum in Child Development at the Child Study Center on campus

**United Way:** Louisiana and Texas Hurricane Relief; cleaning debris and repairing structures after Hurricanes Katrina and Rita

**ONE Organization:** Poverty/AIDS relief and support, fundraising, and event coordination.

**Operation Warm/Coats for Kids:** Collecting coats for low-income/homeless individuals in NYC.

**Church Nursery:** Teaching and caring for children.

**Volunteer Tutoring:** Supporting academic achievement for struggling students.

**AFFILIATIONS:**

American Psychological Association - member

NYS-ABA, CT-ABA, NJ-ABA - State ABA chapter member

Yale Child Study Center Network and Outreach Committee - member

Yale Working Women's Network - member

**QUALIFICATIONS:**

- Data: Experienced in Qualtrics, R, and Excel. Introductory experience in Python.
- Quality assurance: Highly skilled at protocol development and project management, creation of flowsheets, and time management strategies to support staff in addressing inefficiencies and promoting excellence in adherence to study protocols.
- Interpersonal: Excellent collaborator with strengths in providing and receiving feedback, striving for positivity and openness in workplace culture while not sacrificing efficiency or quality.
- Forward-thinking and proactive - preventative maintenance in study development.
- Skilled in literature review and writing synopses of the findings. Excellent writing and editing skills, especially in the areas of cognitive development, evidence-based treatments regarding mental health, and interventions for autism and other developmental differences.

- Proficient in creating behavior-analytic treatment plans, staff and parent training, and professional development for teams of therapists. Highly experienced in training teachers and other education professionals within schools and therapy centers to utilize behavior analytic strategies, increasing the effectiveness of their teaching for individuals, groups, and classes; and supporting administrations with school-wide plans for their staff.
- Expertise in developing Natural Environment Teaching (NET) programming for family members of those with developmental differences, capitalizing on naturally occurring teaching opportunities to support skill acquisition within the boundaries of everyday experiences given typical contingencies.
- Passionate about disseminating scientific evidence to support child development across individuals with learning differences or at-risk youth, as well as supporting laws that impact the education and care for children and people with intellectual disabilities, developmental differences, or other health impairments.

**REFERENCES:**

**(Due to this being a public document, contact information is available upon request)**

Dr. Jutta Joormann, Ph.D. (Chair of Psychology, Yale University)

Dr. Roger Jou (Instructor of Clinical Child Psychiatry, Yale Child Study Center)

Dr. David Celiberti, Ph.D., BCBA-D (Executive Director of ASAT)