

3-105

Standard	3-105: Job placement of graduates.
Proof	Provide a list of paid job placements for recent graduates. List placements by date of employment beginning with the most recent. Graduates' names are not required.
Notes	Use the table in the online application form.

	Date (Month/ Year)	Organization	Title	Position Area (drop- down menu)
	Sept/2022	Kópavogsbær (Kópavogur, Municipality)	Behavior analyst, Behavior consultant	
	Sept/2022	Klettabær (Private facility for severe behavior challenges)	Behavior analyst	
	Aug/2024	Klettabær (Private facility for severe behavior challenges)	Behavior anayst	
	Jan/2023	Landspítali (The National University hospital of Iceland)	Behavior anayst	
	Aug/2022	Urriðaholtsskóli (Public School in Gardabær. Only school in Iceland with a policy of teaching with evidence based teaching methods).	Behavior analyst	
	Aug/2022	Landspítali (The National University hospital of Iceland)	Behavior analyst	
	Sept/2023	Fjölskyldu og fræðslusvið Vestmannaeyja (Vestmannaeyjar community and welfare service center)	Behavior analyst	
	Sept/2023	Leikskólinn Sóli in Vestmannaeyjar	Consultant	
	Dec/2023	Skarðshlíðarskóli (public school in Hafnarfjörður)	Special education consultant	
	Oct/2024	Stapaskóli (Public school in Reykjanesbær)	Behavior analyst	
	Sept/2024	Suðurmiðstöð (Reykjavík south side community and welfare service center)	Behavior consultant	
	Sept/2023	Stapaskóli (Public school in Reykjanesbær)	Special education supervison	
	Aug/2023	Arnarskóli, a private school for children with autism and developmental disabilities.	Behavior analyst	

Aug/2023	Vesturmiðstöð (Reykjavík West side community and welfare service center)	Behavior- and special education consultant	
Jun/2023	Norðurmiðstöð (Reykjavík north side community and welfare service center)	Behavior consultant	
Oct/2024	Vesturmiðstöð (Reykjavík West side community and welfare service center)	Team leader of services to adults with dementia, injuries, cancer or autism	
Jan/2024	Keðjan, family and child support services	Social activation services	
Oct/2024	Skarðshlíðarskóli (public school in Hafnarfjörður)	Specialist	
July/2025	Skarðshlíðarskóli (public school in Hafnarfjörður)	Behavior analyst (after Hafnarfjörður town installed new policy to hire behavior analysts to all public elementary schools in town)	
Aug/22	Urriðaholtsskóli (Public School in Gardabær. Only school in Iceland with a policy of teaching with evidence based teaching methods).	Behavior analyst	
Jan/2023	Landspítali (The National University hospital of Iceland). AnoreN/Aia team.	Behavior analyst	
Jun/2025	Leikskóli Seltjarnarness (pre school in Seltjarnarnes town)	Pre-school special education	
Jan/2025	Snælandsskóli (Public School in Gardabær)	Behavior analyst	
Aug/2025	Arnarskóli, a private school for children with autism and developmental disabilities.	Behavior analyst	
May/2025	Ráðgjafar- og greiningarstöð Ríkisins (Consulting and diagnostic center)	Behavior analyst	
June/2025	Skjólbraut, íbúðarkjarni (independent living facility in Kópavogur)	Team leader of services to developmentally delayed adults	

	Jun/2025	Klettabær (Private facility for severe behavior challenges)	Behavior analyst	
	Jun/2024	Kópavogsbær (Kópavogur Municipality)	Teaching consultant and behavior analyst	
	July/2025	Leikskóli Ægisborg (pre school in Reykjavík)	Pre-school special education	

Table 3-106

Standard	3-106: List of final projects (if required by the program), undergraduate thesis, master's thesis equivalents, master's theses (if required by the program) and dissertations (if required by the program), including the title, and the supervising faculty member.
Proof	Complete the table in the online application form starting with the most recently completed final project.
Notes	Use the table in the online application form.

Project Category	Project Title	Supervising faculty	Completion date
masters	Ráðavefurinn: Sjálfshjálparúræði um gagnreyndar aðferðir við hegðunarbætur. (Self-help for behavior problems in the classroom: Ráðavefurinn, a web-based evidence-based option).	Zuilma Gabriela	Jun/25
masters	Félagsfærnikennsla barna með sérþarfir á leikskólaaldri. (Social skills instruction for preschool-aged children with special needs).	Zuilma Gabriela	Jun/25
masters	Áhrif þjálfunar með Beanfee á persónulegt hreinlæti fullorðinna einstaklinga með þroskafrávik. (The effects of training with Beanfee on the personal hygiene of adults with developmental disabilities).	Zuilma Gabriela	Jun/25
masters	Hönnun matslista fyrir inntökuviðtal sjúkrahjálfa og atferlismiðuð stjórnun til að auka meðferðartryggð. (Design of an assessment checklist for physical therapists intake interviews and organizational behavior management to enhance treatment integrity).	Zuilma Gabriela	Jun/25
masters	Einn fyrir alla - allir fyrir einn: Beiting innbyrðis háð hópstykringarskilmála til að draga úr símanotkun framhaldsskólanema í lífsleikni kennslustundum. (All for one - one for all: Using interdependent group contingencies to reduce phone usage of first year high-school students in a life-skills course).	Zuilma Gabriela	June/25

masters	<p>Áhrif atferlisíhlutunar á snjallsímanotkun framhaldsskólanema í lífsleiknitímum: Geta símaklefar og lukkuhjól dregið úr notkun snjallsíma í kennslustundum? (The effects of a behavioral intervention on smartphone use among first year students in upper secondary school during life skills classes: Can the use of phone boN/Aes and a wheel of fortune reduce smartphone use in the classroom?)</p>	Zuilma Gabriela	Jun/25
masters	<p>Áhrif hvatningakerfis með Beanfee hugbúnaðinum á mætingu og skólafærni nemenda í sértæku skólaúrræði. (Effects of the Beanfee token economy software on students attendance and school-related skills in a multi-challenging behavior special classroom).</p>	Zuilma Gabriela	Jun/25
masters	<p>Lærum að leika: Starfsfólki kenndar aðferðir til að byggja samband við nemendur. (Learning to play: Staff taught procedures to build rapport with students).</p>	Zuilma Gabriela	Jun/25
masters	<p>Hvatningarleikurinn. Áhrif tveggja útgáfa af Hvatningarleiknum á endurgjöf kennara, hegðun og námsástundun nemenda og hávaða í kennslustofum í 4. bekk. (Effects of two versions of the Good Behavior Game on Teacher Feedback, Student Behavior and Academic engagement, and Classroom Noise Levels).</p>	Anna-Lind Pétursdóttir	Jun/25
masters	<p>Atferlismiðuð hreinlætisþjálfun fyrir grunnskólabörn með einhverfu og þroskahömlun: Áhrif á klósettfærni og frumkvæði að notkun salernis. (Behavioral Toilet Training for Elementary School Children With Autism and Intellectual Disabilities: Effects on Toilet Skills and Self-Initiations).</p>	Anna-Lind Pétursdóttir	Jun/25

masters	Samanburður ólíkra útgáfa Hvatningarleiksins: Áhrif á óæskilega hegðun og námsástundun nemenda, endurgjöf kennara og hávaða í 1. bekk. (A comparison of two versions of the Good Behavior Game: Effects on students disruptive behavior and academic engagement, tacher feedback and classroom noise in first grade).	Anna-Lind Pétursdóttir	Jun/25
masters	Heimalestur barna með lestrarvanda. Foreldrum kenndar aðferðir G-PALS með myndbandssýnikennslu. (Improving Home Reading of Struggling Readers through Video-modeling of PALS for Parents).	Anna-Lind Pétursdóttir	Feb/25
masters	Áhrif stuðningsáætlunar með Beanfee tákstyrkjakerfi á námsástundun, líðan og skólasókn nemenda í 9. bekk með skólaforðun. (The effectes of positive behavior support including digital token reinforcement on academic engagement, well-beeing, and attendance of adolescents with school avoidance).	Anna-Lind Pétursdóttir	Oct/24
masters	Almennt mat á foreldrafærni og rútinum með GAPS færnilistanum: atferlisíhlutun með einni fjölskyldu. (Global assessment of parenting skills and routines using the GAPS list: Behavioral intervention with one family).	Zuilma Gabriela	Jun/24
masters	Áhrif atferlisíhlutunar á foreldrafærni: Hlutlægt mat á foreldrafærni með notkun GAPS listans. (Effects of behavioral intervention on parenting skills: Objective assessment of parenting skills using the GAPS list: Behavioral intervention with one family).	Zuilma Gabriela	Jun/24
masters	Áhrif fimiþjálfunar á lesfimi nemenda í 2. bekk. (The effects of precision teaching on the reading fluency of stundents in second grade).	Zuilma Gabriela	Jun/24
masters	Notkun CLEAN matslistans í atferlisíhlutun til þess að draga úr vanrækslu á aðbúnaði barna. (Using the CLEAN assessment list to reduce environmental neglect).	Zuilma Gabriela	Jun/23

masters	Atferlisíhlutun í barnavernd: Notkun CLEAN matslistans við að bæta aðbúnað barna á heimilum þeirra. (Behavior intervention in child protection: Using the CLEAN list to decrease environmental neglect).	Zuilma Gabriela	Jun/23
masters	„Að þjálfja þjálfann“: Hvernig færast þekking og færni á milli starfsfólks? ("Train the trainer": How does knowledge and skills transfer within a pyramidal training model?)	Anna-Lind Pétursdóttir	Jun/23
masters	Heimalestur barna í lestrarvanda: Foreldrum leiðbeint við framkvæmd markvissrar hljóðaaðferðar. (Home reading to meet the needs of struggling readers: Training parents to implement systematic phonics instruction).	Anna-Lind Pétursdóttir	Jun/23
masters	Áhrif hvatningarkerfis með Beanfee hugbúnaðinum á líðan, skólasókn og verkefnaskil nemenda með skólaforðun. (Effects of the Beafee token economy software on the academic engagement, attentance, and well being of students with a history of school avoidance).	Anna-Lind Pétursdóttir	Jun/23
masters	G-PALS verkefni í heimalestri: Framkvæmd foreldra og áhrif á gæði lestrarþjálfunar og lestrarfærni barna í lestrarvanda. (G-PALS assignments in reading at home: Parents' implementation and impact on the quality of reading training and reading skills of children with reading difficulties).	Anna-Lind Pétursdóttir	Jun/23
masters	Ótti við lækna- og heilbrigðisþjónustu: Íhlutun hjá börnum með þroskafrávik og einhverfu. (Treatment of fear of medical procedures in children with intellectual dissabilities and autism).	Anna-Lind Pétursdóttir	Oct/23

masters	„Má ég fá meiri tíma til að leika?“ Háskólanemum kernt að ýta undir tjáningu nemenda til þess að veita þeim aukin áhrif á námsumhverfi sitt, bæta líðan og þol fyrir kröfum. ("Can I have my way please?" Training university students to implement delay tolerance and functional communication to children with developmental disabilities).	Anna-Lind Pétursdóttir	Jun/22
masters	Áhrif hvatningakerfis með Beanfee hugbúnaðinum á námsástundun og hegðun nemenda með sögu um langvarandi hegðunarvanda. (Effects of the Beanfee token economy software on students' persistent problem behavior and lack of academic engagement).	Anna-Lind Pétursdóttir	Jun/22
masters	Áhrif endurgjafar á námsástundun. Endurtekning í grunnskóla, fjórum árum síðar. (Effects of teachers' feedback on students' on-task behavior: Replication four years later).	Zuilma Gabriela	Jun/22
masters	Matslistinn CLEAN og atferlisleg íhlutun í barnavernd vagna vanrækslu á aðbúnaði barna. (Child protection: Using the CLEAN to assess and intervene in environmental neglect).	Zuilma Gabriela	Jun/22
masters	Atferlisíhlutun í umhverfisvanrækslu: Matslistinn CLEAN og söfnunarárátta. (Behavioral intervention for environmental neglect: The CLEAN assessment list used with a horder).	Zuilma Gabriela	Jun/22
masters	Áhrif endurgjafar kennara á námsástundun. Athugun í öðrum grunnskóla. (Effects of teacher's feedback on students' on-task behavior: EN/Aamination in one new school in Iceland).	Zuilma Gabriela	Jun/22

Table 3-107

Reference (APA style)	Student Author Name(s)
<p>Ívarsdóttir, B. D., Pétursdóttir, A. L. & Gunnarsson, K. F. (2024). "Má ég fá tíma til að leika?": Starfsfólki kennt að ýta undir tjáningu nemenda til þess að auka áhrif þeirra á námsumhverfi sitt, bæta líðan og þol fyrir kröfum. <i>Glæður</i> 32(1). (The Icelandic special education journal). ("Can I play more please?" Training university students to enhance eN/Apression to influence their learning enviroment, increase well being and demand tolerance).</p>	<p>Bára Denny Ívarsdóttir</p>
<p>Crnac, A., Högnason, F. & Gunnarsson, K. F. (2024) „Að þjálfá þjálfann“ Hvernig færast þekking og færni á milli starfsfólks? <i>Sálfræðiritið</i> 29, bls 57-76. (The Icelandic psychological association journal) ("Train the trainer": How does knowledge and skills transfer within a pyramidal training model?).</p>	<p>Azra Crnac</p>

Table 3-108

Standard	3-108: List of conference presentations (in APA format) with students as authors or co-authors.
Proof	Complete the table in the online application form of recent conference presentations with students as authors or co-authors in APA format.
Notes	Use the table in the online application form.

Reference (APA style)	Student Author Name(s)
Young, P. Ó. & Sigurdardottir, Z. G. (2024). Matslistinn CLEAN og atferlisleg íhlutun í barnavernd vagna vanrækslu á aðbúnaði barna (Child protection: Using the CLEAN to assess and intervene in environmental neglect). Poster presented at the ABAI conference in Philadelphia, PA, held at the Pennsylvania Conference Center, May 23-27.	Perla Ósk Young
Sveinsdóttir, E. S. & Sigurdardottir, Z. G. (2023). Áhrif endurgjafar kennara á námsástundun. Athugun í öðrum grunnskóla (Effects of teacher's feedback on students' on-task behavior: EN/Aamination in one new school in Iceland). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.	Erla Sif Sveinsdóttir
Pálsdóttir, B., Magnúsdóttir, H. M. & Sigurdardottir, Z. G. (2024). Áhrif endurgjafar á námsástundun. Endurtekning í grunnskóla, fjórum árum síðar (Effects of teachers' feedback on students' on-task behavior: Replication four years later). Sálfræðiþingið (annual conference off the Icelandic Psychological Association), held in Hilton Radison Hotel Reykjavík, March 6-8.	Helga Maggý Magnúsdóttir
Magnúsdóttir, H. M. & Sigurdardottir, Z. G. (2023). Áhrif endurgjafar á námsástundun. Endurtekning í grunnskóla, fjórum árum síðar (Effects of teachers' feedback on students' on-task behavior: Replication four years later). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.	Helga Maggý Magnúsdóttir
Kjartansdóttir, T. K. & Sigurðardóttir, Z. G. (2025). Áhrif atferlisíhlutunar á foreldrafærni: Hlutlægt mat á foreldrafærni með notkun GAPS listans (Effects of behavioral intervention on parenting skills: Objective assessment of parenting skills using the GAPS list). Poster presented at the ABAI bi-annual conference in Lissabon, held in November 11-13.	Tara Kristín Kjartansdóttir
Víðisdóttir, H. H. & Sigurðardóttir, Z. G. (2025). Almennt mat á foreldrafærni og rútinum með GAPS færnilistanum: Atferlisíhlutun með einni fjölskyldu (Global assessment of parenting skills and routines using the GAPS list: Behavioral intervention with one family). Poster presented at the ABAI be-annual conference in Lissabon, held in November 11-13.	Helena Hafdís Víðisdóttir

<p>Brynleifsdóttir, S. R. & Sigurðardóttir, Z. G. (2024). Áhrif fimiþjálfunar á lesfimi nemenda í 2. bekk (The effects of precision teaching on the reading fluency of students in second grade). Paper presented at the conference "What does in mean to be literate" held by the Center for education and school services and Center for school development.</p>	<p>Sigurlaug Rún Brynleifsdóttir</p>
<p>Ívarsdóttir, B. D., Pétursdóttir, A. L & Gunnarsson, K. F. (2023). "Má ég fá meiri tíma til að leika?" Háskólanemum kennt að ýta undir tjáningu nemenda til þess að veita þeim aukin áhrif á námsumhverfi sitt, bæta líðan og þol fyrir kröfum ("Can I play more please?" Training university students to enhance eN/Apression to influence their learning enviroment, increase well being and demand tolerance). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.</p>	<p>Bára Denny Ívarsdóttir</p>
<p>Crnac, A., Pétursdóttir, A. L & Gunnarsson, K. F. (2024) „Að þjálfja þjálfann“: Hvernig færast þekking og færni á milli starfsfólks? ("Train the trainer": How does knowledge and skills transfer within a pyramidal training model?). Poster presented at ABAI conference held at the Pennsylvania Conference Center, May 23-27</p>	<p>Azra Crnac</p>
<p>Guðjónsdóttir, S. D., Pétursdóttir, A. L., & Karlsson, H. S. (2024) Áhrif hvatningakerfis með Beanfee hugbúnaðinum á námsástundun og hegðun nemenda með sögu um langvarandi hegðunarvanda (Effects of digital token reinforcement systems on student' persistent disruptive behavior and lack of academic engagement). Poster presented at ABAI conference held at the Pennsylvania Conference Center, May 23-27</p>	<p>Silja Dís Guðjónsdóttir</p>
<p>Ögmundardóttir, A. & Sigurðardóttir, Z. G. (2023). Atferlisíhlutun í barnavernd: notkun CLEAN matslistans við að bæta aðbúnað barna á heimilum þeirra (Behavior intervention in child protection: Using the CLEAN list to decrease environmental neglect). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.</p>	<p>Auður Ögmundardóttir</p>
<p>Hallgrímsdóttir, K. H. & Sigurðardóttir, Z. G. (2023). Notkun CLEAN matslistans til þess að draga úr vanrækslu á aðbúnaði barna (Using the CLEAN assessment list to reduce environmental neglect). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.</p>	<p>Kristín Helga Hallgrímsdóttir</p>
<p>Young, P. Ó. & Sigurdardottir, Z. G. (2023). Matslistinn CLEAN og atferlisleg íhlutun í barnavernd vagna vanrækslu á aðbúnaði barna (Child protection: Using the CLEAN to assess and intervene in environmental neglect). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.</p>	<p>Perla Ósk Young</p>
<p>Sveinsdóttir, E. S. & Sigurdardottir, Z. G. (2024). Áhrif endurgjafar kennara á námsástundun. Athugun í öðrum grunnskóla (Effects of teacher's feedback on students' on-task behavior: EN/Aamination in one new school in Iceland). Poster presented at ABAI conference held at the Pennsylvania Conference Center, May 23-27</p>	<p>Erla Sif Sveinsdóttir</p>

<p>Ögmundardóttir, A., Hallgrímsdóttir, K. H., Young, P. Ó (2023). Atferlisíhlutun í barnavernd: Notkun CLEAN matslistans til að draga úr vanrækslu á aðbúnaði barna á seN/A heimilum (Behavior intervention in child protection: Using the CLEAN list to decrease environmental neglect in siN/A homes). Paper presented at the fall conference of the laboratory in birth-, women-, children-, and family studies at the University hospital and University of Iceland, held at the University hospital, November 22.</p>	<p>Auður Ögmundardóttir, Kristín Helga Hallgrímsdóttir, Perla Ósk Young.</p>
<p>Ívarsdóttir, B. D., Pétursdóttir, A. L. & Gunnarsson, K. F. (2024). "Má ég fá meiri tíma til að leika?" Háskólanemum kennt að ýta undir tjáningu nemenda til þess að veita þeim aukin áhrif á námsumhverfi sitt, bæta líðan og þol fyrir kröfum ("Can I have my way please?" Training university students to implement delay tolerance and functional communication to children with developmental disabilities). Paper presented at ABAI conference held at the Pennsylvania Conference Center, May 23-27.</p>	<p>Bára Denny Ívarsdóttir</p>
<p>Gunnlaugsdóttir, H. M. & Guðjónsdóttir, S. D. (2023). Áhrif Beanfee hugbúnaðarins á langvarandi hegðunarvanda og námsástundun nemenda í grunnskóla: Tvær aðskildar rannsóknir (Effects of digital token reinforcement systems on student's longterm disruptive behavior and academic engagement in grade school: Two studies). Poster presented at the ICE-ABA conference held in Sykursalur in Gróska, October 5-7.</p>	<p>Helga Magnea Gunnlaugsdóttir og Silja Dís Guðjónsdóttir</p>
<p>Young, P. O. & Sigurdardóttir, Z. G. (2023). Notkun CLEAN listans í mati á aðbúnaði barna: Hlutlægt og markvisst mat, atferlisleg íhlutun og mat á árangri (Using the CLEAN list when assessing environmental neglect of children: Objective and systematic assessment, behavioral intervention and assessment of effects). Sálfræðipingið (annual conference off the Icelandic Psychological Association), held in Hilton Radison Hotel Reykjavík, March 15-17.</p>	<p>Perla Ósk Young</p>
<p>Jóhannesdóttir, M. U. & Pétursdóttir, A. L. (2025). Behavioral toilette training for elementary school-children with autism and intelectual disabilities: Effects on toilette-skills and self-initiations. Poster presented at the OBM network conference, held in Harpa in Reykjavík, October 9-10.</p>	<p>Margrét Unnur Jóhannesdóttir</p>
<p>Andrésdóttir, A. R., Pétursdóttir, A. L. & Sveinbjörnsdóttir, E. B. (2025). Effects of two versions of The Good Behavior Game and teacher feedback, student behavior, and academic engagement. Poster presented at the OBM network conference, held in Harpa in Reykjavík, October 9-10.</p>	<p>Alísa Rún Andrésdóttir</p>
<p>Davíðsson, H. A., Magnússon, A. F. & Sigurðardóttir, Z. G. (2025). How to play: Teaching staff pairing procedures to build rapport with students. Poster presented at the OBM network in Harpa in Reykjavík, October 9-10.</p>	<p>Helgi Axel Davíðsson</p>
<p>Ólafsdóttir, J. H., Pétursdóttir, A. L. & Björgvinsdóttir, A. S. (2025). Improving home reading of struggling readers through video-modeling of PALS for parents. Poster presented at the OBM network in Harpa in Reykjavík, October 9-10.</p>	<p>Jónína Helga Ólafsdóttir</p>

Halldórsdóttir, S. B., Pétursdóttir, A. L. & Sveinbjörnsdóttir, E. B. (2025). The Good Behavior Game: Effects of stimulus presentation and stimulus removal. Poster presented at the OBM network in Harpa in Reykjavík, October 9-10.

Sylvía Bergmann
Pétursdóttir