

## CURRICULUM VITAE ROSANNA P. BREAUX, PH.D.

### CONTACT INFORMATION

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### EDUCATION

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Virginia Commonwealth University; Richmond Virginia August 2017 – Present  
**Postdoctoral Fellowship**

University of Massachusetts; Amherst, MA September 2017  
**Doctorate of Philosophy, Clinical Psychology**

- Child, Adolescent, and Family Clinical Psychology Concentration
- Advanced Data Analysis Concentration

*Dissertation* (defended 11/04/16): Examining the Relation Between Family Functioning and Child Hyperactivity: Simultaneously Testing Four Proposed Mechanisms

Penn State Hershey Medical Center; Hershey, PA June 2016 – June 2017  
**Psychology Pre-doctoral Internship**

University of Massachusetts; Amherst, MA February 2013  
**Master of Science, Clinical Psychology**

- *Thesis* (defended 05/10/12): The Role of Parental Psychopathology on the Developmental Trajectories of Preschool Children with Behavior Problems

Carnegie Mellon University; Pittsburgh, PA May 2011  
**Bachelor of Science, Psychology, Summa Cum Laude**

### PEER-REVIEWED JOURNAL ARTICLES

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**Breaux, R. P.,** Brown, H., & Harvey, E.A. (2017). Mediators and moderators of the relation between parental ADHD symptomatology and the early development of child ADHD and ODD symptoms. *Journal of Abnormal Child Psychology*, 45, 443-456. doi:10.1007/s10802-016-0213-1

**Breaux, R. P.,** Griffith, S. F., & Harvey, E. A. (2016). Preschool neuropsychological measures as predictors of later attention deficit hyperactivity disorder. *Journal of Abnormal Child Psychology*, 44, 1455-1471. doi: 10.1007/s10802-016-0140-1

**Breaux, R. P.,** Harvey, E. A., & Lugo-Candelas, C. I. (2015). The role of parent psychopathology in emotion socialization. *Journal of Abnormal Child Psychology*, 44, 731-743. doi: 10.1007\_s10802-015-0062-3

**Breaux, R. P.,** Harvey, E. A., & Lugo-Candelas, C. I. (2014). The role of parent psychopathology in the development of preschool children with behavior problems. *Journal of Clinical Child and Adolescent Psychology*, 43, 777-790. doi: 10.1080/15374416.2013.836451

**Breaux, R. P.,** McQuade, J. D., Harvey, E. A., & Zakarian, R. J. Longitudinal associations of parental emotion socialization and children's emotion regulation: The moderating role of ADHD symptomatology. *Journal of Abnormal Child Psychology*. Advanced Online Publication. doi: 10.1007/s10802-017-0327-0

Harvey, E. A., **Breaux, R. P.,** & Lugo-Candelas, C. I. (2016). The development of comorbidity between symptoms of hyperactivity/impulsivity and oppositional defiant disorder in preschool children at risk for ADHD. *Journal of Abnormal Psychology*, 125, 154–167. doi:10.1037/abn0000090.

Harvey, E. A., Lugo-Candelas, C. I., & **Breaux, R. P.** (2014). Longitudinal changes in individual symptoms across the preschool years in children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 44, 580-594. doi: 10.1080/15374416.2014.886253

Herbert, S. D., Harvey, E. A., Lugo-Candelas, C. I., & **Breaux, R. P.** (2013). Early fathering as a predictor of later psychosocial functioning among preschool children with behavior problems. *Journal of Abnormal Child Psychology*, 41, 691-703. doi: 10.1007/s10802-012-9706-8

Lugo-Candelas, C. I., Harvey, E. A., & **Breaux, R. P.** (2015). Emotion socialization practices in Latina and European American mothers of preschoolers with behavior problems. *Journal of Family Studies*, 21, 144-162. doi: 10.1080/13229400.2015.1020982

Lugo-Candelas, C. I., Harvey, E. A., **Breaux, R. P.,** & Herbert, S. D. (2015). Ethnic differences in the relation between parental emotion socialization and mental health in emerging adults. *Journal of Child and Family Studies*, 25, 922-938. doi: 10.1007/s10826-015-0266-8

Mayes, S. D., **Breaux, R. P.,** Calhoun, S. L., & Frye, S. S. High prevalence of dysgraphia in elementary through high school students with ADHD and autism. *Journal of Attention Disorders*. Advanced Online Publication. doi: 10.1177/1087054717720721

Mayes, S. D., Calhoun, S. L., Waschbusch, D. A., **Breaux, R. P.,** & Baweja, R. (2017) Reactive attachment/disinhibited social engagement disorders: Callous-unemotional traits and comorbid disorders. *Research in Developmental Disabilities*, 63, 28-37. doi: 10.1016/j.ridd.2017.02.012

McQuade, J. D., & **Breaux, R. P.** (2016). Are elevations in ADHD symptoms associated with physiological reactivity and emotion dysregulation in children? *Journal of Abnormal Child Psychology*. Advanced Online Publication. doi: 10.1007/s10802-016-0227-8

McQuade, J. D., **Breaux, R. P.,** Miller, R., & Mathias, L. (2017). Executive functioning and engagement in physical and relational aggression among children with ADHD. *Journal of Abnormal Child Psychology*, 45, 899-910. doi: 10.1007/s10802-016-0207-z

McQuade, J. D., Mendoza, S., Larsen, K., & **Breaux, R. P.** (2017). The nature of social positive illusory bias: Reflection of social impairment, self-protective motivation, or poor executive functioning? *Journal of Abnormal Child Psychology*, 45, 289-300. doi: 10.1007/s10802-0172-6

McQuade, J. D., **Breaux, R. P.**, Gómez, A. F., Zakarian, R. J., & Weatherly J. A. (2016). Biased self-perceived social competence and engagement in subtypes of aggression: Examination of peer rejection and social dominance goals as moderators. *Aggressive Behavior*, 42, 498-509. doi: 10.1002/ab.21645.

#### ORAL PRESENTATIONS

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**Breaux, R. P.**, Waschbusch, D. A., Marshall, R., Pelham, W. E., & Waxmonsky, J. G. The role of parental attitudes and knowledge of ADHD and comorbid disorders in treatment utilization and adherence for Hispanic and non-Hispanic children with ADHD. Association for Behavioral and Cognitive Therapies Annual Convention, San Diego, November 2017 (Accepted).

**Breaux, R. P.** & Harvey, E. A. Trajectories of emotion dysregulation across the preschool years in children with and without ADHD. Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, November 2015.

**Breaux, R. P.** Game-based cognitive-behavioral therapy. Psychological Services Center, Amherst, MA, October 2015.

**Breaux, R. P.** & Quiñones-Torres, G. Control this! Executive functioning and your child's brain. Hatfield Elementary School, Hatfield, MA, May 2013.

**Breaux, R. P.** & Theise, R. Establishing effective routines. Stryker Spine, Allendale, NJ, June 2015.

Breaux, A. M. & **Breaux, R. P.** How do I support my gifted child?: Strategies for parents of gifted children. Pennsylvania Association for Gifted Education Annual Conference, Harrisburg, November 2016.

Ehrenberg, E. & **Breaux, R. P.** Brave talking: Helping the selectively mute student in and out of the classroom. NYU Child Study Center Lunch and Learn, Hackensack, NJ, June 2015.

Ehrenberg, E. & **Breaux, R. P.** Brave talking: Helping the selectively mute student in and out of the classroom. Bergen County Special Services, Oradell, NJ, May 2015.

McQuade, J. D., & **Breaux, R. P.** Social-emotional adjustment in ADHD: Interactive effects of emotion socialization and physiological reactivity. International Society for Research in Child and Adolescent Psychopathology Biennial Scientific Meeting, Amsterdam, June 2017.

McQuade, J. D., & **Breaux, R. P.** Are elevations in ADHD symptoms associated with physiological reactivity and emotion dysregulation in children? Society for Research in Child Development Bi-Annual Convention, Austin, April 2017.

McQuade, J. D., Zakarian, R. J., & **Breaux, R. P.** Parent emotion socialization and positively biased self-perceptions in children with ADHD. Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, November 2015.

Theise, R. & **Breaux, R. P.** Principles of child behavior management. Stryker Spine, Allendale, NJ, May 2015.

Waxmonsky, J. G., Babinski, D., **Breaux, R. P.**, Waschbusch, D. A. Examination of the role of parent gender and assessment method on the impact of treating parental ADHD. International Society for

Research in Child and Adolescent Psychopathology Biennial Scientific Meeting, Amsterdam, June 2017.

#### POSTER PRESENTATIONS

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**Breaux, R. P.,** Brown, H. R., & Harvey, E. A. Mechanisms underlying the effects of maternal and paternal ADHD on the development of ADHD and ODD symptoms in preschoolers. Association for Behavioral and Cognitive Therapies Annual Convention, New York City, October 2016.

**Breaux, R. P.** & Harvey, E. A. Examining the bidirectional relation between family functioning and child hyperactivity. Association for Psychological Science Annual Convention, New York City, May 2015.

**Breaux, R. P.,** Harvey, E. A., & Lugo-Candelas, C. I. Mothers' and fathers' emotion socialization practices with preschool children. Society for Research in Child Development Bi-Annual Convention, Seattle, April 2013.

**Breaux, R. P.,** Harvey, E. A., & Lugo-Candelas, C. I. The role of parent psychopathology in the developmental trajectories of preschool children with behavior problems. Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C., November 2012.

**Breaux, R. P.,** Harvey, E. A., & Nightingale, J. The power of neuropsychological tests for predicting later attention deficit hyperactivity disorder in preschool children. Association for Behavioral and Cognitive Therapies Annual Convention, Nashville, November 2013.

**Breaux, R. P.,** McQuade, J. D., Harvery, E. A., Zakarian, R. J. The role of parental emotion socialization practices in children's emotion regulation: The moderating role of ADHD symptomatology. Association for Behavioral and Cognitive Therapies Annual Convention, New York City, October 2016.

**Breaux, R. P.,** Waschbusch, D. A., Babinski, D. E., Coles, E. K., Haas, S. M., Maharaj, A., Waxmonsky, J. G., & Pelham, W. E. Examining Psychopathy Traits in Children Using the CPS-R. Journal of Clinical Child and Adolescent Psychology Future Directions Forum, Washington, DC, June 2017.

Lugo-Candelas, C. I., Harvey, E. A., & **Breaux, R.P.** Culture and the parental emotion socialization of college students. American Psychological Association Annual Convention, Orlando, August 2012.

Lugo-Candelas, C. I., Harvey, E. A., & **Breaux, R. P.** The relation between early parent emotion socialization practices and children's later functioning. Society for Research in Child Development Bi-Annual Convention, Seattle, April 2013.

McQuade, J. D., **Breaux, R. P.,** Gómez, A. F., Zakarian, R. J., & Weatherly J. A. Biased self-perceived social competence and engagement in subtypes of aggression: Examination of peer rejection and social dominance goals as moderators. Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, November 2015.

Zakarian, R. J., McQuade, J. D., & **Breaux, R. P.** Parental emotion socialization: Relations to social competence and the positive illusory bias in children with and without ADHD. Association for Behavioral and Cognitive Therapies Annual Convention, Philadelphia, November 2014.

## EDITORIAL ACTIVITIES

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Ad hoc Review of Proposal, *Journal of Abnormal Child Psychology*  
Ad hoc Review of Proposal, *Journal of Child and Family Studies*  
Ad hoc Review of Proposal, *European Child & Adolescent Psychiatry*  
Ad hoc Review of Proposal, *Clinical Child Psychology and Psychiatry*  
Ad hoc Review of Proposal, *Journal of Attention Disorders*  
Ad hoc Review of Proposal, *Child and Adolescent Psychiatry and Mental Health*  
Ad hoc Review of Proposal, *Child Neuropsychology*  
Ad hoc Review of Proposal, *Learning and Individual Differences*  
Ad hoc Review of Proposal, *Autism Research*  
51<sup>st</sup> Annual ABCT Convention, ADHD Special Interest Group Poster Reviewer  
28<sup>th</sup> APS Annual Convention, SSCP Student Poster Competition Reviewer

## PROFESSIONAL RESEARCH POSITIONS

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- August 2017-  
Present      **Virginia Commonwealth University, Promoting Adolescent School Success Lab, Richmond, VA**  
Longitudinal Evaluation of the Impact of Sleep Problems on the Academic and Social Functioning of Adolescents with and without ADHD  
Principal Investigators: Joshua Langberg, Ph.D. & Stephen Becker, Ph.D.  
*Institute of Educational Sciences (R305A160126)*
- Administer diagnostic and semi-structured interviews to parents. Monitor REDCap during completion of online questionnaires for critical items; complete risk assessments as needed. Guide adolescent and parent in use of Actograph and completion of daily sleep diaries.
- August 2017-  
Present      **Virginia Commonwealth University, Promoting Adolescent School Success Lab, Richmond, VA**  
Improving the Educational and Social-Emotional Functioning of College Students with ADHD  
Principal Investigators: Arthur Anasatopoulous, Ph.D. & Joshua Langberg, Ph.D.  
*Institute of Educational Sciences (R305A150207)*
- Meet individually with students for weekly 30 minute mentoring session grounded in cognitive behavioral therapy principles that focuses on ADHD Knowledge, Behavioral Skills (e.g., organization, planning, notetaking, accessing campus services), and Cognitive Therapy (e.g., identifying maladaptive thoughts, utilizing coping strategies).
- November 2016-  
January 2017      **Penn State Hershey Medical Center, Outpatient Psychiatry Clinic, Hershey, PA**  
Social Skills Treatment Study for Girls with ADHD  
Principal Investigator: Dara Babinski, Ph.D.  
*American Psychological Foundation Visionary Grant*
- Conduct 8 week social skills group with a group of thirteen 7-11-year-old girls diagnosed with ADHD while their parents are receiving behavior management training.
- September 2016-  
June 2017      **Penn State Hershey Medical Center, Outpatient Psychiatry Clinic, Hershey, PA**  
Reward and Punishment Sensitivity Study  
Principal Investigator: Daniel Waschbusch, Ph.D.  
*Children's Miracle Network Grant*

- Administer diagnostic interviews to parents. Complete 8-week behavior management training with parents as part of a research study examining how 7-12-year-old children with aggression and defiance issues are affected by rewards and punishments and whether this relates to how they respond to treatment.

May 2015-  
June 2016

**UMass Amherst, Department of Psychological and Brain Sciences, Amherst, MA**

The Neural Correlates of Emotion Processing in Young Children: Follow-up

Principal Investigators: Elizabeth A. Harvey, Ph.D. & Jennifer M. McDermott, Ph.D.

- Administer questionnaires and tests of cognitive ability, executive function, and emotion regulation to children with and without ADHD aged 6 to 9. Administered diagnostic interview to parents of children in order to assess for ADHD and ODD.

June 2015-  
December 2015

**Amherst College, Department of Psychology, Amherst, MA**

Emotion Regulation Study from the Social and Academic Resilience Project

Principal Investigators: Julia McQuade, Ph.D. & Rosanna Breau, M.S.

- Trained 2 undergraduate research assistants (RAs) on coding children's emotion expression and emotion regulation behaviors during a social and academic frustration task involving negative feedback. Supervised RAs, holding weekly meetings to discuss discrepancies in the coding system as well as readings related to this area of research.

September 2015-  
December 2015

**UMass Amherst, Department of Psychological and Brain Sciences, Amherst, MA**

Promoting Achievement in Low-SES Preschoolers with Educational Apps

Principal Investigators: Shayl Griffith, M.S. & David Arnold, Ph.D.

*National Academy of Education/Spencer Dissertation Fellowship*

- Administered achievement measures including the TOMA, TOPEL, and executive function measures to preschool children during pre- and post-home visits.

September 2014-  
May 2015

**UMass Amherst, Department of Psychological and Brain Sciences, Amherst, MA**

Children's Emotion Regulation Study

Principal Investigator: Elizabeth A. Harvey, Ph.D.

*National Institutes of Health (MH60132)*

- Trained and supervised 6 undergraduate research assistants on coding children's emotion regulation strategies in children with and without ADHD during a forbidden object task. Co-led weekly meetings with RAs to discuss discrepancies in the coding system as well as readings related to this area of research.

May 2014-  
August 2015

**Amherst College, Department of Psychology, Amherst, MA**

Social and Academic Resilience Project

Principal Investigator: Julia McQuade, Ph.D.

- Administered measures of executive functioning and child rating scales of social desirability, depression, self-perception, social experiences, and peer relations to 9- to 13-year-old children with and without ADHD. Trained and supervised undergraduate research assistants on assessment measures used with children.

May 2013-  
August 2014

**Amherst College, Department of Psychology, Amherst, MA**

Children's Social Reasoning Study

Principal Investigator: Julia McQuade, Ph.D.

- Conducted semi-structured interviews with the parents of 8- to 12-year-old children with and without ADHD. Helped train undergraduate research assistants on assessment measures used with children. Helped supervise undergraduate student with her Senior Honors Thesis.

January 2014-  
May 2014

**Amherst College, Department of Psychology, Amherst, MA**

Peer Relationships Project

Principal Investigator: Julia McQuade, Ph.D.

- Administered questionnaires about children's cognitive abilities, motivations, friendships, and social behaviors to children and adolescents in grades 4 through 8 at local elementary and middle schools.

January 2012-  
May 2012

**UMass Amherst, Department of Psychological and Brain Sciences, Amherst, MA**

Emotion Socialization Project

Principal Investigators: Rosanna Breaux & Elizabeth A. Harvey, Ph.D.

*National Institutes of Health (MH60132)*

- Trained and supervised 14 undergraduate research assistants on coding parents' emotion socialization practices with their preschoolers with and without disruptive behavior problems. Ran meetings twice a week with RAs to discuss discrepancies in the coding system as well as readings related to this area of research.

November 2009-  
August 2011

**University of Pittsburgh, Department of Psychology, Pittsburgh, PA**

Clinical Psychology Toddler Social Development Lab; *Research Assistant*

Principal Investigator: Susan B. Campbell, Ph.D.

*National Institute of Mental Health (R01MH091036-01)*

- Performed reliability testing on affect coding for infant studies with high-risk siblings of children with autism during Strange Situation task. Performed the role of "stranger" in a modified Strange Situation. Assisted in running participants in various social and emotional tasks for toddler study. Contacted and recruited families for toddler study.

January 2008-  
May 2011

**Carnegie Mellon University, Department of Psychology, Pittsburgh, PA**

Infant Cognition Lab; *Lab Manager (2009-2011), Research Assistant (2008-2009)*

Principal Investigator: David Rakison, Ph.D.

- Conducted preferential looking experiments with infants aged 3-26 months using Habit X software. Created videos for studies using Director 8 software. Contacted and recruited participants. Managed confidential Microsoft Access database of participant information. Trained research assistants. Conducted experiment with children with autism spectrum disorder at Children's Hospital of Pittsburgh.

August 2010-  
May 2011

**Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine, Pittsburgh, PA**

*Clinical Research Intern*

Principal Investigator/Supervisor: Amy Herschell

*National Institute of Mental Health (K23 MH074716) and National Institute of Mental Health (R01 MH074737)*

- Implemented chart audits and data transcription for AF-CBT and Parent Child Interaction Therapy (PCIT) therapy cases. Assist with home assessments for pre- and post-treatment data collection with children aged 5-15 years. Organized, facilitated, and assessed the results of a focus group soliciting feedback on

training received in Alternatives for Families – A Cognitive Behavioral Therapy (AF-CBT).

## CLINICAL EXPERIENCE

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- June 2016-  
June 2017      **Psychology Pre-Doctoral Internship, Child Track, Penn State Hershey Medical Center, Hershey, PA**
- **Attention and Behavior Clinic Rotation (Supervisor: Daniel Waschbusch, Ph.D.):** Conduct thorough ADHD assessments for children and adolescents. Co-lead parent management training individual and group therapy sessions. Provide organization skills training for elementary school children and their parents.
  - **Child Diagnostic Clinic (Supervisors: Susan Mayes, Ph.D. and Susan Calhoun, Ph.D.):** Complete psychodiagnostic evaluations for children (age 2-17) whose primary parents' presenting complaints are autism spectrum disorder, ADHD, and anxiety.
  - **Neuropsychological Assessment (Supervisor: Antolin Llorente, Ph.D., ABPdN):** Complete the intake, assessment, and feedback sessions for neuropsychological evaluations for children, adolescents, and adults with primary chronic medical conditions and/or traumatic brain injuries, and secondary psychiatric comorbidities.
  - **Consultation/Liaison Services (Supervisor: Ramen Baweja, M.D.):** Provide psychiatric consultation at request of primary team as part of an interdisciplinary team (psychiatrist, masters level therapist, psychology intern) to patients in the Children's Hospital and Emergency Department. Provide short term therapy services for patients with extended hospital stays.
- September 2015-  
June 2016      **ADHD Assessment Team, UMass Amherst, Amherst, MA**  
*Student Supervisor*
- Trained junior graduate students on how to conduct thorough assessments for ADHD in children and adults. Reviewed and provided feedback on reports. Provided trainings on administering and scoring different tests, on case conceptualization, and on providing feedback to clients. Gained skills on case conceptualization, integrative interpretation of data, and integrative report writing.
- June 2015-  
December 2015      **Neuropsychological Assessment Team, UMass Amherst, Amherst, MA**  
*Student Supervisor – Didactic Training*
- Trained junior graduate students on how to administer and score different neuropsychological tests. Facilitated discussion on readings about neuropsychological assessment, neuroanatomy, and neuropsychological concepts (i.e., executive function, memory, language).
- July 2014-  
June 2015      **The Child Study Center at NYU Langone– New Jersey Office, Hackensack, NJ**  
*Special Externship on Empirically Supported Treatments*  
Supervisors: Richard Gallagher, Ph.D.; Justin Misurell, Ph.D.
- Delivered Organizational Skills Treatment for children with ADHD; a modified

PCIT for treatment of Selective Mutism; PCIT for children with disruptive behavior problems; and Game-Based Cognitive-Behavioral Therapy for anxiety and disruptive behavior problems. Conducted psycho-diagnostic and neuropsychological evaluations for children and adults. Attended weekly Neuropsychology Extern Seminar, ground rounds, and intensive summer trainings. Conducted school observations and worked with schools on supporting students in northern New Jersey.

September 2012- **Child and Family Clinical Practicum Team, UMass Amherst, Amherst, MA**

June 2015 *Psychological Trainee/Therapist*

Supervisors: Rebecca Stowe, Ph.D.; Timothy Hope, Ph.D.; Amber Douglas, Ph.D.

- Developed skills as a clinician working with adults, children, and families. Attended weekly individual and group supervision sessions in order to develop and tailor interventions that are most appropriate for clients. Presented and participated in discussion of case presentations and relevant readings.

September 2013- **Neuropsychological Assessment Team, UMass Amherst, Amherst, MA**

August 2014 *Psychological Trainee/Therapist*

Supervisor: Claudia Rutherford, Ph.D.

- Conducted comprehensive, integrated psychological and neuropsychological assessments of clients who are underserved by the mental health system and would otherwise not have easy access to this important clinical service. Gained skills on case conceptualization, clinical interviewing, test administration, test scoring, integrative interpretation of data, integrative report writing, and providing feedback and recommendations to clients.

August 2013- **Clinical Psychology Practicum Student, Fort River Elementary, Amherst, MA**

May 2014 *Psychological Trainee/Therapist*

Supervisor: Patricia Schumm, Ph.D.

- Worked with School and Clinical Psychologist at a K-6 elementary school. Provided direct intervention one-on-one and in groups to students with IEPs or 504 plans that require social and emotion interventions. Facilitated social skills lunch groups with 2-6 students. Instructed students in utilization of Zones of Regulation (emotion regulation) strategies. Conducted assessments and functional behavioral analyses. Wrote monthly newsletter articles for parents, including topics such as *Zones of Regulation* and *Helping Your Child Who is Stressed About the MCAS*.

September 2012- **ADHD Assessment Team, UMass Amherst, Amherst, MA**

August 2013 *Psychological Trainee/Therapist*

Supervisor: Rebecca Ready-Fanton, Ph.D.

- Conducted thorough assessments for ADHD in children and adults. Gained skills on case conceptualization, clinical interviewing, test administration, test scoring, integrative interpretation of data, integrative report writing, and providing feedback and recommendations to clients and their caregivers.

June 2012- **Wediko Summer Program, Windsor, NH**

- August 2012 *Direct Care Staff*  
 Direct Supervisor: Collin Case, M.A.; Supervisor: Anthony Rossi, Ph.D.
- Worked with a group of nine adolescent males with a variety of social, emotional, and psychological difficulties at a 45-day, 24-hour Short-Term Residential Treatment program. Received consistent feedback and integrated that feedback into future clinical choices. Utilized and co-led Side-by-Side activities and group therapies. Utilized CBT strategies and administered behavioral checklists three times a day. Spontaneously created flexible behavioral plans, while making quick and clear decisions and providing expectations in crises situations.

## TEACHING EXPERIENCE

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- Winter 2018 **Adjunct Professor**  
*Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
Course: Developmental Psychology (Psych 350) – Online  
Duties: Created syllabus, lectures, and exams using Blackboard Learn. Lectured online using PowerPoint slides and electronic media to a class of mostly non-traditional students or students of the University Without Walls. Course consisted of weekly lessons and discussions, exams, and a project on mechanisms of child development that have been factors in the student's family.
- Spring 2017 **Instructor – Continuing & Professional Education**  
 Spring 2016 *Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
 Fall 2015 Course: Statistics in Psychology (Psych 240) – Online  
 Spring 2015 Duties: Created syllabus, lectures, statistics labs, and exams using Blackboard Learn.  
 Fall 2014 Lectured online using PowerPoint slides and screen capture for lectures and SPSS  
 Summer 2014 labs to a class of mostly non-traditional students or students of the University Without Walls. Course consisted of weekly lessons, weekly assessment questions, computer labs, exams, and a final project on applying statistics to an area of psychology the student was interested in.
- Summer 2015 **Instructor – Continuing & Professional Education**  
 Winter 2015 *Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
 Summer 2014 Course: Developmental Psychology (Psych 350) – Online  
Duties: Created syllabus, lectures, and exams using Blackboard Learn. Lectured online using PowerPoint slides and electronic media to a class of mostly non-traditional students or students of the University Without Walls. Course consisted of weekly lessons and discussions, exams, and a project on mechanisms of child development that have been factors in the student's family.
- Summer 2013 **Instructor – Continuing & Professional Education**  
*Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
Course: Statistics in Psychology (Psych 240) – Classroom  
Duties: Created syllabus, lectures, statistics labs, and exams and lectured a 29-person six-week summer CPE course. Course consisted of 9 hours of weekly lessons and computer labs, daily quizzes, problem sets, exams, and a final project on applying statistics to an area of psychology the student was interested in.

- Summer 2013  
Summer 2015      **Instructor – Power Up for College Success**  
*UMass Amherst, Amherst, MA*  
Duties: Create lectures and lead discussions on topics relevant to a successful transition to college (e.g., goal setting, time management, study skills, physical and emotional health/ wellness) to a class of 25 students. Help students make connections with campus resources and to develop an education plan for the semester.
- Fall 2014      **Teaching Assistant**  
*Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
Course: Child Assessment (Psych 681)  
Duties: Reviewed and provided feedback to junior-level graduate students as they were trained in cognitive and clinical assessment measures for children/adolescents.
- Fall 2012  
Spring 2013      **Teaching Assistant**  
*Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
Course: Graduate Statistics (Psych 640 and Psych 641)  
Duties: Lectured and ran computer labs for 15 psychology graduate students to teach and help students practice applications of their learning. Led review sections for exams. Graded daily quizzes and problem sets.
- Spring 2016  
Fall 2015  
Spring 2013      **Teaching Assistant**  
*Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
Course: Abnormal Psychology (Psych 380)  
Duties: Lead weekly TA Seminar with 15 undergraduate TAs, instructing them on how to facilitate weekly Discussion Sessions, including trainings on how to field questions, manage disruptive students, and write multiple-choice quiz items. Handle all course correspondence with students. Manage student accommodations through disability services, including distribution of lecture notes.
- Fall 2012  
Fall 2013  
Spring 2014      **Teaching Assistant**  
*Department of Psychological and Brain Sciences, UMass Amherst, Amherst, MA*  
Course: Interdisciplinary Directions in Psychology (Psych 494RI)  
Duties: Led discussion section for 20 undergraduate junior and senior psychology majors to help them integrate the skills they developed in their general education courses to the content areas of psychology as they relate to real-world problems. Met with other TAs weekly to discuss techniques of teaching and strategies for discussion sections. Graded weekly response assignments.
- Fall 2009  
Fall 2010      **Teaching Assistant**  
*Department of Psychology, Carnegie Mellon University, Pittsburgh, PA*  
Course: Principles of Child Development  
Duties: Graded tests, quizzes, and three papers for introductory level developmental psychology class. Met with other TAs to organize, divide, and discuss grading of material. Led review sections for exams.

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#### PROFESSIONAL AFFILIATIONS

American Psychological Association, Student Member

Association for Behavioral and Cognitive Therapies, Student Member  
 Association for Psychological Science, Graduate Student Affiliate  
 Society of Clinical Child & Adolescent Psychology (APA Div. 53), Student Member  
 Society of Clinical Psychology (APA Div. 12), Student Member  
 Society for Research in Child Development, Student Member  
 Society for a Science of Clinical Psychology- (APA Div. 12, Sec. 3), Student Member

#### HONORS AND AWARDS

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2017	APA International Conference Registration Grant
2017	UMass Amherst Clinical Psychology Division Outstanding Student Service Award
2014-2015	University of Massachusetts Distinguished Teaching Award, Nominee
2012	Center for Research on Families – Family Research Travel Award
2011-2012	Graduate School University Fellowship
2010	Small Undergraduate Research Grant
2009	Summer Undergraduate Research Fellowship
2008-	Psi Chi, Psychology Honors Society
2011-	Phi Kappa Phi Honor Society
2010-2011	Mortar Board, National College Senior Honor Society

#### LEADERSHIP ROLES

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2017-	Postdoctoral Representative, Society for a Science of Clinical Psychology
2016-2017	SCCAP Helping Give Psychology Away Workgroup
2014-2015	Student Representative, Society for a Science of Clinical Psychology
2014-2016	SCP & SSCP Research Assistance Task Force
2014-	SSCP Public Education and Media Committee Member
2014-2015	SSCP Lawrence H. Cohen Outstanding Mentor Award Committee Member
2014-2015	SSCP Outstanding Student Awards Committee Member
2014 & 2015	SSCP Distinguished Scientist Award Committee Member
2014, 2016	SSCP Varda Shoham Clinical Scientist Training Initiative Committee Member
2013-2014	Listserv Facilitator, Society for a Science of Clinical Psychology Student Listserv
2013-2014	Clinical Psychology Colloquium Committee, University of Massachusetts Amherst
2015-2016	Faculty Meeting Representative, University of Massachusetts Amherst
2011-2013	Faculty Meeting Representative, University of Massachusetts Amherst
2012-2013	Graduate Studies Committee, University of Massachusetts Amherst
2010-2011	President, Psi Chi Psychology Honors Society, Carnegie Mellon Chapter
2009-2010	Secretary, Psi Chi Psychology Honors Society, Carnegie Mellon Chapter