

## *CURRICULUM VITAE*

**A. Rebecca Neal, Ph.D.**

### **BIOGRAPHICAL INFORMATION**

**Mailing Address:** University of Texas  
Department of Psychology  
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Austin, TX 78712

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### **ACADEMIC APPOINTMENTS**

January 2005 to present      Research Associate  
Lecturer  
Department of Psychology  
University of Texas at Austin

July 2004 to present      Research Psychologist  
Infant Development Center  
Emma Pendleton Bradley Hospital  
Brown Medical School

### **HIGHER EDUCATION**

#### **Post-Doctoral Training**

July 2002      NRSA T-32 Postdoctoral Fellowship  
to present      Brown University  
Department of Child Psychiatry  
Clinical Psychology Training Consortium  
Providence, Rhode Island

#### **Predoctoral Training**

July 2001 to      Clinical Psychology Internship  
June 2002      Brown University  
Department of Psychiatry  
Clinical Psychology Training Consortium  
Providence, Rhode Island  
APA-accredited internship program

### Graduate Studies

1995 to 2002      University of Miami  
Department of Psychology  
Coral Gables, Florida  
APA-accredited doctoral program  
Dual program degree: Clinical Child & Applied Developmental Psychology

Doctoral Dissertation Title: Nonverbal communication, cognitive, and language development in cocaine-exposed infants.

Committee Chair: Peter C. Mundy, Ph.D.

Proposal Date: October 2000

Defense Date: May 2002

Doctorate of Philosophy Awarded: August 2002

Qualifying Examinations: Passed July 1998

Thesis Title: The verbal and nonverbal communication skills of infants with late onset of canonical syllables.

Committee Chair: Peter C. Mundy, Ph.D.

Defense Date: November 1997

Master of Science Awarded: December 1997

### Undergraduate Studies

1989 to 1993      The Johns Hopkins University  
Baltimore, Maryland  
Major: Psychology  
Bachelor of Arts Awarded: May 1993

## PROFESSIONAL AFFILIATIONS

1996 to present      Society for Research in Child Development, member  
2000 to present      Association for the Advancement of Behavior Therapy, member  
2003 to present      International Society on Infant Studies, member

## HONORS AND AWARDS

1995 to 2001      University of Miami Graduate Scholarship  
May 2000      Outstanding Teaching Assistant Award – award presented annually to two graduate students for excellence in teaching assistantship in the Department of Psychology.  
1995 to 1999      Departmental Letter of Commendation for excellence in clinical work, teaching, research, and academics (6 semesters).  
November 1999      First Place, Social Sciences Division, University of Miami Graduate Research and Creativity Forum  
November 1998      First Place, Social Sciences Division, University of Miami Graduate Research and Creativity Forum  
November 1997      Third Place, Social Sciences Division, University of Miami Graduate Research and Creativity Forum  
1989 to 1993      Hugh L. Dryden Memorial Scholarship, the Johns Hopkins University

**OFFICES/POSITIONS HELD****Brown University**

2003 to Present Senior Fellow, T32/F32 Program, Dept of Psychiatry and Human Behavior  
 2001 to 2002 Child Track Representative, Internship Admissions Committee

**University of Miami**

1998 to 2000 Senator, Graduate Student Association  
 1998 to 1999 Qualifying Exam Revision Committee, Psychology Graduate Student Association  
 1997 to 1998 Applied Developmental Program Representative, Psychology Graduate Student Association  
 1997 to 1998 Curriculum Revision Committee, Psychology Graduate Student Association

**Other**

1993 to present Member, National Alumni Schools Committee, Johns Hopkins University  
 1994 to 1996 Executive Board Member, Alumni Board, Ransom Everglades School

**GRANTS RECEIVED**

Pediatric Loan Repayment Award 6/03-8/06  
 NICHD  
 The NIH developed this program to attract health professionals to careers in pediatric research. Applications undergo a competitive review process based on the applicant's research potential as reflected in a personal statement/biographical sketch, research proposal, and letters of recommendation.  
 Role: Award Recipient

1 R03 DA017985-01 Neal (PI) 7/04 - 6/06  
 NIDA  
 Joint Attention Predicts Cognitive Outcome in MLS Sample  
 The purpose of this study is threefold: (1) test for cocaine effects on joint attention skills at 12 and 18 months, (2) examine the stability of infant joint attention skills across 12 and 18 months in cocaine-exposed and comparison infants, and (3) examine the predictive validity of 12 and 18 month joint attention skills in the prediction of cognitive outcome at 3, 4, and 4½ years.  
 Role: Principle Investigator

**PUBLICATIONS**

Neal, A.R. (in press). Affect disorders in infancy and early childhood [Review of the book *Affect Dysregulation and Disorder of the Self*]. *Journal of Developmental and Behavioral Pediatrics*.

LaGasse, L.L., Neal, A.R., & Lester, B.M. (2005). Assessment of Infant Cry: Acoustic Cry Analysis and Parental Perception. *Mental Retardation and Developmental Disabilities, 11*, 83-93.

Morales, M., Mundy, P., Crowson, M., Neal, A.R., & Delgado, C. (in press). Individual Differences in Infant Attention Skills, Joint Attention and Emotion Regulation Behavior. *International Journal of Behavioral Development, 29*, 259-263.

Vaughan, A., Mundy, P., Block, J., Burnette, C., Delgado, C., Gomez, Y., Meyer, J., Neal, A.R., & Pomares, Y. (2003). Child, Caregiver, and Temperament Contributions to Infant Joint Attention. *Infancy, 4*, 603-616.

Mundy, P.M. & **Neal, A.R.** (2001). Neural plasticity, joint attention, and autistic developmental pathology. *International Review of Research in Mental Retardation*, 23, 139-167.

Morales, M., Mundy, P., Delgado, C., Yale, M., **Neal, A.R.** & Schwartz, H.K. (2000). Gaze following, temperament, and language development in 6-month-olds: A replication and extension. *Infant Behavior and Development*, 23, 231-236.

Morales, M., Mundy, P.M., Fullmer, C., Yale, M., Messinger, D., **Neal, A.R.**, & Schwartz, H. (2000). Responding to joint attention across the 6- to 24-month age period and early language acquisition. *Journal of Applied Developmental Psychology*, 21, 283-298.

Oller, D.K. Eilers, R.E., **Neal, A.R.**, & Schwartz, H.K. (1999). Precursors to speech in infancy: The prediction of speech and language disorders. *Journal of Communication Disorders*, 32, 223-245.

Oller, D.K., Eilers, R.E., **Neal, A.R.**, & Cobo-Lewis, A.B. (1998). Late onset canonical babbling: A possible early marker of abnormal development. *American Journal on Mental Retardation*, 103, 249-263.

#### MANUSCRIPTS UNDER REVIEW

Delgado, C. E. F., Mundy, P., Yale, M., Morales, M., Crowson, M., Schwartz, H., & **Neal, R.** (under review). Social skills of 6 month-old infants and communicative ability in the second year.

**Neal, A.R.**, Mundy, P.C., Claussen, A., Malik, S., Scott, K., & Acra, F. (under review). The Relations Between Infant Joint Attention Skill and Cognitive and Language Outcome in At-Risk Children.

**Neal, A.R.**, Lester, B.M., LaGasse, Linda L., Beeghly, M., & the Maternal Lifestyles Study, NICHD, Neonatal Research Network (under review). Testing the Biosocial Model of Infant Cry: Cry predicts cognitive, language and motor outcome in the Maternal Lifestyles Study.

#### MANUSCRIPTS IN PREPARATION

**Neal, A.R.**, Lester, B.M., Sheinkopf, S., and the Maternal Lifestyles Study, NICHD, Neonatal Research Network (in preparation). Infant cry as a marker of physiological and behavioral regulation in the maternal lifestyles study.

**Neal, A.R.**, Mundy, P.C., Cobo-Lewis, A.B, Oller, D.K., & Eilers, R.E. (in preparation). Early communication skills in infants with late onset of canonical syllables.

#### SYMPOSIUM CONTRIBUTIONS

**Neal, A.R.** Lester, B.M., Sheinkopf, S.J., LaGasse, L.L., Bauer, C.R., Shankaran, S., Bada, H.S., Poole, K., & Smeriglio, V. (2005, April). Infant cry as a marker of physiological and behavioral regulation in the Maternal Lifestyles Study (MLS). In **A.R. Neal** (Chair), *Infant cry as a marker of regulatory development*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

**Neal, A.R.** & Mallik, S. (1999, April). Joint attention in cocaine-exposed infants and cognitive outcome at 36 months. In P. Mundy (Chair), *Joint attention in the prediction of outcome in normal and at-risk children*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

## POSTER PRESENTATIONS

**Neal, A.R.**, Lester, B.M., LaGasse, L.L., & the Maternal Lifestyles Study, NICHD, Neonatal Research Network (May, 2004). *Testing the Biosocial Model of Infant Cry: Cry Predicts Cognitive and Motor Outcome in Prenatally Drug-Exposed Infants*. Poster presented at the Annual Conference of the International Society on Infant Studies, Chicago, IL.

**Neal, A.R.**, Block, J.J., Mundy, P.M., & Claussen, A. (November, 2001). *The relationship between responding to joint attention and psychoeducational intervention in prenatally cocaine-exposed infants*. Poster presented at the Annual Convention of the Association for the Advancement of Behavioral Therapy, Philadelphia, PA.

**Neal, A.R.** and Block, J.J. (2001, April). *Responding to Joint Attention: Early Identification and Intervention in "At-Risk" Infants*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Block, J.J., Claussen, A.H., **Neal, A.R.**, & Mundy, P.C. (2000, April). *The development of responding to joint attention skill and its relation to language development in cocaine-exposed infants*. Poster presented at the Conference on Human Development, Memphis, TN.

**Neal, A.R.**, Block, J.J., Claussen, A. & Mundy, P.C. (2000, July). *The validity of responding to joint attention in cocaine-exposed infants*. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Brighton, England.

Markus, J. & **Neal, A.R.**, (1999, April). *Infant skills and caregiver behavior predict joint attention episodes and language*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

Crowson, M., Mundy, P., Lee, J. & **Neal, A.R.** (1998, April). *The relationship between joint attention and symbolic play in autism*. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Atlanta, GA.

**Neal, A.R.**, Mundy, P.M., Oller, D.K., & Eilers, R.E. (1998, April). *Verbal and nonverbal communication skills in infants with late onset of canonical syllables*. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Providence, RI.

Crowson, M., Lee, J., **Neal, A.R.**, & Stella, J. (1997, April). *Correlates of nonverbal communication with language development and parental report in young children with autism*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C.

**Neal, A.R.**, Rojas, J., & Slater, K. (1997, April). *Joint attention in hearing and hearing-impaired infants*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Washington, D.C.

Eilers, R.E., **Neal, A.R.**, & Oller, D.K. (1996, April). *Late onset babbling as an early marker of abnormal development*. Poster presented at the Biennial Meeting of the International Conference on Infant Studies, Providence, RI.

## POSTDOCTORAL RESEARCH EXPERIENCE

NRSA T32 Postdoctoral Fellowship

Mentor: Barry M. Lester, Ph.D.

Placement: Infant Development Center

A primary goal of my postdoctoral fellowship was receive training in the area of infant regulation (specifically cry and physiological regulation), both areas of expertise for mentor, Barry Lester. With Dr. Lester, I used structural equation modeling to test the Biosocial Model of Infant Cry in the Maternal Lifestyles Study. The results of the study suggest partial support for the Biosocial Model, demonstrating direct effects of 1-month cry on cognitive and motor outcome at 36 months. I plan to submit this research manuscript for review at Infant Behavior and Development. Another goal was to gain experience with grant-writing. During the course of my fellowship, I submitted two grant applications to the NICHD: a Pediatric Loan Repayment Application (funded) and an RO3 grant application. Finally, I have collaborated with colleagues to develop and pilot a research project designed to explore the nature of social communication deficits in autism. We have completed protocol development and are currently collecting data that will be the basis of an RO1 grant application.

## GRADUATE RESEARCH EXPERIENCE

### Dissertation

Doctoral Dissertation Title: Nonverbal communication, cognitive, and language development in cocaine-exposed infants.

Committee: Peter C. Mundy, Ph.D. (Chair), F. Daniel Armstrong, Ph.D., Angelika Claussen, Ph.D., María Fernández, Ph.D., Jean-Philippe Laurenceau, Ph.D., Keith G. Scott, Ph.D.

Proposal Date: October 2000

Defense Date: May 2002

Abstract: Prenatal cocaine exposure is a marker of developmental risk associated with both biological and environmental mechanisms. The need for early identification of and intervention with the subset of cocaine-exposed infants with developmental delay is crucial in order to best serve this population. Thus, the identification of critical domains of development, as predictors of outcome, is requisite to these tasks. Early measures of nonverbal communication and, in particular, joint attention have strong theoretical links to cognitive and language development. The present study examined the developmental relations between early nonverbal communication skills and later cognitive and language outcome in a large sample of prenatally cocaine-exposed infants ( $n = 81$ ). Correlational analyses revealed a positive association between ability to follow the line of regard of a social partner (i.e., responding to joint attention or RJA) at 18 months and cognitive and language outcome at 36 months. Additionally, they revealed a surprising finding such that the tendency to initiate joint attention (IJA) with a social partner at 12 months was negatively associated with cognitive outcome at 36 months. Follow-up hierarchical regression analyses indicated that both IJA at 12 months and RJA at 18 months provided incremental validity in the prediction of cognitive outcome at 36 months, above and beyond birthweight, educational intervention, and cognitive status at 18 months. Additionally, discriminant function analyses were conducted using IJA at 12 months, RJA at 18 months, and cognitive status at 18 months to classify infants into delayed versus normative cognitive groups at 36 months. The results of these analyses indicated correct classification of 91% of the delayed infants and 83% of the normative infants at 36 months. Results of this study suggest that measures of infant joint attention, when combined with an assemblage of other assessment measures, may be utilized to provide unique, and clinically significant, information in the prediction of cognitive outcome in at-risk infants.

**Master's Thesis**

The verbal and nonverbal communication skills of infants with late onset of canonical syllables.

Committee: Peter C. Mundy, Ph.D. (Chair), Alan B. Cobo-Lewis, Ph.D., Rebecca E. Eilers, Ph.D., D. Kimbrough Oller, Ph.D.

Defense Date: November 1997

Abstract: Onset of canonical syllables is a robust feature of vocal development that occurs in infants on or before 11 months of age. Late onset of canonical syllables appears in two groups of infants (late babblers) due to (1) moderate to profound hearing loss or (2) unknown etiological origins. It is possible that late onset of canonical syllables, in the absence of hearing loss, may mark a more pervasive developmental disturbance related to disruptions in the early cognitive and psycho-physiological processes that lay the foundation for later communication development. To the extent that this is true, it was expected that hearing late babblers would display deficits both in early verbal and in nonverbal communication skills whereas hearing-impaired late babblers would only display deficits in early lexical skills. Forty infants were evaluated: eight hearing-impaired late babblers, eight matched comparison subjects for the hearing-impaired infants, twelve hearing late babblers, and twelve matched comparison subjects for the hearing late babblers. Results of the analyses suggest that hearing and hearing-impaired late babblers display similar patterns of early lexical and nonverbal communication skills when compared to normally developing comparison infants. Both groups showed diminished receptive vocabulary repertoires at 18 months of age and diminished expressive vocabulary repertoires at 18, 24, and 30 months of age (30 months of age, only, for the hearing-impaired late babblers) when compared to normally developing comparison infants. However, contrary to a priori hypotheses, neither group showed deficits in nonverbal communication skills at 18 months of age when compared to their normally developing comparison infants. These results suggest that late onset of canonical syllables, in the presence or absence of hearing loss, may be language-specific indicator of risk.

**Graduate Research Assistant** (May 2000 to May 2001)

Early Social and Communication Development Program

Department of Psychology, University of Miami, Coral Gables, Florida.

Project funded by the NICHD

Principal Investigator: Peter C. Mundy, Ph.D.

Senior graduate research assistant on a longitudinal study of factors contributing to the cognitive, communicative and social development of 160, typically-developing infants slated to receive a variety of assessments at 9, 12, 15, 18, 24, and 36 months of age. Responsibilities include training lab personnel on assessment instruments and observational coding paradigms, administering assessments to the children and their parents, and coding videotaped data.

**Graduate Research Assistant** (August 1995 to May 1999)

Infant Vocalizations Project

Department of Psychology, University of Miami, Coral Gables, Florida

Project funded by the NIDCD

Principal Investigators: Rebecca Eilers, Ph.D.

Peter C. Mundy, Ph.D.

D. Kimbrough Oller, Ph.D.

Graduate research assistant on two co-occurring longitudinal studies.

Study 1. Involved two cohorts of typically-developing infants who received a variety of cognitive and socio-emotional assessments at 2, 4, 6, 8, 10, 12, 15, 18, 21, 24, 30, and 36 months of age.

Responsibilities included training lab personnel on assessment instruments and observational coding paradigms, administering assessments to the children and their parents, and coding videotaped data. Study 2. Involved a sample of children with autism (3-6 years) and a matched control sample of developmentally-delayed children (2-7 years) who received cognitive and socio-emotional assessments at two different timepoints, one year apart. Responsibilities included recruiting and scheduling research participants, administering assessments to the children and their parents, data management, and coding videotaped data.

#### **ADDITIONAL RESEARCH EXPERIENCE**

##### **Research Associate** (December 1993 to August 1995)

Language Development Program

Mailman Center for Child Development

University of Miami School of Medicine, Miami, Florida

Principal investigators:           Rebecca E. Eilers, Ph.D.  
  D. Kimbrough Oller, Ph.D.

Coordinated a large-scale research project, funded by the National Center for Deafness and Communication Disorders. This project screened over 3,000 high-risk infants for late onset of various vocal and motor milestones. Responsibilities included methodological design, sample recruitment and maintenance, child assessment, data management, and training and supervision of research personnel.

##### **Head of Clinical Research** (December 1993 to August 1995)

Intelligent Hearing Systems, Kendall, Florida

Supervisor:     Edward Miskiel, Ph.D. (President)

Coordinated data collection for prototype infant hearing screening equipment. Responsibilities included supervision of research personnel and data collection in “well baby” newborn nurseries and Neonatal Intensive Care Units.

##### **Research Intern** (June 1992 to December 1992)

National Center for Medical Rehabilitation Research, National Institute of Child Health and Human Development, National Institutes of Health, Bethesda, Maryland

Supervisors:     David Gray, Ph.D. Deputy Director  
                          Danuta Krotoski, Ph.D., Chief of Basic Rehabilitation Medicine Research Branch

Designed and implemented a center-wide database of all rehabilitation-related grants at the National Institutes of Health. Responsibilities included gathering information from all Institutes, reading and coding the grants according to the domains and priorities of the NCMRR, and educating NCMRR personnel on utilization of the database.

##### **Undergraduate Research Assistant** (September 1990 to May 1993)

Department of Psychology, The Johns Hopkins University

Supervisor:     Steven Breckler, Ph.D.

Participated in faculty-sponsored, Social Psychology research regarding sensory preferences and attitudes. Responsibilities included literature review, methodological design and implementation, and data collection.

## ADDITIONAL EDUCATIONAL EXPERIENCE

### LECTURE SERIES/COURSEWORK:

- September 2003 to present      Lecture Series: Special Topics in Statistics – Hierarchical Linear Modeling, Department of Psychiatry and Human Behavior, Brown University Medical School.
- September 2002 to May 2003      Lecture Series: Grantwriting, Department of Psychiatry and Human Behavior, Brown University Medical School.
- September 2002 to May 2003      Lecture Series: Special Topics in Statistics - Multiple Regression. Department of Psychiatry and Human Behavior, Brown University Medical School.
- July 2001 to February 2002      Lecture Series: Clinical Case Conference. Didactic seminars on psychopathology at the Bradley Hospital, Brown University Medical School.
- July 2001 to February 2002      Lecture Series: Psychiatric Grand Rounds. Didactic seminars on psychopathology at the Butler Hospital, Brown University Medical School.
- November 1999      Hierarchical linear modeling, multilevel modeling, and growth curve modeling. Judith Singer, Ph.D. Harvard University. Full-day workshop conducted at the University of Miami, Coral Gables.
- 1998 to 1999      Lecture Series: Clinical Case Conference. Didactic seminars on psychopathology at the Mailman Center for Child Development, University of Miami School of Medicine.
- 1997 to 1998      Lecture Series: Clinical Assessment Case Conference. Didactic seminars on assessment, case conceptualization, and diagnosis in child and adult psychology. Provided for practicum students at the Psychological Services Center, University of Miami.

### CONFERENCES:

- Spring 1997-2003      Biennial meeting of the Society for Research in Child Development (SRCD).
- Spring 1998      Biennial meeting of the International Conference on Infant Studies (ICIS).
- Fall 1999-2001      Annual Convention of the Association for the Advancement of Behavior Therapy (AABT).

## TEACHING EXPERIENCE

### Instructor

#### **PSY339, Behavior Problems of Children and Adolescents**

University of Texas at Austin

#### **PSY304, Introduction to Child Psychology**

University of Texas at Austin

#### **PSY 203, Introduction to Child and Adolescent Development**

University of Miami

### Guest Lecturer

#### **PSY343, Introduction to Language Development (undergraduate class)**

Presented a lecture on vocal development (pre-verbal) from birth to 10 months of age.

#### **PSY203, Introduction to Child and Adolescent Development**

Presented a lecture on verbal and nonverbal communication development from birth to age two.

**PSY440, Introduction to Abnormal Psychology**

Presented an introductory lecture on Autism.

**Research Supervisor**

**Language Development Project**

University of Miami Medical School, 1993-1995

Trained and supervised undergraduate work-study, full-time research staff, and graduate students participating in a large-scale longitudinal study of vocal development in at-risk infants.

**PSY 367/368, Introduction to Research Projects (for undergraduates)**

University of Miami, 1996-1997 and 1999-2000

Provided direct supervision to undergraduate students seeking research experience for course credit. Undergraduates were encouraged to pursue independent readings on topics of interest and become involved in ongoing longitudinal research projects.

**Clinical Assistant to the Director**

**Psychological Services Center (PSC)**

University of Miami, May 1999-May 2000

Responsibilities included organizing and participating in a team triage meeting designed to review clinical cases and manage the overall running of the PSC. Additional responsibilities included supervision of graduate student therapists in their initial clinical placement such as ensuring that students were receiving the appropriate caseload and hours of practicum experience.

**Prevention and Evaluation of Early Neglect and Trauma Program (PREVENT)**

Dependency Court Intervention Program for Family Violence, June 1999 to October 2000

Trained postdoctoral fellows in clinical psychology on various infant assessment measures for a clinical intervention research project funded by the Florida Department of Juvenile Justice.

**SUPERVISED CLINICAL EXPERIENCE\***

**POSTDOCTORAL FELLOWSHIP:**

June 2002

to present

**Behavior and Development Clinic**

Women and Infants Hospital

Supervisor: Cynthia M. Loncar, Ph.D.

Site: Outpatient clinic for children birth to six and their families.

Duties: Conducted developmental evaluations and provided short-term behaviorally-based therapy services to young children and their families. Referral reasons included concern regarding global developmental delay, pervasive developmental disorder, attention deficit hyperactivity disorder, behavioral difficulties, and regulatory difficulties.

**Neonatal Intensive Care Unit (NICU) Consultation Service**

Women and Infants Hospital

Supervisors: Cynthia M. Loncar, Ph.D., Amy Salisbury, L.N.P, Ph.D.

Site: 80-bed, Level IV Intensive Care Unit for Newborns.

Duties: Provided outpatient psychotherapy and support services for parents who are experiencing significant symptoms of depression and/or anxiety either as a preexisting condition or secondary to the premature birth, illness, and hospitalization of their child(ren).

**PSYCHOLOGY INTERNSHIP:**

March 2002  
To July 2002

**Mood Disorders Program**

Rhode Island Hospital

Supervisors: Ivan Miller, Ph.D., Gabor Keitner, M.D.

Site: 20-bed acute psychiatric inpatient unit for adults presenting with a broad range of psychopathology including depression, bipolar disorder, psychotic disorders, and a broad range of axis II pathology.

Duties: Participated on a multidisciplinary treatment team with a psychiatrist, psychiatry resident, medical student, social worker, occupational therapist, psychiatric nurse, and mental health worker. Assisted in daily clinical interviews with 6-8 inpatients. Responsible for individual psychotherapy, family consultation, and case management of 2-3 inpatients on a daily basis. Conducted daily skills-based group therapy open to all non-psychotic inpatients. Consulted to other psychiatric treatment teams for psychological testing of multiply-impaired psychiatric inpatients.

November 2001  
to March 2002

**Early Childhood Development Center**

Bradley Hospital

Supervisors: Susan Dickstein, Ph.D., Karin Dodge-Magee, Ph.D., Sarah Martin, Ph.D., Masha Schiller, Ph.D.

Site: School based consultation program to the Early Head Start and Head Start Programs in Rhode Island. Outpatient service resource for children under five years of age.

Duties: Facilitated care coordination meetings with multidisciplinary staff including teachers, family advocates, nurses, and special care coordinators. Served as a resource for parents of young children presenting with questions regarding development, behavior management, and sleep difficulties. Consulted to Early Head Start and Head Start classrooms regarding presentation of and recommendations for emotional and behavioral difficulties in the classroom. Facilitated referrals to various public school departments regarding assessments for developmental delay and behavioral difficulties. Conducted outpatient therapy services for young children and their families presenting with anxiety disorders and behavioral difficulties.

July 2001 to  
March 2002

**Exeter House**

Bradley Hospital

Supervisor: Steven Barreto, Ph.D.

Site: Residential treatment program for children 6-12 years of age.

Duties: Conducted individual therapy with children presenting with histories of physical abuse, sexual abuse, and witness to domestic violence manifest in symptoms of attachment, anxiety, depressive, and behavioral difficulties. Consulted with milieu staff regarding integration of case conceptualization and treatment recommendations to the residential milieu.

July 2001  
to November 2001

**Bradley School**

Bradley Hospital

Supervisors: Francine D'Elia, Ph.D., Greta Francis, Ph.D.,  
Rod Gragg, Ph.D., Jamie Hollenbeck, Psy.D.

Site: Therapeutic day school providing academic, psychological, psychiatric, speech, and occupational services to children and adolescents experiencing significant emotional and behavioral difficulties.

Duties: Conducted assessments ranging from brief cognitive to full psychological evaluations. Conducted individual therapy with children and adolescents presenting with school refusal, pervasive developmental disorder, and oppositional defiant disorder. Co-led group therapy with children and adolescents and co-led family therapy. Participated in multidisciplinary treatment team meetings and coordinated with other service providers.

**GRADUATE PRACTICUM:**

August 1997  
to present

***Therapist***

**Psychological Services Center**

University of Miami

Supervisors: Ketty Gonzalez, Ph.D., Kristin Lindahl, Ph.D.,  
Neena Malik, Ph.D., Peter C. Mundy, Ph.D., Shelley Payne, Ph.D.

Site: University-based, community mental health clinic providing outpatient psychotherapy and assessment services to a multiethnic population of children, adolescents, and adults.

Duties: Conducted assessments and both short- and long-term (e.g., up to two and one-half years) outpatient therapy with children (ages 5 - 12 years), adolescents (ages 13 - 16 years), adults, and families. Referral problems included ADHD, Thought Disorder, Adjustment Disorder, learning disabilities, Pervasive Developmental Disorder, child and adult depression, Bipolar Disorder, anxiety, sexual abuse, and familial discord. Conducted intake assessments followed by individual child behavioral, cognitive-behavioral, psychoanalytic, and play therapy. Assessments included psychoeducational batteries and personality testing of children referred for learning and social difficulties, giftedness, and behavior problems.

May 1999  
to May 2000

***Clinical Assistant to the Director***

**Psychological Services Center (PSC)**

University of Miami

Supervisor: D. Kim Fuller, Ph.D.

Responsibilities included organizing and participating in a team triage meeting designed to review clinical cases and manage the overall running of the PSC. Additional responsibilities included supervision of graduate student therapists in their initial clinical placement (in addition to licensed clinical psychologists) such as ensuring that students were receiving the appropriate caseload and hours of practicum experience. The strength of this clinical experience involved the exposure to administrative skill and facilitation of a variety of clinics within a University-based setting.

August 1999 to  
December 1999

***Co-therapist***

**Anxiety Disorders Clinic**

Psychological Services Center, University of Miami

Supervisor: Blanche Freund, Ph.D.

Site: University-based, community mental health clinic providing psychological services to a multiethnic population presenting with social anxiety/phobia.

Duties: Acted as co-leader of a psychotherapy group for adults meeting DSM-IV criteria for Social Phobia. The intervention was a 12-week manualized treatment that was cognitive-behavioral in orientation. This empirically supported treatment (see Heimberg et al., 1998) emphasized restructuring of maladaptive cognition followed by in-session and in-vivo exposures to feared situations. Responsibilities included recruiting clients, conducting intake interviews, determining appropriate treatment based on diagnostic information, and adhering to manualized treatment.

May 1999 to  
August 1999

***Psychological Evaluator, Advanced Practicum Student***

**Child Protection Team (CPT)**

Mailman Center for Child Development

University of Miami School of Medicine

Supervisor: Susan K. Dandes, Ph.D.

Site: State-funded, court evaluation unit.

Duties: Conducted court-ordered evaluations of children who have allegedly been abused and/or neglected and their caretakers. Families were from varied ethnic and socioeconomic strata. Types of alleged abuse included neglect, physical abuse, emotional abuse (including parental alienation) and sexual abuse. Responsibilities included the administration and interpretation of objective and projective tests of both children and adults and writing a forensic report, including clinical impressions and intervention recommendations, to be used in subsequent court proceedings.

January 1999  
to April 1999

***Therapist, Advanced Practicum Student***

**Pediatric Mobile Clinic**

Mailman Center for Child Development

University of Miami School of Medicine

Supervisor: Catherine L. Grus, Ph.D.

Site: A mobile, pediatric primary care clinic that serves a population that is predominantly low income and minority.

Duties: Provided psychological services to children and families receiving pediatric primary care. Responsibilities include conducting intake evaluations, providing short-term psychological interventions, consulting with school personnel and consulting with the multi-disciplinary team. Presenting problems included Adjustment Disorder, social skills deficits, ADHD, PTSD, anxiety disorders, and behavior problems in children ages 5 to 15 years.

August 1998  
to December 1998

***Psychoeducational Evaluator, Advanced Practicum Student***  
**Comprehensive Evaluation Team (CET)**  
Mailman Center for Child Development  
University of Miami School of Medicine  
Supervisor: María Fernández, Ph.D., NCSP

Site: Specialized clinic at a university-based medical center.

Duties: Participated on a multidisciplinary assessment team, designed to evaluate multiple-handicapped children presenting with educational, developmental, and emotional difficulties. The children (ages 3 - 8 years) were referred for a broad range of difficulties (e.g., mental retardation, pervasive developmental disorder, speech and language difficulties, developmental delay, and emotional/behavioral problems), and were of varied ethnic backgrounds. Responsibilities included administration of assessment batteries of both objective and projective tests, presentation of test findings to members of the team, acting as case manager, and communicating results to parents during feedback session. The team also included members from Pediatrics, Social Work, Nutrition, Physical Therapy, Speech and Language, and Audiology.

September 1996  
to December 1996

***Co-therapist***  
**Social Skills Program**  
Psychological Services Center  
University of Miami  
Supervisor: Peter C. Mundy, Ph.D.

Site: University-based, community mental health clinic providing psychological services to a young children and adolescents with a Pervasive Developmental Disorder and related social skills deficits.

Duties: Co-leader of a semester-long social skills intervention group for high functioning adolescents with Autism.

**ADDITIONAL SUPERVISED CLINICAL EXPERIENCE:**

June 1999  
to October 2000

***PREVENT Evaluator***  
**Prevention and Evaluation of Early Neglect and Trauma Program**  
Dependency Court Intervention Program for Family Violence  
Eleventh Judicial Court, Miami-Dade County, Florida  
Supervisors: Neena Malik, Ph.D., Juan Gonzalez, Ph.D.

Site: Federally-funded program to identify, evaluate, and intervene with dependents of the Eleventh Judicial Court and their families who have a history of domestic violence.

Duties: Conducted court-ordered evaluations of the cognitive and socio-emotional development of infants and young children (1-6 years) who were

dependents of the Eleventh Judicial Court. Assessment measures used include the Bayley Scales of Infant Development - Second Edition, the Differential Ability Scales, the Peabody Picture Vocabulary Test – Third Edition, and el Test de Vocabulario Imágenes Peabody.

May 2000  
to present

***Graduate Research Assistant***

**Early Social and Communication Development Program**

University of Miami, Department of Psychology

Supervisor: Peter C. Mundy, Ph.D.

Site: Federally-funded, longitudinal research project examining the cognitive and socio-emotional development of normally-developing infants (9 – 36 months).

Duties: Assessed infants using the Bayley Scales of Infant Development - Second Edition and the Reynell Developmental Language Scales.

September 1996  
to May 1999

***Graduate Research Assistant***

**Infant Vocalizations Project**

University of Miami, Department of Psychology

Supervisor: Peter Mundy, Ph.D.

Site: Federally-funded, longitudinal research project examining the relations between vocalizations, gesture and affective signals in normally-developing infants (2 – 36 months) and children with Autism and developmental disabilities (3 – 7 years).

Duties: Assessed a longitudinal sample of normally developing infants using the Bayley Scales of Infant Development – Second Edition, the Peabody Picture Vocabulary Test – Third Edition, el Test de Vocabulario Imágenes Peabody, and the Reynell Developmental Language Scales. Assessed children with Autism and developmental disabilities using the Merrill-Palmer, the McCarthy Scales, and the Stanford Binet – Fourth Edition.