

BRIDGET (GAMBER) DAVIDSON, M.A.
CLINICAL PSYCHOLOGY DOCTORAL CANDIDATE
BRIDGET@MAIL.UTEXAS.EDU
954-610-7307

EDUCATION

- 2016 **Doctor of Philosophy**, Clinical Psychology (Expected)
The University of Texas at Austin, Austin, TX
APA-accredited doctoral program in Clinical Psychology
Dissertation: *Transactional Analyses of Early Parent-Child Interaction and Social Communication Development in Typically Developing Children and those at Risk for Autism Spectrum Disorder*
Chair: A. Rebecca Neal-Beevers, Ph.D.
- 2012 **Master of Arts**, Psychology
The University of Texas at Austin, Austin, TX
APA-accredited doctoral program in Clinical Psychology
Thesis: *Synchrony and Joint Attention Development in Infancy: A Transactional Approach*
Chair: A. Rebecca Neal-Beevers, Ph.D.
- 2009 **Bachelor of Arts**, Cum Laude, Psychology & Studio Art
University of Miami, Coral Gables, FL
Thesis: *Differences in Visual Fixations within a Joint Attention Eliciting Context in High Functioning Autism: An Eyetracking Study*
Advisor: Heather Henderson, Ph.D.

FELLOWSHIPS

- Summer 2012 &
Summer 2014 **Summer Research Fellowship in Psychology**,
Department of Psychology, The University of Texas at Austin
- 2011-2013 **Clinical Training Fellowship: The University of Texas at Austin Graduate Psychology Education (GPE) Program, Integrated Health Care Services for Underserved Children and Families Program.** Competitive 2 year funding. Focused on the provision of evidence-based, family-centered, and culturally sensitive psychological services within an integrated health care model to underserved children and families in central Texas. Goals include improving the training of Spanish-speaking and ethnic minority future providers to engage in interdisciplinary and integrated health care treatment of underserved populations of ethnic minority, rural, and chronically ill children and adolescents.

HONORS AND AWARDS

May 2013	Professional Development Travel Award, Graduate School, The University of Texas at Austin
March 2012	Holtzman Travel Award, The University of Texas at Austin
June 2011	Nominated by the Department of Psychology at the University of Texas at Austin for the American Psychological Foundation/ Council of Graduate Departments of Psychology (APF/COGDOP) Graduate Research Scholarship
March 2011	Travel Award, The University of Texas at Austin
2005-2009	George E. Merrick Scholarship, University of Miami Departmental Honors in Psychology, University of Miami Cum Laude, University of Miami Dean's List, President's Honor Roll, University of Miami

CLINICAL EXPERIENCE

General Outpatient Child & Family Psychotherapy 2012-present

Role: Advanced Practicum Therapist

Site: Texas Child Study Center, Austin, TX.

Supervisor: Kevin Stark, Ph.D.

Responsibilities: Conducting general outpatient intake assessments with immediate diagnostic feedback, treatment recommendations, and referrals. Providing evidence-based individual CBT with children and adolescents with anxiety, mood, and disruptive behavior disorders, as well as co-morbid medical conditions. Consultation with on-site child psychiatrists and neuropsychologists.

Parent-Child Interaction Therapy & Trauma-Focused Cognitive-Behavioral Therapy Practicum August 2014-Present

Role: Advanced Practicum Therapist

Site: Texas Child Study Center, Austin, TX

Supervisor: Lynn Monnat, Ph.D.

Responsibilities: Trained to implement Parent-Child Interaction Therapy to families of children referred with diagnoses of disruptive behavior disorders. Attending weekly lab didactic seminars for training using PCIT techniques; attending weekly group supervision meetings. Completion of skills assessments with supervisors to meet fidelity criteria for therapist training in PCIT. Conducting Trauma-Focused Cognitive Behavior Therapy (T-FCBT) with children and adolescents referred with symptoms of trauma and co-morbid disorders. Attending weekly lab didactic seminars for T-FCBT techniques and weekly group supervision.

Autism Spectrum Disorders (ASD) Practicum

2012-2014

Role: Advanced Practicum Therapist

Site: Texas Child Study Center, Austin, TX

Supervisor: Ann Levine, Psy.D.

Responsibilities: Co-led and led individual and parent coaching sessions using Pivotal Response Treatment and an individualized parent training curriculum for teaching social communication to young children with ASD. Provided individual and group CBT designed for children with ASD using Superflex social thinking and Zones curricula. Provided individual social skills intervention and observed social skills groups. Implemented novel group treatment and assisted with preparation of intervention study designed to improve emotion regulation skills in older children and young adolescents with ASD. Provided individual CBT for adolescents with ASD and co-morbid anxiety and/or mood disorders. Engaged in consultation with schools, occupational therapists, physical therapists, speech therapists, behavior therapists, neurologists, and developmental pediatrician.

Adult Cognitive-Behavioral Therapy

2011-2012

Role: Practicum Therapist

Site: University of Texas at Austin Clinical Training Clinic, TX.

Responsibilities: Conducted intake assessments and provided individual outpatient psychotherapy with adults with anxiety and mood disorders. Focused on therapeutic assessment, Cognitive-Behavioral Therapy, Systematic Desensitization/Exposure Therapy, and Exposure & Response Prevention. Conducted ongoing assessment using daily and weekly patient self-report measures to inform case conceptualization and treatment planning. Evaluated patient progress via objective and subjective outcome measures.

Applied Behavior Analysis, Verbal Behavior

Spring/Summer 2010

Role: Lead Behavioral Therapist

Site: Children's Autism Center, Round Rock, TX.

Supervisor: Phyllis Sample, M.Ed., BCBA,

Responsibilities: Implemented behavioral modification techniques using ABA with children with autism, both in the clinic and in private homes. Conducted assessments including Functional Behavior Analysis (FBA), Assessment of Basic Language and Learning Skills-Revised (ABLLS-R) and Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP).

Early Educational Intervention

2007-2008

Role: Special Needs Classroom Assistant

Site: The Debbie Institute, Miami, FL.

Supervisor: Mirtha Gonzalez

Responsibilities: Assisted teachers with classroom activities and instruction of children aged 18 months to 6 years in Early Education Program and Auditory/Oral Education Program. Assisted in inclusive classrooms typically developing children and children with developmental disabilities, visual impairments, auditory impairments, cochlear implants, and physical impairments.

Assisted in self-contained classroom with children with profound disabilities (e.g., cerebral palsy, severe epilepsy).

Behavioral Therapy & Classroom Aide

2005-2008

Role: Individual behavior therapist, Classroom aide, School consultant

Site: Private residence & local public middle school, Miami, FL.

Responsibilities: Worked with adolescent boy with autism and intellectual disability at home and in limited educational setting. Served as behavioral therapist and classroom aide. Provided school consultation regarding Individualized Education Plan. Implemented behavioral strategies to improve communication skills and social functioning, as well as reduce restricted and repetitive behaviors and self-injurious behavior.

ASSESSMENT EXPERIENCE

Neuropsychological Assessment

2012-2014

Role: Advanced Practicum Diagnostician

Site: Texas Child Study Center, Austin, TX

Supervisor: Ann Levine, Psy.D.

Responsibilities: Conducted comprehensive evaluations for ASD in children ages 20 months through 16 years. Provided assessment and diagnostic feedback and written reports to parents and children. Conducted school observations of children being evaluated for ASD. Also conducted comprehensive neuropsychological assessments for children being evaluated for ASD, ADHD, and other diagnoses- administered, scored, and interpreted standardized assessment measures and completed an integrated report. Presented assessment results and recommendations to families.

Neuropsychological Assessment

Spring 2012

Role: Practicum Diagnostician

Sites: The University of Texas at Austin, Department of Educational Psychology
Galindo Elementary School

Responsibilities: Received training in the theory and practice of clinical neuropsychological assessment for children and adolescents. Attended weekly lab tutorials and received instruction in the administration of neuropsychological assessments. Conducted a comprehensive neuropsychological assessment, including intake interview and feedback. Selected assessment battery based on client referral questions and diagnostic hypotheses. Received group and individual supervision. Administered, scored, and interpreted standardized assessment measures and completed an integrated report. Presented assessment results and recommendations to parent and child, as well as school staff, orally and in a comprehensive written report. Coordinated with school psychologist for follow-up regarding Individualized Education Plan and special education accommodations/services.

Individual Intelligence & Personality Assessment

Fall 2010-Spring 2011

Role: Practicum Diagnostician

Site: Department of Psychology, University of Texas at Austin

Supervisors: Kim Fromme, Ph.D., A. Rebecca Neal-Beevers, Ph.D.

Responsibilities: Received instruction on administration and interpretation of intelligence testing for children, adolescents, and adults. Received instruction on administration and interpretation of personality testing for adults. Attended weekly lab to facilitate standard administration of assessments. Wrote integrated reports combining psychosocial history and presenting problem obtained during intake interview, intelligence measures, and personality measures. Presented assessment results and interpretation during individual and group supervision.

PROFESSIONAL RESEARCH EXPERIENCE

Graduate Research Assistant

2010-Present

Child Development in Context Laboratory, Department of Psychology, University of Texas at Austin, Austin, TX. Director: A. Rebecca Neal-Beevers, Ph.D.

1. **Parent Well-Being and Functioning in the Context of Parent Training for Young Children with Autism Spectrum Disorders.** Supervisors: A. Rebecca Neal-Beevers, Ph.D., Ann Levine, Psy.D. Implementing manualized parent training intervention: Teaching Social Communication to Children with Autism. The purpose of this study is to examine how parent functioning influences treatment adherence, completion, and response. This study is the first to examine how treatment progress is associated with parent-child synchrony over time.

Responsibilities: Assisted with study design and preparation of research proposal. Administering and scoring battery of standardized assessment measures of parent and child functioning at pre-, mid-, and post-treatment, including Autism Diagnostic Observation Schedule, Bayley Scales of Infant Development, and Early Social Communication Scales. Co-leading biweekly didactic group parent training sessions. Conducting biweekly individual parent-child coaching sessions. Attending weekly group supervision. Supervising team of research assistants completing data entry. Assisting with data processing and analysis.

2. **Infant Joint Attention and Synchrony.**

2010-Present

The purpose of this study is to examine joint attention abilities and mother-infant synchrony in infants with a sibling with an Autism Spectrum Disorder (ASD) (high-risk) compared to infants with a sibling without ASD (low-risk). Goals include examining potential early markers of ASDs in order to facilitate earlier diagnosis and earlier appropriate intervention, as well as analyzing how mother-infant synchrony is associated with parent functioning and child functioning. This longitudinal study assesses families when infants are 9, 12, 15, 18, 21, and 24 months of age.

Responsibilities: Designed study under guidance of supervisor. Administering and scoring battery of standardized assessment measures of parent and child functioning at each wave, including Autism Observation Scale for Infants, Autism Diagnostic Observation Schedule, and Early Social Communication Scales. Supervising team of research assistants completing data entry. Assisting with data processing and analysis. Presenting findings at professional conferences and preparing manuscripts for publication.

3. **Emotion Recognition and Social Functioning.** 2010-July 2014
 This project investigates whether individuals ages 11-21 with varied temperaments and levels of peer victimization display any biases in recognizing facially expressed emotions. This question will be examined among typically developing individuals and individuals with high-functioning autism.
Responsibilities: Collected data, which included administration of standardized cognitive and autism assessments, including Autism Diagnostic Observation Schedule and Kaufman Brief Intelligence Test. Supervising team of research assistants completing data entry. Assisting with data processing and analysis. Presenting findings at professional conferences and preparing manuscripts for publication.
4. **The Genetic Origin of Appearance-Based Stereotypes.** 2010-2013
Responsibilities: Collected data, which included administration of parent and child research paradigms, including Early Social Communication Scales and modified Strange Situation paradigm. Supervised team of research assistants completing data entry. Assisted with data processing and analysis. Presented findings at professional conference and submitted manuscript for publication.

Research Assistant 2007-2009
Social Neuroscience Laboratory, Department of Psychology, University of Miami, Coral Gables, FL. Supervisor: Heather Henderson, Ph.D. Used EEG and eye-tracking technology to study high-functioning autism in adolescents. Administered and scored psychological assessments, entered and analyzed data using SPSS, scheduled and conducted experimental visits with participants. Trained incoming laboratory members.

Psychology Research Initiatives Mentorship Experience Summer 2008
University of Miami, Coral Gables, FL. Supervisors: Heather Henderson, Ph.D. & Victoria Noriega, Ph.D. Paid fellowship for minorities in research. Designed independent research project, conducted literature review, gathered data, presented preliminary findings at poster symposium.

Research Assistant Summer 2006
Mailman Center for Child Development, University of Miami Miller School of Medicine, Miami, FL. Director: Daniel Armstrong, Ph.D. Assisted in the administration and scoring of neuropsychological assessments for children treated for brain tumors and Acute Lymphocytic Leukemia. Assisted in preparation of Individualized Education Plans and entered research data.

Laboratory Assistant 2005-2006
Flow Cytometry Pathology Laboratory, University of Miami Miller School of Medicine, Miami, FL. Supervisor: Awtar Ganju-Krishan, Ph.D. Duties included conducting literature searches, composing literature reviews, and entering research data. Assisted in the preparation of grant proposals. Organized, stocked, and maintained laboratory and chemical inventories.

MANUSCRIPTS

- Davidson, B.**, Neal-Beevers, A.R., & Biringen, Z. (Under review). Mother-infant synchrony in two-and-a-half-year-olds: Links with emotional availability, temperament, and joint attention.
- Jaime M., McMahon C., **Davidson B.**, Newel, L., Mundy P., & Henderson H. (Under review). Reduced temporal-central and temporal-parietal alpha EEG coherence during joint attention perception in adolescents with Autism Spectrum Disorder.
- Davidson, B.** & Neal-Beevers, A.R. (In preparation). Identifying parent and child factors contributing to individual differences in parent-child synchrony: a study of infants at varying risk for Autism Spectrum Disorder.
- Cartwright, J., **Davidson, B.**, & Neal-Beevers, A.R. (In preparation). Joint attention and language development in infants at increased risk for Autism Spectrum Disorder.
- Davidson, B.**, Sperle, L., & Neal-Beevers, A. R. (In preparation). Differential consequences of bullying on internalizing symptoms in high-functioning children with Autism.

PROFESSIONAL PRESENTATIONS

- Davidson, B.**, Cartwright, J., & Neal-Beevers, A.R. (Under review). Joint attention and language development in infants at increased risk for Autism Spectrum Disorder. Poster in submission for the International Meeting for Autism Research, Salt Lake City, UT.
- Gamber, B.** & Neal-Beevers, A.R., (2014, May). Effects of depressive symptoms in mothers of children with ASD on synchrony with later-born infants. Poster presented at the International Meeting for Autism Research, Atlanta, GA.
- Gamber, B.** & Neal-Beevers, A. R. (2013, May). The link between dyadic synchrony and maternal well-being in infants at varying degrees of risk for Autism Spectrum Disorders. Poster presented at the International Meeting for Autism Research, San Sebastian, Spain.
- Gamber, B.** & Neal-Beevers, A. R. (2013, April). Differential effects of mild anxiety and parenting stress on mother-infant synchrony. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Gamber, B.** & Neal-Beevers, A. R. (2013, April). Mother-infant synchrony and infant joint attention development: a transactional approach. Paper presented in J. Frick (Chair) Attention and its Prediction of Important Cognitive Constructs. Paper symposium at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Stefanatos, A.K., Neal-Beevers, A.R., **Gamber, B.** (2012, June). Self-regulatory influences on empathy: the role of soothability. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.
- Gamber, B.**, Neal-Beevers, A.R., Stefanatos, A.K. (2012, June). The contribution of maternal synchrony and maternal sensitivity to joint attention skills in toddlers. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.
- D'Abreu, L., Neal-Beevers, A.R., Sperle, L., Wells, T., **Gamber, B.**, Stefanatos, A.K. (2012, May). Predicting emotion recognition bias from emotion description in adolescents with and without Autism. Poster presented at the International Meeting for Autism Research, Toronto, ON, Canada.

- Stefanatos, A.K., Neal-Beevers, A.R., Sperle, L., **Gamber, B.** (2012, May). Temperamental risk factors for bullying in High-Functioning Autism. Poster presented at the International Meeting for Autism Research, Toronto, ON, Canada.
- Gamber, B.**, Neal-Beevers, A.R., Sperle, L., Stefanatos, A.K. (2012, May). Differential consequences of bullying on internalizing symptoms in adolescents with High-Functioning Autism. Poster presented at the International Meeting for Autism Research, Toronto, ON, Canada.
- Jaime, M., **Gamber, B.**, Hileman, C. M., Newell, L. C., Henderson, H. A., & Mundy, P. C. (2009, May). Spatial incongruity affects the looking behavior of children with High-Functioning Autism during joint attention videos: An eyetracking study. Poster presented at the International Meeting for Autism Research, Chicago, IL.
- Jaime, M., **Gamber, B.**, Hileman, C. M., Newell, L. C., Henderson, H. A., & Mundy, P. C. (2009, April). The effect of spatial incongruity on gaze following behavior in children with High-Functioning Autism: An eyetracking study. Paper presented in M. Kaiser & P. Mundy (Chairs) Joint Attention Abilities in Atypical Infants and Children. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

TEACHING EXPERIENCE

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| Fall 2014 | <p>Teaching Assistant
 <i>Problem Behaviors in Children/Abnormal Child Psychology</i>
 Upper division undergraduate course, University of Texas at Austin
 Guest lecturer for (1) Assessment of Child Psychopathology and Assessment and (2) Treatment of Autism Spectrum Disorders</p> |
| Summer 2014 | <p>Teaching Assistant
 <i>Child Development</i>
 Undergraduate course, University of Texas at Austin</p> |
| Fall 2012 –
Spring 2014 | <p>Teaching Assistant / Peer Clinical Supervisor
 <i>Clinical Practicum I & II</i>
 Graduate course, University of Texas at Austin
 Responsibilities included teaching didactic seminars related to the implementation of evidence-based Cognitive-Behavioral Therapy techniques with adults, as well extensive clinical supervision of second year clinical psychology Ph.D. students.</p> |
| Fall 2010
& Summer 2011 | <p>Teaching Assistant
 <i>Problem Behaviors in Children</i>
 Upper division undergraduate course, University of Texas at Austin</p> |
| Fall 2011 | <p>Teaching Assistant
 <i>Child Language Development</i>
 Upper division undergraduate course, University of Texas at Austin</p> |
| Spring 2010
& Spring 2012 | <p>Teaching Assistant
 <i>Introduction to Clinical Psychology</i>
 Upper division undergraduate course, University of Texas at Austin</p> |

CLINICAL SUPERVISORY EXPERIENCE

Fall 2012
-present

Clinical Practicum Graduate Student Supervisor
University of Texas at Austin, Department of Psychology
Assisting with the supervision of second-year graduate practicum students within the in-house psychological training clinic.
Supervision of cognitive-behavioral treatment for adults with anxiety and mood disorders.

RESEARCH SUPERVISORY EXPERIENCE

Fall 2014-present

Undergraduate Honors Thesis Mentor
University of Texas at Austin, Department of Psychology
Supervising undergraduate honors project examining how parental concerns predict autism symptoms and broader functioning in infants at increased risk for Autism Spectrum Disorders.

Fall 2013-
Spring 2014

Undergraduate Honors Thesis Mentor
University of Texas at Austin, Department of Psychology
Supervised undergraduate honors project examining joint attention and language development in infants at increased risk for Autism Spectrum Disorders.

Fall 2011 &
Spring 2013

Intellectual Entrepreneurship Pre-Graduate Internship
University of Texas at Austin, Department of Psychology
Mentored two first-generation (college), underrepresented minority undergraduate students seeking admission to a clinical psychology doctoral program.

2009-present

Undergraduate Research in Psychology
University of Texas at Austin, Department of Psychology
Training and supervising undergraduate students seeking research experience for course credit or volunteer experience; led bi-weekly didactic meetings.

PROFESSIONAL AFFILIATIONS

- Society for Research in Child Development. 2011-Present
- International Society on Infant Studies. 2011-Present.
- International Society for Autism Research. 2010-Present.
- American Psychological Association. 2009-Present.
- Psi Chi National Honor Society in Psychology. 2006-Present.
- **Public Relations Chair**, Psi Chi National Honor Society in Psychology, University of Miami, Miami, FL. 2007-2009.

ADDITIONAL INFORMATION

Bilingual fluency in English & Spanish