

EDUCATION & EMPLOYMENT

- Ph.D. in Clinical Psychology**
University of Texas at Austin
Austin, TX
2013 – Anticipated 2019
- APA-accredited doctoral program in Clinical Psychology. Cumulative GPA 4.0 of 4.0.
 - **Dissertation:** Social spectrum: Understanding the incremental development of social skills in infants at-risk for autism.
Advisor: A. Rebecca Neal-Beevers, Ph.D.
- M.A. in Clinical Psychology**
University of Texas at Austin
Austin, TX
2015
- Thesis assessed how social impairment and familiarity impact the development of empathy during the second year of life in infants at high-risk (HR) and low-risk (LR) for autism spectrum disorder (ASD).
Advisor: A. Rebecca Neal-Beevers, Ph.D.
- Research Assistant**
Yale Child Study Center
New Haven, CT
2011-2013
- Paid two-year training position involving clinical and research experiences with infants at risk for autism and toddlers with developmental disabilities.
Advisors: Katarzyna Chawarska, Ph.D., Suzanne Macari, Ph.D., & Frederick Shic, Ph.D.
- A.B. in Psychology**
Harvard College
Cambridge, MA
2007-2011
- Awarded Cum Laude in field of concentration. Recommended for High Honors in field.
 - Honor's thesis assessed infants' expectations of how an agent's object-preference influences the way others should help the agent acquire an object. Awarded Magna.
Advisor: by Elizabeth Spelke, Ph.D.

FELLOWSHIPS, GRANTS, & AWARDS

- 2017 Grammer Excellence Fund for Mental Health Research, UT Austin (\$2,500)
Professional Development Award, UT Austin (\$500)
- 2016 Psychology Research Award, UT Austin (\$2,500)
Diversity Award, International Society for Autism Research (\$1,000)
Professional Development Award, UT Austin (\$505)
Student Spotlight, International Society for Autism Research Newsletter
P.E.O. Scholar Award (Local Chapter Nomination; National Applicant)
NRSA Individual Predoctoral Fellowship – F31 Diversity (Scored Applicant)
- 2015 Hixon Graduate Fellowship in Statistics, UT Austin (\$2,700)
Psychology Research Award, UT Austin (\$2,500)
Iscove Fellowship, UT Austin (\$500)
Professional Development Award, UT Austin (\$500)
- 2014 Psychology Graduate Fellowship, UT Austin (\$5,000)
- 2013 College of Liberal Arts Prestigious Recruiting Fellowship, UT Austin (\$29,292)
Yale NIH T32 Training Grant-sponsored Poster Session – Honorable Mention
NSF Graduate Research Fellowships Program (Applicant)
- 2012 Yale NIH T32 Training Grant-sponsored Poster Session – Honorable Mention
- 2010 Harvard College Research Program Grant (\$3,400)

PEER-REVIEWED PUBLICATIONS

Published and Under Review

1. **Dowd, A.C.**, Martinez, K., Davidson, B.C., Hixon, J.G., & Neal-Beevers, A.R. (Revised & Resubmitted). Response to distress varies by social impairment and familiarity between 12 and 15 months in infants at risk for autism. *The Journal for Autism and Developmental Disorders*.
2. Davidson, B.G., **Dowd, A.C.**, & Neal-Beevers, A.R. (Revised & Resubmitted). Synchrony during parent-child interactions: Impacts of maternal distress, infant temperament, and infant autism markers. *The Journal for Autism and Developmental Disorders*.
3. **Dowd, A.** (2011). You can't always get what you want: Nine-month-olds don't expect helpers to consider others' preferences. *The Yale Review of Undergraduate Research in Psychology*, 65-71.

Manuscripts in Preparation

1. **Dowd, A.C.**, Davidson, B.C., & Neal-Beevers, A.R. (In preparation). Social attention during helping and empathy tasks influences toddlers' behavioral responsiveness.
2. Davidson, B.G., Neal-Beevers, A.R., **Dowd, A.C.**, & Mundy, P. (In preparation). Synchrony during early parent child interactions, along with child joint attention, predicts children's later receptive and expressive language.
3. Saleem, S., Davidson, B.C., **Dowd, A.C.**, Lecheler, M.A., & Neal-Beevers, A.R. (In preparation). Using parent reports to detect early symptoms of autism and language delay.

CONFERENCE PRESENTATIONS (PEER-REVIEWED)

Oral/Podium Presentations

1. Chawarska, K., Macari, S., Campbell, D., Kim, S. H., **Dowd, A.**, O'Loughlin, K., ... Shic, F. (2013, May). Decreased social attention in 6-month-old infants later diagnosed with ASD. Talk presented at the International Meeting for Autism Research, San Sebastian, Spain.
2. Kim, S.H., Macari, S., Shic, F., **Dowd, A.**, O'Loughlin, K., Garzarek, J., ... Chawarska, K. (2013, May). Atypical social attention patterns in 6-month-old infants later diagnosed with ASD during a face-to-face dyadic interaction. Talk presented at the International Meeting for Autism Research, San Sebastian, Spain.
3. Gisin, E., **Dowd, A.**, Chen, G.M., Shic, F., & Chawarska, K. (2012, May). ASD toddlers present deficits in their ability to track social cues of others. Talk presented at the International Meeting for Autism Research, Toronto, ON.

Poster Presentations

1. Fipp-Rosenfield, H., **Dowd, A.C.**, Davidson, B.C., & Neal-Beevers, A.R. (2018, May). Synchrony at 15 months, ASD risk status, and the relationship to later language ability at 24 months. Submitted for presentation at the International Society for Autism Research.
2. **Dowd, A.C.**, Davidson, B.C., & Neal-Beevers, A.R. (2017, May). Social responsiveness at 12 and 15 months predicts severity of social deficits at 4 years in infant siblings. Presented at the International Meeting for Autism Research, San Francisco, CA.
3. **Dowd, A.C.**, Davidson, B.G. & Neal-Beevers, A.R. (2017, April). Visual social attention patterns affect prosocial behaviors in toddlers. Presented at the Society for Research in Child Development, Austin, TX.

4. **Dowd, A.C.**, Johnson, P., Davidson, B.G. & Neal-Beevers, A.R. (2017, April). Dimensions of temperament influencing behavioral inhibition in toddlers. Presented at the Society for Research in Child Development, Austin, TX.
5. **Dowd, A.C.**, Davidson, B.G., & Neal-Beevers, A.R. (2016, May). Social orienting, joint attention, & empathy: Impacts of early impairments on subsequent social development. Presented at the International Meeting for Autism Research, Baltimore, MD.
6. Saleem, S., Davidson, B.G., **Dowd, A.C.**, Lecheler, M.A., & Neal-Beevers, A.R. (2016, May). Parent concern and early detection of autism spectrum disorder. Presented at the International Meeting for Autism Research, Baltimore, MD.
7. **Dowd, A.C.**, Davidson, B., Hixon, J.G., & Neal-Beevers, A.R. (2015, May). Empathy emerges: Attention and affective responses to maternal and experimenter distress in infants at risk for autism at 12- and 15-months. Presented at the International Meeting for Autism Research, Salt Lake City, UT.
8. Macari, S., DiNicola, L., **Dowd, A.C.**, Flink, L., Gisin, E.B., Greco, G., ... Chawarska, K. (2015, May). Emotional reactivity in toddlers with ASD: Diminished response to threatening stimuli during the Laboratory Temperament Assessment Battery (Lab-TAB). Presented at International Meeting for Autism Research, Salt Lake City, UT.
9. Shic, F., Chen, G., Perlmutter, M., Gisin, E.B., **Dowd, A.**, Prince, E.B., ... Chawarska, K. (2014, May). Components of limited activity monitoring in toddlers and children with ASD. Presented at the International Meeting for Autism Research, Atlanta, GA.
10. **Dowd, A.**, Prince, E., Gisin, E., Kim, S., Macari, S., & Chawarska, K. (2013, May). Emergence of social deficits during the second year of life in infants with ASD. Presented at the International Meeting for Autism Research, San Sebastian, Spain.
11. **Dowd, A.**, Gisin, E., Shic, F., Macari, S., & Chawarska, K. (2012, May). Regulation of activity level and affective responses in toddlers with ASD. Presented at the International Meeting for Autism Research, Toronto, ON.
12. **Dowd, A.** (2011, April). You can't always get what you want: Nine-month-olds don't expect helpers to consider others' preferences. Presented at the University of California, Berkeley Psychology Undergraduate Research Conference, Berkeley, CA.

CLINICAL EXPERIENCE

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| <p>Diagnostic, Cognitive, & Behavioral Assessments; Supervision</p> <p>Child Development
in Context Lab,
University of Texas at Austin
Austin, TX
2014 – (Current)</p> | <ul style="list-style-type: none"> ▪ Administered Autism Diagnostic Observation Schedule-Second Edition (ADOS-2) Toddler Module with HR and LR infants, repeatedly at 12, 15, 18, and 24 months for study participation. ▪ Administered ADOS-2 (Modules 1-3) to confirm ASD diagnoses of study participants' older siblings. Authored 2-page clinical reports on ADOS-2 administration; identified strengths and weaknesses related to ASD. ▪ Administered variety of additional standardized assessments and surveys with 12- to 49-month-olds for various study participation. ▪ Supervised and trained undergraduate research assistants (RAs) in conducting developmental and medical intakes for study eligibility. ▪ Supervised and trained RAs communication with longitudinal study participants for survey administration and scheduling. <p>Trained lab manager to administer Differential Ability Scale and experimental measures. Provided feedback on administration and scoring. Trained on assessment scoring for various study protocols.</p> <p>Supervisor: A. Rebecca Neal-Beevers, Ph.D.</p> |
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- Parent Child Interaction Therapy (PCIT)**
University of Texas at Austin
Austin, TX
2017 – (Current)
- Anticipated completion of required two cases for PCIT therapist certification prior to internship. Participated in weekly supervision.
 - Coached parent to be play therapist for child with conduct difficulties. Developed skills to promote healthy, positive parent-child relationships through play before introducing structured disciplinary techniques.
 - Assessed for weekly symptom reduction. Coded weekly parent skill implementation (DPICS). Coached (in-ear microphone) and provided feedback on implementation. Assigned homework.
Supervisor: Sarah Kate Bearman, Ph.D.
- Psychosocial Assessments & Brief Interventions**
Dell Children's
Blood and Cancer Center,
Texas Child Study Center
Austin, TX
2017 – (Current)
- Administered psychosocial assessments to diverse group of childhood cancer survivors. Interviewed children, adolescences, and their parents. Assessed for late effects of cancer treatment across several domains.
 - Conducted brief interventions with patients and families (CBT; MATCH-ADCT; Mindfulness for pain). Provided clinic and community referrals for school advocacy, neuropsychological testing, individual and group therapy, social support, educational support, as needed.
 - Coordinated with interdisciplinary team (nurse practitioner, dietician, social worker, clinical psychologist) to address client needs.
 - Authored thorough notes for visits; summarized client functioning and resources provided; identified needs and referrals for upcoming visits.
 - Participated weekly in individual supervision and team consultations.
Supervisor: Puja Patel, Ph.D.
- Individual Parent-Child & Group Parent Social Communication Training**
University of Texas at Austin
Speech & Hearing Center
Austin, TX
2017 – (Current)
- Clinician for Project SKILLS (Skills and Knowledge of Intervention for Language Learning Success). Implemented modified parent-training intervention: *Teaching Social Communication to Children with Autism* (Ingersoll & Dvortcsak, 2009).
 - Conducted individual parent-child sessions weekly in-person or online via Zoom to reach clients unable to attend in-person due to distance, SES, employment, etc. Introduced and coached new weekly skills; provided feedback on skill implementation; reviewed homework.
 - Administered battery of standardized assessments and surveys at pre- and post-treatment. Rated parent implementation of skills weekly.
 - Led introductory didactic group for parents; reviewed research on and rationale for treatment; presented overview of program; discussed foundational skills.
Supervisor: Madhu Sundarajan, Ph.D.
- Neuropsychological Assessments**
Dell Children's
Blood and Cancer Center,
Texas Child Study Center
Austin, TX
2016 – 2017
- Administered neuropsychological, psychological, and educational assessments of children and adolescents with a variety of neurological disorders resulting from childhood cancer. Evaluations vital to assess for late effects for cancer treatment (chemotherapy, radiation, surgery).
 - Calculated and compiled assessment scores; authored comprehensive neuropsychological evaluation reports.
 - Conducted intake interviews with children and adolescents.
Supervisor: Rosario Deleon, Ph.D.

Individual Child & Family Therapy; Walk-in Clinic; Child Skills Training Group & Didactic Parent Group

Austin Child Guidance Center
Austin, TX
2015 – 2016

- Implemented cognitive-behavioral therapy (CBT), exposure therapy, trauma-focused CBT, PCIT, and family systems therapy for children at this nonprofit mental health agency; provided services on a sliding fee scale. Participated on team of therapists assessing walk-in cases.
- Conducted individual therapy sessions with 6- to 9-year-olds; separately coached parents on various response and prevention strategies emphasizing psychoeducation and parental self-care; weekly symptom assessments and homework review; conducted family-therapy sessions to facilitate communication, problem-solve and improve relationships.
- Co-facilitated Anger Management & Conflict Resolution Group for 9- to 11-year-olds with an additional didactic group for the parents. Focused on skills training and psychoeducation, following strategies outlined in Dr. Daniel Siegel's *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*.

Supervisors: Julie Hsu, Ph.D. & Julia Hoke, Ph.D.

Individual Adult Therapy
University of Texas at Austin
Psychology Training Clinic

Austin, TX
2014 – 2015

- Administered intake assessments; wrote integrated reports; delivered diagnostic feedback for adults with anxiety and mood disorders.
- Conducted cognitive-behavioral therapy (CBT), including: identifying cognitive distortions, cognitive restructuring, and exposure and response prevention. Administered weekly symptom assessments; assigned and discussed weekly homework.
- Case presentations delivered in both group and individual supervision regularly with Drs. Jasper Smits, Mark Powers and Martita Lopez, and advanced clinical graduate students.

Supervisor: Jasper Smits, Ph.D.

Didactic Parent Group & Individual Parent-Child Coaching Sessions

Child Development in Context Lab,
University of Texas at Austin
Austin, TX
2013-2014

- Implemented manualized parent-training intervention: *Teaching Social Communication to Children with Autism* (Ingersoll & Dvortcsak, 2009).
- Conducted biweekly individual parent-child coaching sessions. Co-led biweekly didactic group parent training sessions for two cohorts.
- Administered battery of standardized assessments at pre-, mid-, and post-treatment with toddlers with ASD.
- Participated in weekly group supervision with video-reviews.

Supervisors: A. Rebecca Neal-Beevers, Ph.D. & Ann Levine, Psy.D.

Experimental, Intake, & Cognitive Assessments

Toddler Developmental Disabilities Clinic,
Yale Child Study Center
New Haven, CT
2011-2013

- Initiated and conducted the review of clinical diagnoses assigned across multiple visits in over 300 participants. Identified developmental trajectories by exploring the consistency of diagnoses over time.
- Conducted medical history and developmental intake interviews; administered Mullen Scales of Early Learning for control participants.
- Supervised clinical and research appointments: coordinated multi-disciplinary team of clinicians, consented participants, video-monitored assessments, and operated eye-tracking experiments.

Supervisors: Katarzyna Chawarska, Ph.D. & Suzanne Macari, Ph.D.

RESEARCH EXPERIENCE

- Lab Manager;** **Graduate Research Assist.**
Child Development in
Context Lab,
University of Texas at Austin
Austin, TX
2013 – (Current)
- Assumed all lab manager responsibilities starting in 2015.
 - Developed and implemented a longitudinal study to evaluate social development in HR and LR infant siblings across the second year of life. Authored and administered necessary IRB protocols.
 - Managed the continuation of a student's honors thesis on emotional functioning and acculturation in Latina mothers of children with ASD. Hired, trained and supervised specific RAs to recruit, assess study eligibility, and administer online or in-person surveys.
 - Designed, authored IRB, and implemented an extension of a longitudinal study of HR and LR infants from 9 to 24 months. Assessed diagnostic outcomes, temperament, empathy, and helping at 48 months to: 1) track skill development over time, 2) identify relations between skills and diagnostic outcome, and 3) evaluate impacts of early social impairment on later social responsiveness at 48 months.
 - Developed and trained RAs on general instructions for lab.
 - Created several online study-specific databases (REDCap). Combined and transferred individual data files into comprehensive database. Identified missing measures; conducted reliability checks; developed scoring syntax; cleaned and exported massive datasets.
- Supervisor:** A. Rebecca Neal-Beevers, Ph.D.
- Co-Principal Investigator;** **Graduate Research Assist.**
University of Texas at Austin
Speech & Hearing Center
Austin, TX
2017 – (Current)
- Initiated collaboration to analyze efficacy and change mechanisms for Project SKILLS. GRA position for summer and fall 2017.
 - Co-drafted IRB protocol and consent forms. Combined multiple data files; identified missing data, removed redundancies; organized into comprehensive longitudinal dataset for analyses.
 - Coded parent-child play-based dyadic interactions for children with ASD's verbal and nonverbal communication. Evaluated the variety (number of different phonemes and unique words), quality, and type (child-initiating and child-responses).
- Supervisor:** Madhu Sundarajan, Ph.D.
- Research Assistant**
Early Social Cognition Lab,
Yale Child Study Center
New Haven, CT
2011-2013
- Developed three research projects for presentation at the International Meeting for Autism Research. Reviewed relevant literature; conducted and interpreted statistical analyses; illustrated results graphically.
 - Compiled three complete datasets of over 400 offline coded adult-child interactions with 6-, 9-, and 12-month-olds; restructured, catalogued, and recoded existing data; coded over 60 behavioral interactions.
 - Refined and streamlined databases, data entry protocols, and manuals; devised and assessed structural modifications to databases; programmed queries to calculate scores, identify missing variables, and combine all measures into a single dataset. Amassed and transferred all data from one database into another; developed over 15 forms to accommodate incoming data and allow for ongoing data entry.
 - Piloted subjects on a new temperament assessment battery; purchased and constructed materials; planned and staged episodes; authored abbreviated protocol script and assessment instructions.
 - Coded HR and LR infants' affect, attention, and reaching behaviors observed in face-to-face adult-child dyadic interactions; coded toddlers' saccadic reactions elicited during eye-tracking studies; trained and analyzed inter-rater coder reliability for new lab members.
- Supervisors:** Katarzyna Chawarska, Ph.D. & Frederick Shic, Ph.D.

**Honors Thesis Student;
Research Assistant**
Harvard Lab for
Developmental Studies
Cambridge, MA
2009-2011

- Authored honor's thesis. Reported and interpreted findings elicited from statistical analyses. Presented and defended thesis in a developmental course, poster session, and committee defense.
- Designed and executed cognitive studies with 6- and 9-month-old infants: constructed innovate stimuli, devised a rigorous experimental design, consented participants following IRB protocol, maintained study documentation and data collection, and operated all apparatuses for presenting and commencing the coding of stimuli.
- Coded behavioral data (live and offline) collected through various developmental research methods, including looking time and preferential toy choice. Assisted in implementing studies.
- Recruited and scheduled research participants for numerous studies.

Supervisor: Elizabeth Spelke, Ph.D.

Research Assistant
Harvard Lab for Clinical and
Developmental Research
Cambridge, MA
2011

- Assisted graduate student in the development of her second-year project on the efficacy of an attentional-training program in reducing suicide-related attentional-biases in participants with suicidal ideation.
- Generated and implemented various ways to recruit adult participants with suicidal ideation; prepared and maintained study materials; compiled and analyzed data.

Supervisor: Matthew Nock, Ph.D.

PROFESSIONAL EXPERIENCE

Mentorship

**Undergraduate Research;
PSY 357/358**
Child Development in
Context Lab,
University of Texas at Austin
2013 – (Current)

- Co-managed 25 undergraduate research assistants (RAs) between 2013-2015; independently managed 20 RAs since 2015. Supervised 3-7 RAs per semester, each working 10-20 hours per week in the lab.
- Trained RAs to reliability in behavioral coding of visual attention, empathy, behavioral inhibition, helping, and early social communication in HR and LR and typically-developing children between 9 and 49 months.
- Mentored undergraduate research projects utilizing secondary data from previous studies. Projects were submitted for consideration at international research conferences such as the Society for Research in Child Development and International Meeting for Autism Research.
- Provided post-college career consultation. Advised on pre-doctoral programs, graduate school applications, and alternative career paths. Taught professional development strategies.

**Summer Undergraduate
Research Experience**
University of Texas at Austin
2016, 2017

- Mentored two undergraduate students participating in the internship program for students interested in pursuing higher-education for research in psychology.
- Students worked approximately 20-30 hours per week during the summer session. Trained and supervised in RA activities.
- Advised independent summer research projects, utilizing secondary data, that were developed for poster presentations.

**Intellectual
Entrepreneurship Pre-
Graduate School Internship**
University of Texas at Austin
2014

- Mentored a first-generation, minority student weekly to expose her to components of graduate school in clinical psychology, to research assessments conducted with children, and to the careers available working with children with autism spectrum disorders.
- Assigned grade for course credit.

- Summer Internship Program** ▪ Advised summer undergraduate intern's research project. Taught experimental methodology; modeled statistical analyses; assisted in the development of a poster and presentation.
 Yale Child Study Center
 2012

Departmental Talks

- 2017 **We Go Together! Helping, Behavioral Inhibition & Temperament in Toddlers**
Developmental Area Meeting, Department. of Psychology, UT Austin
- 2015 **Emerging Empathy: Differences in Infants at Varying Levels of Social Impairment from 12 to 15 months**
PsychFest, Department of Psychology, UT Austin
- Emerging Empathy: Differences in Infants at Varying Levels of Social Impairment from 12 to 15 months**
Institute for Mental Health Research, UT Austin
- Case Presentation: "Elizabeth"**
Clinical Area Meeting, Department of Psychology, UT Austin
- 2014 **The Development of Empathy: Creating a Coding Scheme**
Developmental Area Meeting, Dept. of Psychology, UT Austin

Guest Lectures

- 2017 **Evidence-Based Therapeutic Techniques for Developmental Psychopathology**
Course: Behavioral Problems of Children, UT Austin
- 2016 **What is Autism & How Do We Research It?**
Course: Introduction to Developmental Psychology, UT Austin
- My Journey to & Life in Graduate School**
Sponsor: Texas Student Psychological Association, UT Austin
- 2015 **Social Developmental Trajectories for Infants at Risk for Autism**
Course: The Development of Moral Action, UT Austin
- Psychotherapy**
Course: Introduction to Psychology, UT Austin

Teaching Assistant

- Fall & Spring 2017 **Behavior Problems of Children, PSY 339**
Upper division undergraduate course, UT Austin
 Professor: A. Rebecca Neal-Beevers, Ph.D.
- Summer & Fall 2016 **Introduction to Developmental Psychology, PSY 333D**
Upper division undergraduate course, UT Austin
 Professor: Laretta Reeves, Ph.D.
- Spring 2015 & 2016 **The Development of the Attachment Relationship, PSY 341K**
Upper division undergraduate course, UT Austin
 Professor: Ann Repp, Ph.D.
- Fall 2015 **Introduction to Child Psychology, PSY 304**
Undergraduate course, UT Austin
 Professor: Ann Repp, Ph.D.
- Summer 2015 **Introduction to Psychology, PSY f301**
Undergraduate summer course, UT Austin
 Professor: Jamie Fratkin

Fall 2014

Introduction to Psychology, PSY 301

Undergraduate course, UT Austin

Professors: Samuel Gosling, Ph.D. & James Pennebaker, Ph.D.

ADDITIONAL EDUCATION & TRAININGS (SELECTED)

Clinical Trainings

- 2017 **MATCH-ADTC: Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems Training**
Texas Child Study Center, Dell Children's Medical Center of Central Texas
- Parent Child Interaction Therapy Workshop (Part 2)**
Texas Health & Human Services Commission, Behavioral Health Sciences Section
- 2015 **Autism Diagnostic Observation Schedule-2nd Edition (ADOS-2) Clinical Workshop**
Western Psychological Services
- TF-CBT Web: An On-line Training Course for Trauma-Focused Cognitive-Behavioral Therapy (online)**
National Crime Victims Research & Treatment Center, University of South Carolina
- Therapeutic Assessment Immersion Course: Essential Concepts and Skills Training**
Stephen E. Finn, Ph.D., Marita Frackowiak, Ph.D., & Pamela Shaber, Ph.D.
Sponsors: Society for Personality Assessment & Therapeutic Assessment Institute
- Clinical Supervision, Consultation, & Collaboration: An Evidence-Guided Approach**
Sarah Kate Bearman, Ph.D.
Sponsor: Department of Educational Psychology, UT Austin
- 2014 **Generalized Anxiety Disorder: Diagnosis and Therapy Workshop**
Eni S. Becker, Ph.D., Behavioural Science Institute at Radboud University Nijmegen
Sponsor: Department of Psychology, UT Austin
- Responsible Conduct of Research**
Office of Sponsored Projects (OSP), UT Austin

Professional Workshops & Lectures

- 2017 **UCSF IMFAR Preconference: Measuring Meaningful Outcomes from School-Age to Adulthood**
Sponsor: University of California San Francisco
International Meeting for Autism Research, San Francisco, CA
- Early Career Developmental Workshop**
Sponsor: INSAR Board & Student and Trainee Committee
International Meeting for Autism Research, San Francisco, CA
- 2016 **Early Career Developmental Workshop**
Sponsor: INSAR Board & Student and Trainee Committee
International Meeting for Autism Research, Baltimore, MD
- 2015 **Women and Leadership: Successes, Challenges, and Strategies**
Paige Haber-Curran, Ph.D., Texas State University
Sponsor: Junior League of Austin Headquarters, Austin, TX
- Early Career Developmental Workshop**
Sponsor: INSAR Board & Student and Trainee Committee
International Meeting for Autism Research, Salt Lake City, UT

PROFESSIONAL SERVICE & AFFILIATIONS

2017 – (Current)	Society for Research in Child Development (Member)
2016 – (Current)	Association for Psychological Science (Member)
2015 – (Current)	The Honor Society of Phi Kappa Phi (Inducted Member)
2015 – 2017	Graduate Student Writing Group (Founder)
2014 – (Current)	Clinical Psychology Student Committee, Dept. of Psychology (Member)
2012 – (Current)	International Dyslexia Association (Member)
2011 – (Current)	International Society for Autism Research (Member)
2010	Learning and the Brain: No Brain Left Behind Conference (Volunteer)

TEST ADMINISTRATION

Assessments

Autism Diagnostic Observation Schedule – Second Edition (ADOS-II)
Bayley Scales of Infant Development, Third Edition (Bayley-III)
Beery-Buktenica Developmental Test of Visual-Motor Integration, Sixth Edition (Beery VMI)
California Verbal Learning Test for Children (CVLT-C)
California Verbal Learning Test, Second Edition (CVLT-II)
Conners' Continuous Performance Test, Third Edition (CPT3)
Delis-Kaplan Executive Function System (D-KEFS)
Differential Ability Scales, Second Edition (DAS-II)
Early Social Communication Scales (ESCS)
Expressive Vocabulary Test, Second Edition (EVT-2)
Kaufman Assessment Battery for Children, Second Edition (KABC-II)
Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
Lafayette Grooved Pegboard Test
Mullen Scales of Early Learning (MSEL)
NEPSY, Second Edition (NEPSY-II)
Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)
Reitan-Klove Sensory-Perceptual Examination
Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)
Wechsler Preschool and Primary Scale of Intelligence, Fourth Edition (WPPSI-IV)
Wide Range Assessment of Memory and Learning, Second Edition (WRAML-2)
Woodcock-Johnson IV Tests of Achievement (WJ-IV)

Interviews & Surveys

Behavioral Assessment System for Children, Third Edition (BASC-3)
Behavioral Assessment System for Children, Second Edition (BASC-2)
Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2)
Detection of Autism by Infant Sociability Intervention (DAISI)
Minnesota Multiphasic Personality Inventory-2 (MMPI-2)
Modified Checklist for Autism in Toddlers (M-CHAT)
Structured Clinical Interview for the Axis I DSM-IV Disorders (SCID-I)
Structured Clinical Interview for the Axis II DSM-IV Disorders (SCID-II)
Vineland Adaptive Behavior Scales, Second Edition (Vineland-II)

COMMUNITY INVOLVEMENT (SELECTED)

2013 – (Current)	Junior League of Austin (Member)
2017	B.I.G. Love Cancer Care Services (Volunteer)
2015	The Thinkery, at the Meredith Learning Lab (Volunteer)
2012 – 2013	Junior League of Greater New Haven (Member)
2010 – 2011	Children’s Hospital Boston, Intensive Care Unit (Volunteer)
2008 – 2011	Kappa Kappa Gamma (VP Standards, VP Organization, and Education Chair)
2005 – 2011	The Gordie Foundation (Representative and Member)