

# ELIZABETH (LIZ) GLENN

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## EDUCATION

**University of Oregon, Eugene, OR**

**Sept 2018 – Sept 2023**

Doctor of Philosophy, School Psychology

Clinical Internship Site: Clifford Beers Community Care Center (APA-accredited)

Dissertation Title: Pathways to Parenting Stress and Challenging Behaviors for Preschoolers with Developmental Delays: The role of emotion regulation (June 2022)

Program: School Psychology, APA-accredited, NASP-approved

Advisor: Laura Lee McIntyre, PhD, BCBA-D

**Furman University, Greenville, SC**

**May 2016**

Bachelor of Science, Cum Laude

Majors: Psychology and Music

Advisor: Erin Hahn, PhD

## AWARDS AND SCHOLARSHIPS

Graduate School Professional Development Scholarship, 2023

INSAR Student/Trainee Award, 2023

College of Education Conference Award, 2023

College of Education Conference Award, 2021

Top 25 Student Posters, APA Convention Division 16, 2020

University of Oregon Graduate Teaching Fellow, 2021-present

University of Oregon Graduate Research Fellow, 2019-2021

College of Education Travel Award, 2019, 2022

University of Oregon First Year Fellow, 2018

Psi Chi Psychology Honors Society, 2015-2016

Furman University Dean's List, 2012-2016

Furman Advantage Research Fellowship, 2015

Furman Advantage Internship Fellowship, 2014

Palmetto Fellows Scholarship, 2012-2016

Vocal and Paladin Scholarship, 2012-2016

## RESEARCH EXPERIENCE

JFK Partners, University of Colorado, Anschutz Medical Campus, Aurora, CO

**Clinical Postdoctoral Fellow**

**Sept 2022 – present**

*Study: Group Cognitive Behavioral Treatment for Anxiety in Adolescents with ASD and Intellectual Disability: A Randomized Controlled Trial (U.S. Department of Defense Grant No. W81XWH-21-1-0673)*

*PI: Audrey-Blakeley Smith, PhD*

*Aims: Test efficacy of Facing Your Fears, a CBT anxiety intervention, adapted for teens with ASD and IDD in an RCT.*

- Administered in-person measures during study qualification visits, served as FYF-IDD group co-leader, conducted fidelity checks.
- Data cleaning of longitudinal free-response survey responses using R; proposed independent research project via secondary data analysis.
- Grant writing (methods, analytic approach, power analysis)

University of Oregon, Center for Brain Injury and Prevention, Eugene, OR

**Graduate Employee – TOTS Tier 1 Content Development** **Sept 2019 – Sept 2021**

*Study: TOTS: Tiered Online Support Training and Supports (NIDILRR Grant 90DPHF0003)*

*PI: Laura Lee McIntyre, PhD (Co-Is: Ann Glang, PhD, Christina Karns, PhD; Ilka Riddle, PhD, Shari Wade, PhD)*

*Aims: Develop a web-based parent mediated training for parents of children with DD adapted from the Incredible Years (IY) intervention, with tiered levels of support*

- Supported adaptation of IY-DD intervention to an online format: Led development for 2/10 modules, developed vignettes, scripts, and goal-setting activities, edited video, audio, and subtitling content, developed semi-automated messaging system.
- Supported qualitative research to inform intervention adaptations – interviews/focus groups with young adults, providers, and parents with online delivery (including during COVID-19); developed code in R to support semi-automated transcription process; contributed to qualitative coding and manuscript writing.
- Assisted with implementation of pilot study, administered baseline assessments.

University of Oregon, Prevention Science Institute, Eugene, OR

**Graduate Student – McIntyre Research Team**

**Sept 2018 – June 2022**

*Study: Kid Brain Network Study (NIMH R21 MH114075)*

*PIs: Laura Lee McIntyre, PhD, Fred Sabb, PhD*

*Aims: Investigate relationship between development of adaptive behaviors and functional connectivity in sample of 6-12-year-olds with ASD and DD*

- Supported desensitization and data collection procedures for youth with DD and ASD getting functional magnetic resonance imaging (fMRI) scans; administration of in-person computerized neuropsychological assessments
- Conducted follow-up and qualitative interviews with parents on repeated measures and experiences with COVID-19

*Study: PRO-Parenting (NICHD R01 HD093667)*

*PIs: Laura Lee McIntyre, PhD, Cameron Neece, PhD*

Aims: Examine comparative effectiveness of IY plus Mindfulness Based Stress Reduction for parents of preschoolers with DD

- Coded parent-child interaction videos on IY parent fidelity and child behaviors using a) partial interval, b) frequency, and c) global impressions (Likert) measurement schemes.
- Proposed independent research study (dissertation) using baseline data on parent and child emotion regulation using multi-modal data sources.

Study: BRIDGES (IES/NCSEER R324A180037).

PIs: Beth Stormshak, PhD, Laura Lee McIntyre, PhD

Aims: Evaluate efficacy of Family Check Up on school engagement and positive behaviors

- Coded parent-child discussions of school, supervision, and health behavior topics.

### **Graduate Student – Giuliani Research Team**

**Sept 2018 – June 2022**

Study: Parent-Child Self-Regulation

PI: Nicole Giuliani, PhD

Aims: Investigate relationship between maternal and preschool child self-regulation in relation to school readiness, and the extent of mediation effect of parenting style, and moderating effect of environmental stressors, as well as neural indices measured through task-based fMRI

- Trained group of coders to reliably utilize a behavioral coding scheme (PARCHISY) for videotaped parent-child interactions (80 videos; 5 coders).
- Created coding materials, conducted trainings, supervision of team meetings and ongoing reliability monitoring.

Study: SEAL: Supporting EARly Learning

PIs: Phil Fisher, PhD, Nicole Giuliani, PhD, Elliot Berkman, PhD

Aims: Evaluate efficacy of the Filming Interactions to Nurture Development (FIND) intervention on caregiver and child outcomes, identify neural mechanisms underlying intervention effects, and determine moderators of intervention impacts

- Administered in-person study measures (MSEL) to infants and toddlers.

Study: Dynamic Development of Parent-Child Emotions

PIs: Maggie Cox, BA, Nicole Giuliani, PhD

Aims: Examine the bi-directional nature of daily parent-child self-regulatory behaviors related to socioemotional development utilizing ecological momentary assessment, in early childhood (1.5-5yrs)

- Created and coordinated online recruitment materials using social media posts and ads.
- Supported creation of data cleaning pipeline in R; conference presentations.

Duke Center for Autism and Brain Development, Durham, NC

### **Clinical Research Specialist, Sr.**

**June 2016 – Aug 2018**

Study: Harnessing Technology to Improve Screening for Autism Spectrum Disorder (Psychiatry Research Incentive and Development [PRIDE] Program)

PIs: Geraldine Dawson, PhD, Guillermo Sapiro, PhD

Aims: Improve screening through implementation of digital M-CHAT, validate computer vision analysis automated coding of visual attention and emotion through tablet-based technology, establish convergent validity of these measures for ASD

- Assisted with data management and behavioral coding using Noldus Observer.

Study: Sensory Processing and Anxiety in preschool children with and without autism spectrum disorder (U.S. Department of Defense, AR130128P2; NARSAD Investigator Award #23807)

PIs: Geraldine Dawson, PhD, Kimberly Carpenter, PhD, Grace Baranek, PhD/OTR

Aims: Examine attention as a moderator between sensory issues and the development of anxiety in preschool children, the specific role of ASD, and effects on related outcomes (parental stress, GI issues, sleep, problem behaviors, adaptive behaviors).

- Administered and scored neurophysiological, behavioral, cognitive, and psychiatric assessments (including EEG, EGT, buccal swabs).
- Recruitment, IRB correspondence, regulatory and data management, literature reviews
- Supervision of undergraduate students and volunteers on study.

Study: Understanding the ASD-ADHD combination (NICHD P50HD093074)

PIs: Geraldine Dawson, PhD, Scott Kollins, PhD

Aims: Examine the relationship between individual differences in EEG and EGT biomarkers and behavioral characteristics of preschoolers with and without comorbid ASD and ADHD

- Supported methods implementations for newly funded study (materials creation, personnel trainings, standard operating procedures).

Study: Phase 1 Safety trial: Autologous Cord blood infusion in children with Autism Spectrum Disorder (Marcus Foundation)

PIs: Geraldine Dawson, PhD, Joanne Kurtzburg, MD

Aims: Examine safety of cord blood infusion in children with ASD and relation to behavior and brain (MRI, EEG) data

- Preprocessed pediatric structural neuroimaging (MRI) data of over 300 scans.

Furman University, Greenville, SC

**Research Assistant – Blomquist Lab**

**Sept 2015 – May 2016**

Study: The Student Resilience and Well-Being Project (Duke Endowment)

PIs: Kerstin Blomquist, PhD, Beth Pontari, PhD, and Cinnamon Stetler, PhD

Aims: Multi-site, 4-year longitudinal study on resiliency and stress factors related to social, academic and health related outcomes in college students

- Administered study measures (SCID) to college-age participants.

**Research Assistant- Furman Learning Lab**

**May 2015 – Aug 2015**

Study: *Children's perceptions of environmentally harmful actions*

PI: *Erin Hahn, PhD*

Aims: *Test perspective taking task and storybook intervention on preschoolers' perceptions of environmental harm*

- Recruited, scheduled, and collected participant data.

Study: *Effects of shape on children's moral judgments*

PIs: *Elizabeth Glenn, BS, Erin Hahn, PhD*

Funding: *Furman Advantage – Award: \$3,000 to Elizabeth Glenn*

Aims: *Test effect of haptic interaction with shape on preschoolers' social perceptions*

- Proposed an original study within a topic area, designed methods, obtained IRB approval, piloted and recruited participants, trained undergraduates for data collection, conducted preliminary data analyses

## CLINICAL EXPERIENCE

JFK Partners, Developmental Pediatrics, Children's Hospital CO, Aurora, CO

**Clinical Postdoctoral Fellow**

**Sept 2023 – present**

*Supervisors:* Audrey Blakeley-Smith, PhD; Judy Reaven, PhD

- Provide evidence-based therapy to families and individuals diagnosed with autism and/or intellectual disability.
- Conduct evaluations for developmental concerns as an interdisciplinary team member (psychology, psychiatry, developmental behavioral pediatrics, speech language, occupational therapy)
- Participate in LEND Trainee programming – interdisciplinary training curriculum on disability – including policy, advocacy, and clinical and community services.

Clifford Beers Community Care Center, New Haven, CT

**Psychology Doctoral Intern**

**Sept 2022 – Aug 2023**

*Supervisors:* Carly Trask-Kutchka, PsyD, Elizabeth Corley, PsyD

- Conducted comprehensive psychological evaluations, involving differential diagnosis, including evaluations for autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and intellectual developmental disorder (IDD).
- Served as an outpatient therapist to children, adolescents, caregivers, as well as adults with developmental disabilities.

Comprehensive Diagnostic Assessment Center, HEDCO Clinic, Eugene OR

**CDAC Assessment Extern**

**Sept 2021 – June 2022**

*Supervisor:* Karrie Walters, PhD

- Conducted comprehensive evaluations for learning and attention concerns (i.e., ADHD and SLD)

Child and Family Center, HEDCO Clinic, Eugene, OR

**Child and Family Therapist**

**Sept 2020 – June 2022**

*Supervisors:* Wendy Hadley, PhD; Anne Mauricio, PhD

- Conducted family intakes using the Family Check Up Model
- Provided evidence-based intervention to parents and children within a co-therapy model and outpatient mental health services in a high school setting

Oregon Social Learning Center, Eugene, OR

**TeleKEEP Group Leader**

**July 2020 – Sept 2021**

*Supervisors:* Tess Drazdowski, PhD; Carol Warren, MSW

- Led telehealth support groups for foster and kinship parents to promote positive parenting strategies in residential settings.
- Collected progress monitoring data on child and adolescent behavior and parent stress.
- Maintained treatment fidelity to KEEP Standard (child) and KEEP SAFE (adolescent); attended trainings on adaptations for LGBTQ+ and preschool age adaptations.

Springfield Public Schools, Springfield, OR

**School Psychology Practicum Student**

**Sept 2019 – June 2020**

*Supervisors:* Moira McKenna, PhD; Angela Whalen, PhD, NCSP

- Academic and behavior consultation: Created individualized academic intervention based on multi-informant assessment, completed FBAs and BSPs, supported teacher implementation.
- Assessment: Supported SPED evaluations and provided feedback (in-person and telehealth); attended IEP meetings.
- Systems Work: PBIS Tier 1, 2, 3 meetings, RTI data meetings.

Center for Teaching and Learning, Eugene, OR

**Academic Interventionist**

**June 2019 – Aug 2019**

*Supervisors:* Ruby Batz, PhD; Nancy Nelson, PhD, NCSP

- Delivered small group explicit instruction in reading and math to 1<sup>st</sup>-2<sup>nd</sup> grade children.

Early Autism Project, Greenville, SC

**Advanced Line Therapist**

**Sept 2014 – May 2016**

*Supervisor:* Steven Costa

**OTHER APPLIED EXPERIENCE**

Pendleton Place, Greenville, SC

**Data Intern**

**Sept 2015 – Mar 2016**

*Supervisor:* Ann Gowdy, PhD

Safe Harbor, Greenville, SC

**Summer Intern**

**May 2014 – Aug 2014**

*Supervisor:* Julie Meredith

## CLINICAL SUPERVISION EXPERIENCE

JFK Partners, Developmental Pediatrics, Children's Hospital CO, Aurora, CO

**Clinical Postdoctoral Fellow** **Sept 2022 – present**

- Provided clinical supervision to graduate level externs for assessment cases.

University of Oregon, Eugene, OR

**Supervised College Teaching Assistant** **Spring 2021**

**Intellectual Assessment**

*Supervisor:* Geovanna Rodriguez, PhD

- Provided written and verbal feedback to Counseling and School Psychology graduate students on assessment; held office hours, presented lecture-based content.

**Graduate Employee** **Sept 2021 – June 2022**

**School Psychology Practicum**

*Supervisors:* Billie Jo Rodriguez, PhD; Angela Whalen, PhD, NCSP

- Facilitated group supervision; presented didactic content via lecture and discussion.
- Provided feedback on graduate students' didactic and clinical assignments.

## TEACHING EXPERIENCE

University of Oregon, Eugene, OR

**Supervised College Teaching Assistant** **Spring 2022**

**Professional Ethics**

*Supervisor:* Angela Whalen, PhD

Furman University, Greenville, SC

**Teaching Assistant**

**Research Methods and Statistics, I & II** **Aug 2015- Dec 2015**

**Furman Summer Scholars** **Summer 2015**

*Supervisor:* Erin Hahn, PhD

## CONFERENCE PRESENTATIONS

1. **Glenn, E., Meyer, A., Blakeley-Smith, A.** (2024) How do Discrepancies Between Parent and Self Report of Anxiety Relate to Parental Accommodation Behaviors in Autistic Teens with ID? Poster accepted for the Association for Behavioral and Cognitive Therapies: Philadelphia, PA.

2. **Glenn, E.**, Blakeley-Smith, A. (2024) Embedding Neurodiversity Affirming Practices Within Interdisciplinary Developmental and Diagnostic Evaluations. Virtual presentation accepted for the AIR-P LEND National Virtual Trainee Conference.
3. Courtland J.L., Baranek G., **Glenn E.**, Riehl H., DeMoss L., Dawson G., Carpenter K. (2024). The Influence of Sensory Processing on Executive Function in Young Autistic Children. Poster accepted for Annual Meeting of the Society of Biological Psychiatry: Austin, TX, USA.
4. **Glenn, E.**, Neece, C., McIntyre, L.L. (2023) Intergenerational Pathways to Emotional Regulation: Implications for Parenting Stress and Preschoolers' Challenging Behaviors. Poster presented at The International Society for Autism Research: Stockholm, Sweden.
5. **Glenn, E.**, Cox, M., Taiwo, A., Giuliani, N. (2022). Pathways to Preschool Social-Emotional Development: The role of maternal socialization and wellbeing. Poster presented at the American Psychological Association Convention: Minneapolis, MN, USA.
6. Cox, M., **Glenn, E.**, Garcia, J., Calvez, S., Giuliani, N. (2022). Spice of Life: Parent Child Emotion variability. Poster accepted for the American Psychological Association Convention: Minneapolis, MN, USA.
7. **Glenn, E.**, Taiwo, A., McIntyre, L.L. (2022) Differential and Shared Pathways to Sensory over-Responsivity and Anxiety: The Role of Hot and Cool Self-Regulation. Poster presented at The International Society for Autism Research: Austin, TX, USA.
8. Associations Between Caregiver Depression and Social Support Among Diverse Caregivers of Young Children with Autism. Taiwo, A., **Glenn, E.**, McIntyre, L.L., Neece, C. (2022) Poster accepted for The International Society for Autism Research: Austin, TX, USA.
9. Taiwo, A., **Glenn, E.**, McIntyre, L.L. (2021) Clinical Predictors of Remote Instruction Engagement for Students with Disabilities. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.
10. Cox, M., **Glenn, E.**, Giuliani, N. (2021) Facilitation of Preschool Social-Emotional Competence Through Maternal Emotion Regulation. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.



11. Lesner, T., **Glenn, E.**, Heller, N., Clarke, B. (2021) Examining Early Mathematics Trajectories of English Language Learners. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.
12. Taiwo, A., **Glenn, E.**, McIntyre, L.L. (2021) Clinical Predictors of Remote Instruction Engagement for Students with Disabilities. Poster accepted for the National Association of School Psychologists Convention: Virtual due to COVID-19.
13. **Glenn, E.**, Giuliani, N. (2020) The Role of Maternal Sensitivity, SES, and Child Attentional Control on School Readiness in Preschoolers. Poster accepted for the American Psychological Association: Virtual due to COVID-19.
14. **Glenn, E.**, Sabb, F., & McIntyre, L.L. (2020) Anxiety but not Sensory Over-Responsivity is Associated with Attrition in Resting State fMRI Research in School Age Children with Autism and Developmental Delay. Poster presented at The International Society for Autism Research: Virtual due to COVID-19.
15. Carpenter, K., Baranek, G.T., Compton, S., Davis, N., DeMoss, L., Egger, H., **Glenn, E.**, Kollins, S., Howard, J., Rabinovitz, E., Ramseur, K., Riehl, H., Sikich, L., Sipe, S., Spanos, M., Summers, J., Welch, A., & Dawson, G. (2020) Anxiety and ADHD in Young Children with ASD Are Associated with Distinct Patterns of Executive Function Deficits and Core ASD Symptoms. Poster accepted for The International Society for Autism Research: Virtual due to COVID-19
16. Harrington, E., Barton, H., Leuhning, M., **Glenn, E.**, & McIntyre, L.L. (2019) Impact of the Student-Teacher Relationship for Students with Developmental Delay. Poster accepted for the American Psychological Association: Chicago, IL, USA.
17. **Glenn, E.**, Riehl, H., Taiwo, A., & McIntyre, L.L. (2019) Systematic Review of Web- and Smartphone-Based ASD Parent Trainings: Increasing Access and Improving Outcomes. Poster presented at The International Society for Autism Research: Montreal, Quebec, Canada.
18. Carpenter, K., Davis, N, Lorenzi, J., Sabatos-Devito, M., **Glenn, E.**, Riehl, H., Williams, K. L., Smith, V. Egger, H., Baranek, G.T., & Dawson, G. (2019) Comorbid Anxiety and ADHD Differentially Impact Core Symptoms and Associated Behaviors in Preschoolers with Autism. Poster accepted at The International Society for Autism Research: Montreal, Quebec, Canada.
19. Carpenter, K., **Glenn, E.**, Major, S., Tallman, C., Chen, L., Franz, L., Sun, J., Kurtzberg, J., & Dawson, G. (2019) Neurobiological Correlates Associated with Clinical Improvement

in an Open Label Trial Assessing Autologous Umbilical Cord Blood for Treatment of Young Children with Autism. Poster accepted at The International Society for Autism Research: Montreal, Quebec, Canada.

20. Carpenter, K., Lorenzi, J., DeMoss, L., Riehl, H., **Glenn, E.**, Beyer, L. N., Emerson, J., Williams, K. L., Smith, V., Egger, H., Baranek, G.T., & Dawson, G. (2018) Sensory over-responsivity increases the odds for comorbid anxiety in preschoolers with autism. Oral presentation accepted for The International Society for Autism Research: Rotterdam, Netherlands.
21. Carpenter, K., DeMoss, L., Lorenzi, J., Williams, K. L., Beyer, L. N., Riehl, H., **Glenn, E.**, Egger, H., Baranek, G.T., & Dawson, G. (2017) The relationship between sensory challenges and executive function differs by patterns of sensory responses in preschoolers with autism. Poster accepted at The International Meeting for Autism Research: San Francisco, California, USA.
22. **Glenn, E.**, Duer, J. K., Garrett, M., & Hahn, E. R. (2015). Preschoolers' moral evaluations of environmentally- harmful actions. Poster presented at the annual meeting of the Southeastern Social Psychologists: Winston- Salem, North Carolina.

## PEER-REVIEWED PUBLICATIONS

1. **Glenn, E.**, Meyer, A., Blakeley-Smith, A. Anxiety Self-Report in Autistic Adolescents with Intellectual Disability: Predictors of Parent-Youth Agreement. *In submission*.
2. **Glenn, E.**, Cox, M., Guiliani, N. Pathways to Preschool Social-Emotional Competence: The Role of Maternal Emotional Wellbeing and Beliefs. **Under review** for *Journal of Applied Developmental Psychology*
3. Kunze, M., Gomez, D., **Glenn, E.**, Todis, B., Riddle, I., Karns, C. M., ... & McIntyre, L. L. (2023). Parenting young children with developmental disabilities: Experiences during the COVID-19 pandemic in the US. *Journal of Childhood, Education & Society*
4. **Glenn, E.**, Taiwo, A., Riehl, H., Arbuckle, S., McIntyre, L.L. (2022). Self-Directed Technology-Based Parent-Mediated Interventions for Improving Outcomes for Children with Autism: A systematic review. *Review Journal of Autism and Developmental Disorders*.
5. Gomez, D., Kunze, M., **Glenn, E.**, Todis B., Kelley, K., Karns, C.M., Glang, A., McIntyre, L.L. (2022). Professionals' Perspectives on Service Delivery: The impact of COVID-19 on early childhood special education providers. *Topics in Early Childhood Special Education*.

6. Karns C.M., Todis, B., **Glenn E.**, Glang A., Wade S.L., Riddle, I., McIntyre, L.L. (2021). Seeking out social learning: Online self-education in parents of children with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*

## TECHNICAL SKILLS

- Statistics: Regression and structural equation modelling; Multi-modal latent variable modelling; Confirmatory Factor Analysis; Latent Profile Analysis, Multi-level modelling
- R data science: Web scraping, data-cleaning (tidyverse), text-analysis, machine learning, data visualization
- Programming: R, MATLAB, Python, bash (shell) scripts
- EEG/EGT/MRI processing and analysis

## CLINICAL SKILLS

### *Assessments:*

Autism Diagnostic Observation Schedule – ADOS-2  
Autism Diagnostic Interview, Revised – ADI-R  
Differential Abilities Scales – DAS  
Bayley Scales of Infant and Toddler Development – Bayley-4  
Mullen Scales of Early Learning – MSEL  
Wechsler Intelligence Scales – WPPSI, WISC, WAIS  
Woodcock-Johnson Tests IV Test of Cognitive Abilities – WJ-IV-COG  
Lieter International Performance Scale, Revised  
Stanford-Binet Intelligence Scales  
Dynamic Indicators of Basic Early Literacy Skills – DIBELS  
Woodcock-Johnson Tests IV Test of Academic Achievement – WJ-IV-ACH  
Wechsler Individual Achievement Test – WIAT  
Wide Range Achievement Test – WRAT  
Preschool Age Psychiatric Assessment – PAPA  
Structured Clinical Interview for DSM-V Disorders, Axis I Disorders – SCID  
Vineland Adaptive Behavior Scales  
Continuous Performance Test – CPT  
Functional Behavior Assessments – FBA  
Family Check Up – FCU  
Sensory Processing Assessment – SPA  
Tactile Defensiveness and Discrimination Test, Revised – TDDT-R

### *Interventions:*

Explicit Instruction: Enhanced Core Reading Instruction, Precision Math, Whole Number Foundations  
Behavior Support Plans  
Teacher Consultation (academics and behavior)  
Social Skills: Unstuck and On Target; First Step Next

CBT: Facing Your Fears, Coping Cats, CAT Program, Family CBT (e.g., TADS), CBT for ADHD

SPACE: Supportive Parenting for Anxious Childhood Emotions (parent-based anxiety interventions)

Parent Management Training: Incredible Years, Kazdin Method, Everyday Parenting  
KEEP Standard/SAFE Certified

## **CURRENT PROFESSIONAL MEMBERSHIPS**

American Psychological Association

International Society for Autism Research

## **ACADEMIC SERVICE**

Peer Reviewer: PlosONE, Review JADD	2022
UO Association of School Psychology Students, Treasurer	2021 – 2022
Duke Research Assistant Coffee Hour Panelist	August 2021
NW Regional + Hawai'i School Psychologist Conference Moderator	Oct 2020
Graduate School Financial Assistance Committee Representative	2020 – 2021
School Psychology Program Admissions Committee	2020 – 2021
SASP Student Corner Peer Reviewer	2020 – 2021
NASP Conference Abstract Reviewer	June 2020
GTFF (Graduate Student Union) Department Representative	2019 – 2020
UO School Psychology Program Mentor	2019 – 2020
UO Undergraduate Research Symposium Oral Presentation Moderator	May 2019
CogBites Blog Contributor/Peer Editor	2018 – 2020
APA Program Representative	2018 – 2019
APA Campus Ambassador Program	2018 – 2019
Duke Vertical Integration Program (VIP)	2017 – 2018