

ELIZABETH (LIZ) GLENN

University of Oregon, Eugene, OR | eglenn2@uoregon.edu

EDUCATION

University of Oregon, Eugene, OR

Sept 2018 – present

Doctor of Philosophy Candidate (Oct 2020)

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

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

CLINICAL EXPERIENCE

Clifford Beers Community Care Center, New Haven, CT

Psychology Doctoral Intern

Sept 2021 – June 2022

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

- Conduct comprehensive psychological evaluations for neurodevelopmental disorders, differential diagnosis, and other mental health concerns, including evaluations for Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), and Intellectual Disability (ID).

- Serve as an outpatient therapist to children, adolescents, caregivers, as well as adults with developmental disabilities.
- Engage in interagency and intra-agency case management; attend didactic seminars

Comprehensive Diagnostic Assessment Center, HEDCO Clinic, Eugene OR

CDAC Assessment Extern

Sept 2021 – June 2022

Supervisor: Karrie Walters, PhD

- Conduct comprehensive evaluations for learning and attention concerns utilizing a strengths-based ecological conceptualization framework
- Administration of clinical intake, semi-structured interviews, norm-referenced cognitive, neuropsychological, and achievement assessments; scoring and interpretation of behavior rating scales and norm-referenced assessments
- Clinical report writing, DSM-5 case conceptualization, conduct feedback sessions with youth and parents

Child and Family Center, HEDCO Clinic, Eugene, OR

Child and Family Therapist

Sept 2020 – June 2022

Supervisors: Wendy Hadley, PhD; Anne Mauricio, PhD

- Conduct family intake evaluations using the Family Check Up Model
- Provide evidence-based intervention to parents and children within a co-therapy model
- Provide mental health services in a high school setting
- Attend group and individual supervision, didactic trainings, and case presentations

Oregon Social Learning Center, Eugene, OR

TeleKEEP Group Leader

July 2020 – Sept 2021

Supervisors: Tess Drazdowski, PhD; Carol Warren, MSW

- Lead telehealth support groups for foster and kinship parents to promote positive parenting strategies in residential settings
- Collect data on child and adolescent behavior and parent stress for progress monitoring
- Maintain treatment fidelity to KEEP Standard (child) and KEEP SAFE (adolescent); attend trainings on adaptations for LGBTQ+ and preschool age adaptations
- Attend and contribute to group supervision, individual supervision, and coaching

Springfield Public Schools, Springfield, OR

School Psychology Practicum Student

Sept 2019 – June 2020

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

- Supported academic and socio-emotional learning for elementary school students
- Academic and behavioral consultation: created individualized academic intervention based on multi-informant assessment, completed FBAs and BSPs for students with behavioral challenges in both general ed and SPED settings

- Direct service delivery: Assessments for evaluations and consultation such as file reviews, CBM measures, standardized behavioral rating scales, student observation, permanent product review, parent and teacher interview; behavior skills coaching
- Comprehensive initial SPED evaluations, SPED triennial re-evaluations, report writing, results interpretation to teachers, parents, and paraprofessionals, including remote
- Attended IEP meetings, PBIS Tier 1, 2, 3 meetings, RTI data meetings
- Attended group supervision meetings, individual supervision, didactic training, case presentations

Center for Teaching and Learning, Eugene, OR

Academic Interventionist

June 2019 – Aug 2019

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

- Delivered ECRI and Precision Math interventions in a small group setting to 1st-2nd grade children with below-grade level reading and math skills
- Attended individual and group supervision, delivered assessments to inform intervention, report writing, parent consultation

Early Autism Project, Greenville, SC

Advanced Line Therapist

Sept 2014 – May 2016

Supervisor: Steven Costa

- Delivered 1:1 ABA therapy to school-age children with autism spectrum disorder

OTHER APPLIED EXPERIENCE

Pendleton Place, Greenville, SC

Data Intern

Sept 2015 – Mar 2016

Supervisor: Ann Gowdy, PhD

- Created coding system in Excel to measure relationship between child welfare risk factors and center recommendations for well-being for grant reporting and center improvement

Safe Harbor, Greenville, SC

Summer Intern

May 2014 – Aug 2014

Supervisor: Julie Meredith

- Answered domestic violence crisis calls, administered client intakes, provided career search assistance, clerical office work, planned activities for children in the shelter
- Created data entry system for dating violence prevention program's pre- and post-tests

CLINICAL SUPERVISION EXPERIENCE

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 practices, including report writing, scoring, and administration of WJ-COG and WISC.
- Provided didactic training on assessment practices; conducted office hours and competency “checks”.

Graduate Employee

Sept 2021 – June 2022

School Psychology Practicum

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

- Facilitate group supervision; present didactic material for PreK-12 school-based graduate level (PhD/MS) practicum
- Provide feedback on didactic and clinical work; report writing and case conceptualization

TEACHING EXPERIENCE

University of Oregon, Eugene, OR

Supervised College Teaching Assistant

Spring 2022

Professional Ethics

Supervisor: Angela Whalen, PhD

- Provide feedback on assignments, moderate group discussions, support student projects
- Provided lecture on ethical practices in school psychology research

Furman University, Greenville, SC

Teaching Assistant

Research Methods and Statistics, I & II

Aug 2015- Dec 2015

- Trained undergraduate students for preschool data collection project, assisted with statistics and APA format and grading APA style research papers

Furman Summer Scholars

Summer 2015

- Assisted with developmental psychology course, “Brilliant Babies” designed for high school students; including lectures, guided discussions and student research assignment

RESEARCH EXPERIENCE

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*

- Assisted with adaptation of IY-DD intervention to an online format
- Developed parent advocacy module (social support, tracking milestones, accessing professional services, general advocacy), and review module
- Developed vignettes and edited scripts for online content
- Coordinated, organized, and edited video, audio, and subtitling content for website
- Conducted interviews with providers and families on experiences with remote service delivery during COVID-19; developed R code to support semi-automated transcription process; contributed to manuscript writing
- Developed a semi-automated messaging system to promote participant retention and engagement; streamlined goal setting activities to promote strategy implementation
- Assisted with implementation of pilot study, administered baseline assessments (VABS)

University of Oregon, Prevention Science Institute, Eugene, OR

Graduate Student – McIntyre Research Team

Sept 2018 – present

- Attend meetings, provide peer consultation, lead article discussions
- Received introductory training on Autism Diagnostic Observations Schedule (ADOS) modules

Project: *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*

- Served as a “scanner buddy” to children with DD and ASD getting functional magnetic resonance imaging (fMRI) scans to promote engagement and comfort with procedure; administer computerized neuropsychological assessments
- Scheduled and conducted interviews with parents on adaptive behaviors (VABS), demographic information, and experience with COVID-19

Project: *TOTS (also see description above under “Graduate Employee”)*

- Led parent focus groups for initial development phase of an online parent mediated intervention, created qualitative coding schemes, qualitative coding for young adult, medical provider, and parent interviews, contributed to manuscript writing

Project: *Behavioral Coding Team*

Studies: *PRO-Parenting (PIs: Laura Lee McIntyre & Cameron Neece; NICHD R01 HD093667) and BRIDGES (PIs: Beth Stormshak & Laura Lee McIntyre; IES/NCSE R324A180037)*

- 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

for study measuring comparative effectiveness of IY plus Mindfulness Based Stress Reduction for parents of preschoolers with DD (PRO-Parenting)

- Coded global impressions of school, supervision, and health behavior parent-child discussions in middle childhood for study measuring efficacy of family-based intervention to promote school engagement and positive behaviors (BRIDGES)

Graduate Student – Giuliani Research Team

Sept 2018 – present

- Attend research team meetings, provide feedback to peers on research projects, discuss current literature

Project: 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, led team meetings, tracked team progress
- Calculated coding reliability scores; provided ongoing updates and supervision
- Documented methodology for coding measurement scheme and reliability methods

Project: 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 MSELs to children 12-36mos, attended group supervision meetings

Project: 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
- Wrote and assisted with R code for data cleaning and processing pipeline; submitted conference presentation proposals

Duke Center for Autism and Brain Development, Durham, NC

Clinical Research Specialist, Sr.

June 2016 – Aug 2018

Project: 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, organization, and behavioral coding (head turns) using Noldus Observer

Project: 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).

- Set-up, recording, administration, and scoring of neurophysiological, behavioral, cognitive, and psychiatric assessments
- Clinical report writing
- Recruitment, IRB correspondence, regulatory and data management, literature reviews
- Buccal swab collection, EEG and EGT data collection and analysis
- Supervision of students and volunteers on study

Project: 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

- EEG literature review, methods implementation support for study (materials creation, trainings for new personnel, creation of standard operating procedures)

Project: 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

- Assistance with the initial planning stages of a pediatric neuroimaging initiative
- Pre-processing of pediatric structural neuroimaging (MRI) data of over 300 scans

Furman University, Greenville, SC

Research Assistant – Blomquist Lab

Sept 2015 – May 2016

Project: 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

- Administration of SCIDs (Structured Clinical Interview for DSM disorders) via phone interview, consent and debriefing

Research Assistant- Furman Learning Lab**May 2015 – Aug 2015**

Project: *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*

- Data-entry; conducted analyses; recruited, scheduled, and collected data with preschool-age participants

Project: *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 participants, trained undergraduates for data collection, selected relevant study background literature for use in a research methods class
- Collected and entered data; conducted preliminary analyses
- Participant recruitment and scheduling, upkeep of recruitment database

CONFERENCE PRESENTATIONS

1. **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.
2. 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.
3. **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.
4. 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.
5. 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.
 6. 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.
 7. 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.
 8. 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.
 9. **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.
 10. **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.
 11. 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

12. 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.
13. **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.
14. 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.
15. 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.
16. 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.
17. 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.

18. **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.

OTHER PRESENTATIONS

Glenn, E., & Tapp, A. (2016). Sharp judgments: The effects of haptic interaction with shape on preschoolers' social perceptions. Poster presented at Furman Engaged: Greenville, South Carolina.

Glenn, E. (2015). Shape shifted judgments: The potential effects of shape on preschoolers' social judgments. Poster presented at Furman-Davidson Summer Research Conference: Greenville, South Carolina.

Glenn, E., "Safe Harbor" (2015). Talk delivered at Furman Engaged: Greenville, South Carolina. <http://scholarexchange.furman.edu/furmanengaged/2015/all/157>

PEER-REVIEWED PUBLICATIONS

1. **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*.
2. 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*.
3. 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*

Under Review

1. Kunze, M., Gomez, D., **Glenn, E.**, Todis, B., Riddle, I., Karns, C., Glang, A., McIntyre, L.L. (2021). Mothers' Resilience: Parenting Young Children with Developmental Disabilities During the COVID-19 Pandemic. *Manuscript under review*.

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Graduate Student Member
 National Association of School Psychologists, Student Member
 International Society for Autism Research, Student Member

ACADEMIC SERVICE

Peer Review Service: PlosONE	March 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

CLINICAL SKILLS

Assessments:

Differential Abilities Scales – DAS-II
 Mullen Scales of Early Learning – MSEL
 Wechsler Intelligence Scale for Children – WISC
 Woodcock-Johnson Tests IV Test of Cognitive Abilities – WJ-IV-COG
 Lieter International Performance Scale, Revised
 Dynamic Indicators of Basic Early Literacy Skills – DIBELS
 Woodcock-Johnson Tests IV Test of Academic Achievement – WJ-IV-ACH
 Wechsler Individual Achievement Test – WIAT
 Preschool Age Psychiatric Assessment – PAPA
 Structured Clinical Interview for DSM-V Disorders, Axis I Disorders – SCID
 Vineland Adaptive Behavior Scales
 Functional Assessment Checklist for Teachers and Staff – FACTS
 Family Check Up – FCU
 Sensory Processing Assessment – SPA
 Tactile Defensiveness and Discrimination Test, Revised – TDDT-R

Interventions:

First Step Next
Enhanced Core Reading Instruction
Precision Math
Whole Number Foundations
Behavior Support Plans (Function-based behavior interventions)
Teacher Consultation (academics and behavior)
KEEP (based on MTFC and PMTO)
Unstuck and On Target
Coping Cats (CBT)
Incredible Years
Everyday Parenting (Parent Management Training)
Family CBT

TECHNICAL SKILLS

- Statistics and Data Visualization: SPSS, SAS, R, Excel
- R data science: Web scraping, data-cleaning (tidyverse), text-analysis, machine learning
- Programming: MATLAB, R, Python, bash (shell) scripts
- EEG data acquisition: E-prime, MATLAB, and NetStation programs
- EGT data acquisition: Tobii Studio
- EEG and EGT processing: MATLAB, EEGLab, ERPLab
- Neuroimaging analysis: FSL, ANTs, FreeSurfer