

CURRICULUM VITAE

A. Rebecca Neal, Ph.D.

BIOGRAPHICAL INFORMATION

Mailing Address: University of Texas
Department of Psychology
1 University Station A8000
Austin, TX 78712

Office: SEA 2.214
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ACADEMIC APPOINTMENTS

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

July 2004 to December 2006 Research Psychologist
Brown Center for the Study of Children at Risk
Brown Medical School

HIGHER EDUCATION

Post-Doctoral Training

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

Predoctoral Training

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

Graduate Studies

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

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

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

Proposal Date: October 2000

Defense Date: May 2002

Doctorate of Philosophy Awarded: August 2002

Qualifying Examinations: Passed July 1998

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

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

Defense Date: November 1997

Master of Science Awarded: December 1997

Undergraduate Studies

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

PROFESSIONAL AFFILIATIONS

1996 to present Society for Research in Child Development, member
 2000 to 2004 Association for the Advancement of Behavior Therapy, member
 2003 to present International Society on Infant Studies, member

HONORS AND AWARDS

Spring 2005 Letter & Token of Appreciation from the office of Services for Students with Disabilities, Office of the Dean of Students, University of Texas at Austin

1995 to 2001 University of Miami Graduate Scholarship

May 2000 Outstanding Teaching Assistant Award – award presented annually to two graduate students for excellence in teaching assistantship in the Department of Psychology.

1995 to 1999 Departmental Letter of Commendation for excellence in clinical work, teaching, research, and academics (6 semesters).

November 1999 First Place, Social Sciences Division, University of Miami Graduate Research and Creativity Forum

November 1998 First Place, Social Sciences Division, University of Miami Graduate Research and Creativity Forum

November 1997 Third Place, Social Sciences Division, University of Miami Graduate Research and Creativity Forum

1989 to 1993 Hugh L. Dryden Memorial Scholarship, the Johns Hopkins University

SERVICE**University of Texas at Austin**

2005 to Present Psychology Honor's Thesis Advisor
 2005 to Present Masters and Doctoral Thesis Committee Member
 Departments: Psychology, Linguistics

Brown University

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

University of Miami

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

Other

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

EDITORIAL ACTIVITY

Consulting Reviewer: Journal of Consulting and Clinical Psychology
 Journal of Developmental and Behavioral Pediatrics
 Applied Psycholinguistics
 Early Education and Development

GRANTS RECEIVED

Pediatric Loan Repayment Award 6/03-8/06, 7/07-6/08
 NICHD
 The NIH developed this program to attract health professionals to careers in pediatric research. Applications undergo a competitive review process based on the applicant's research potential as reflected in a personal statement/biographical sketch, research proposal, and letters of recommendation.
 Role: Award Recipient

1 R03 DA017985-01 Neal (PI) 7/04 - 11/06
 NIDA
 Joint Attention Predicts Cognitive Outcome in MLS Sample
 The purpose of this study is threefold: (1) test for cocaine effects on joint attention skills at 12 and 18 months, (2) examine the stability of infant joint attention skills across 12 and 18 months in cocaine-exposed and comparison infants, and (3) examine the predictive validity of 12 and 18 month joint attention skills in the prediction of cognitive outcome at 3, 4, and 4½ years.
 Role: Principle Investigator

PUBLICATIONS

Nathani, S., Oller, D.K., & Neal, A.R. (in press). On the robustness of vocal development: an examination of infants with moderate hearing impairment and additional risk factors.

Vaughan Van Hecke, A., Mundy, P., Acra, C.F., Block, J., Delgado, C., Venezia, M., Meyer, J., Neal, A.R., and Pomares, Y. (in press). Infant joint attention, temperament, and social competence in preschool children. *Child Development*.

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

Morales, M., Mundy, P., Crowson, M., Neal, A.R., & Delgado, C. (2005). Individual Differences in Infant Attention Skills, Joint Attention and Emotion Regulation Behavior. *International Journal of Behavioral Development, 29*, 259-263.

Neal, A.R. (2004). Affect disorders in infancy and early childhood [Review of the book *Affect Dysregulation and Disorder of the Self*]. *Journal of Developmental and Behavioral Pediatric, 25*, 295-296.

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

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

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

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

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

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

MANUSCRIPTS UNDER REVIEW

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

Neal, A.R., Mundy, P.C., Claussen, A., Malik, S., Scott, K., & Acra, F. (in preparation for resubmission). The relations between infant joint attention skill and cognitive and language outcome in at-risk children.

MANUSCRIPTS IN PREPARATION

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

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

Neal, A.R., Lester, B.M., Sheinkopf, S., and the Maternal Lifestyles Study, NICHD, Neonatal Research Network (in preparation). Prenatal cocaine effects on the development of joint attention and requesting behaviors in infants and toddlers: Implications in the short and long-term.

Neal, A.R., Lester, B.M., Sheinkopf, S., and the Maternal Lifestyles Study, NICHD, Neonatal Research Network (in preparation). Using infant joint attention skills to predict cognitive and language development in the Maternal Lifestyles Study: Early identification of developmental delay.

SYMPOSIUM CONTRIBUTIONS

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

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

POSTER & PAPER PRESENTATIONS

Sheinkopf, S.J., **Neal, A.R.**, & Miller-Loncar, C. (May 2006). Cardiorespiratory reactivity in autism: preliminary evidence of response threshold differences. Paper presented at the International Meeting for Autism Research, Montreal, Quebec, Canada.

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

Sheinkopf, S.J., **Neal, A.R.**, Miller-Loncar, C., Johnson, A. (April, 2005). Vagal tone and joint attention in children with autism. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.

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

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

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

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

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

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

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

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

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

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

POSTDOCTORAL RESEARCH EXPERIENCE

NRSA T32 Postdoctoral Fellowship

Mentor: Barry M. Lester, Ph.D.

Placement: Infant Development Center

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

GRADUATE RESEARCH EXPERIENCE

Dissertation

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

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

Proposal Date: October 2000

Defense Date: May 2002

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

Master's Thesis

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

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

Defense Date: November 1997

Abstract: Onset of canonical syllables is a robust feature of vocal development that occurs in infants on or before 11 months of age. Late onset of canonical syllables appears in two groups of infants (late babblers) due to (1) moderate to profound hearing loss or (2) unknown etiological origins. It is possible that late onset of canonical syllables, in the absence of hearing loss, may mark a more pervasive developmental disturbance related to disruptions in the early cognitive and psycho-physiological processes that lay the foundation for later communication development. To the extent that this is true, it was expected that hearing late babblers would display deficits both in early verbal and in nonverbal communication skills whereas hearing-impaired late babblers would only display deficits in early lexical skills. Forty infants were evaluated: eight hearing-impaired late babblers, eight matched comparison subjects for the hearing-impaired infants, twelve hearing late babblers, and twelve matched comparison subjects for the hearing late babblers. Results of the analyses suggest that hearing and hearing-impaired late babblers display similar patterns of early lexical and nonverbal communication skills when compared to normally developing comparison infants. Both groups showed diminished receptive vocabulary

repertoires at 18 months of age and diminished expressive vocabulary repertoires at 18, 24, and 30 months of age (30 months of age, only, for the hearing-impaired late babblers) when compared to normally developing comparison infants. However, contrary to a priori hypotheses, neither group showed deficits in nonverbal communication skills at 18 months of age when compared to their normally developing comparison infants. These results suggest that late onset of canonical syllables, in the presence or absence of hearing loss, may be language-specific indicator of risk.

Graduate Research Assistant (May 2000 to May 2001)

Early Social and Communication Development Program
Department of Psychology, University of Miami, Coral Gables, Florida.
Project funded by the NICHD
Principal Investigator: Peter C. Mundy, Ph.D.

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

Graduate Research Assistant (August 1995 to May 1999)

Infant Vocalizations Project
Department of Psychology, University of Miami, Coral Gables, Florida
Project funded by the NIDCD
Principal Investigators: Rebecca Eilers, Ph.D.
Peter C. Mundy, Ph.D.
D. Kimbrough Oller, Ph.D.

Graduate research assistant on two co-occurring longitudinal studies.

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

Responsibilities included training lab personnel on assessment instruments and observational coding paradigms, administering assessments to the children and their parents, and coding videotaped data.

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

ADDITIONAL RESEARCH EXPERIENCE

Research Associate (December 1993 to August 1995)

Language Development Program
Mailman Center for Child Development
University of Miami School of Medicine, Miami, Florida
Principal investigators: Rebecca E. Eilers, Ph.D.
D. Kimbrough Oller, Ph.D.

Coordinated a large-scale research project, funded by the National Center for Deafness and Communication Disorders. This project screened over 3,000 high-risk infants for late onset of various

vocal and motor milestones. Responsibilities included methodological design, sample recruitment and maintenance, child assessment, data management, and training and supervision of research personnel.

Head of Clinical Research (December 1993 to August 1995)

Intelligent Hearing Systems, Kendall, Florida

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

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

Research Intern (June 1992 to December 1992)

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

Supervisors: David Gray, Ph.D. Deputy Director

Danuta Krotoski, Ph.D., Chief of Basic Rehabilitation Medicine Research Branch

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

Undergraduate Research Assistant (September 1990 to May 1993)

Department of Psychology, The Johns Hopkins University

Supervisor: Steven Breckler, Ph.D.

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

ADDITIONAL EDUCATIONAL EXPERIENCE

LECTURE SERIES/COURSEWORK:

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| September 2003
to present | Lecture Series: Special Topics in Statistics – Hierarchical Linear Modeling, Department of Psychiatry and Human Behavior, Brown University Medical School. |
| September 2002
to May 2003 | Lecture Series: Grantwriting, Department of Psychiatry and Human Behavior, Brown University Medical School. |
| September 2002
to May 2003 | Lecture Series: Special Topics in Statistics - Multiple Regression. Department of Psychiatry and Human Behavior, Brown University Medical School. |
| July 2001 to
February 2002 | Lecture Series: Clinical Case Conference. Didactic seminars on psychopathology at the Bradley Hospital, Brown University Medical School. |
| July 2001 to
February 2002 | Lecture Series: Psychiatric Grand Rounds. Didactic seminars on psychopathology at the Butler Hospital, Brown University Medical School. |
| November 1999 | <u>Hierarchical linear modeling, multilevel modeling, and growth curve modeling.</u> |

- Judith Singer, Ph.D. Harvard University. Full-day workshop conducted at the University of Miami, Coral Gables.
- 1998 to 1999 Lecture Series: Clinical Case Conference. Didactic seminars on psychopathology at the Mailman Center for Child Development, University of Miami School of Medicine.
- 1997 to 1998 Lecture Series: Clinical Assessment Case Conference. Didactic seminars on assessment, case conceptualization, and diagnosis in child and adult psychology. Provided for practicum students at the Psychological Services Center, University of Miami.

TEACHING EXPERIENCE

Instructor

PSY333D-W, Introduction to Developmental Psychology

Upper division course with substantial writing component
University of Texas at Austin

PSY339-W, Behavior Problems of Children and Adolescents

Upper division course with substantial writing component
University of Texas at Austin

PSY304, Introduction to Child Psychology

Lower division course
University of Texas at Austin

PSY 203, Introduction to Child and Adolescent Development

Lower division course
University of Miami

Guest Lecturer

PSY343, Introduction to Language Development (undergraduate class)

PSY203, Introduction to Child and Adolescent Development

PSY352, Introduction to Abnormal Psychology

FS118, Health Inequality during Childhood & Adolescence, Bridging Disciplines Program

PSY341K, Early Childhood Intervention

Research Supervisor

PSY 158H (Honors Research Tutorial)

PSY 379H (Honors Research II-W)

University of Texas at Austin, Department of Psychology (2005-2006)

Served as mentor for an undergraduate psychology major engaged in research for her honor's thesis.

PSY359, Undergraduate Research

University of Texas at Austin, Department of Psychology (2006)

Trained and supervised undergraduate students seeking research for course credit.

Language Development Project

University of Miami Medical School (1993-1995)

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

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

University of Miami, Department of Psychology (1996-1997; 1999-2000)

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

Clinical Assistant to the Director

Psychological Services Center (PSC)

University of Miami, May 1999-May 2000

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

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

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

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