

CURRICULUM VITAE

Caroline Greiner de Magalhães, Ph.D.

Postdoctoral Research Associate (2021-Present)
HOEFT Laboratory for Learning Engineering and Neural Systems (brainLENS.org)
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EDUCATION

2017 – 2021 Ph.D., Experimental Psychology, University of Louisville, Louisville, KY
Dissertation: *Literacy abilities of children and adolescents with Williams syndrome*
Chair: Carolyn B. Mervis, Ph.D.

2017 – 2019 M.S., Experimental Psychology, University of Louisville, Louisville, KY

2015 – 2017 M.A., Developmental Psychology, Universidade Federal de Minas Gerais, Brazil
Thesis: *Cognitive predictors of arithmetic, reading, and spelling in Brazilian Portuguese-speaking children*
Chair: Cláudia Cardoso-Martins, Ph.D.

2014 – 2015 Certified Cognitive-Behavioral Therapist, Wainer Psicologia Cognitiva, Brazil

2010 – 2014 B.A., Psychology, Universidade Federal de Minas Gerais, Brazil

RESEARCH

Peer-reviewed Publications

1. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (in press). Spelling abilities of school-aged children with Williams syndrome. *Research in Developmental Disabilities*.
2. Mervis, C. B., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2021). Concurrent predictors of word-reading and reading comprehension for 9-year-olds with Williams syndrome. *Reading and Writing* (advance online publication). <https://doi.org/10.1007/s11145-021-10163-4>
3. **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. (2021). Executive function as measured by the Behavior Rating Inventory of Executive Function-2: Children and adolescents with Williams syndrome. *Journal of Intellectual Disability Research* (advance online publication). <https://doi.org/10.1111/jir.12858>
4. **Greiner de Magalhães, C.**, Mervis, C.B. & Cardoso-Martins, C. (2021). Cognitive predictors of arithmetic, reading, and spelling in Brazilian Portuguese-speaking children. *Reading and Writing*, 34, 174-198. <https://doi.org/10.1007/s11145-020-10062-0>

5. **Greiner de Magalhães, C.**, O'Brien, L. M. & Mervis, C. B. (2020). Sleep characteristics and problems of 2-year-olds with Williams syndrome: Relations with language and behavior. *Journal of Neurodevelopmental Disorders*, 12(32), 1-16. <https://doi.org/10.1186/s11689-020-09336-z>
6. Mervis, C. B. & **Greiner de Magalhães, C.** (in press). Williams syndrome. In M. Beauchamp, R. Peterson, M. D. Ris, H. G. Taylor, & K. O. Yeates (Eds.). *Pediatric neuropsychology: Research, theory, and practice*, 3rd ed. New York: Guilford.
7. Abreu, A., Ohno, P. M., **de Magalhães, C. G.**, & Barreto, I. S. (2016). Treinamento de pais e autismo: uma revisão de literatura [Parent training and autism: a literature review]. *Ciências & Cognição*, 21, 7-22.
8. Cardoso-Martins, C., Gonçalves, D. T., **de Magalhães, C. G.**, & da Silva, J. R. (2015). Word reading and spelling ability in school-age children and adolescents with autism spectrum disorders: evidence from Brazilian Portuguese. *Psychology & Neuroscience*, 8, 479-487. <https://doi.org/10.1037/pne0000029>
9. Cardoso-Martins, C., Gonçalves, D. T., & **de Magalhães, C. G.** (2013). What are the mechanisms behind exceptional word reading ability in hyperlexia?: Evidence from a 4-year-old hyperlexic boy's invented spellings. *Journal of Autism and Developmental Disorders*, 43, 3001-3003. <https://doi.org/10.1007/s10803-013-1857-0>
10. Barreto, I. S., **de Magalhães, C. G.**, Gonçalves, D. T., & Abreu, A. (2013). Processos de intervenção para crianças e adolescentes com Síndrome de Asperger: uma revisão de literatura [Intervention processes for children and adolescents with Asperger syndrome: A literature review]. *Contextos Clínicos*, 6, 132. <https://doi.org/10.4013/ctc.2013.62.06>
11. **de Magalhães, C. G.**, Barbosa, P. G., Abreu, C. S. D., & Cardoso-Martins, C. (2012). Early joint attention deficits in autism: evidence from a retrospective case study. *Revista Brasileira de Psiquiatria*, 34, 509-510. <https://doi.org/10.1016/j.rbp.2012.04.004>

Manuscripts Under Review

1. Haft, S. L., **Greiner de Magalhães, C.**, & Hoefft, F. A meta-analytic review of the consequence of stigma and stereotype threat for individuals with specific learning disabilities. *Journal of Learning Disabilities*. (Revise and resubmit).

Manuscripts in Preparation

1. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. *Longitudinal predictors of word reading for children with Williams syndrome*.
2. **Greiner de Magalhães, C.***, Haft, S. L.*, Davidson, R., Vankee, F. L., Hoefft, F. *Brain imaging studies of emotional well-being: A systematic review*. *shared first (Preregistered in Open Science Framework).
3. **Greiner de Magalhães, C.**, Haft, S. L., & Hoefft, F. *Stereotype and stigma interventions and future avenues in individuals with specific learning disabilities*.
4. **Greiner de Magalhães, C.**, Siegelman, N., Pugh, K., & Hoefft, F. *Mitigating the*

detrimental impact of COVID-19-related school closures on literacy acquisition using a computer-assisted technology: Predictors of individual-level outcomes.

5. Neves Guimarães, V., **Greiner de Magalhães, C.**, Pal, S., & Mervis, C. B. *Longitudinal assessment of intellectual abilities of individuals with Williams syndrome: Bayesian multilevel modeling.*
6. Teixeira, M. C. T. V., Osório, A. A. C., Rossi, N. F., Giacheti, C. M., Sampaio, A., Pitts, C. H., **Greiner de Magalhães, C.**, & Mervis, C. B. *Behavioral profiles of children with Williams syndrome from Brazil and the United States: Cross-cultural similarities and differences.*
7. Becerra, A. M., **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. *Lexical and grammatical abilities of 3- and 4-year-old children with Down syndrome or Williams syndrome.*

Conference Presentations (peer-reviewed)

1. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2021, July). *Spelling abilities of children and adolescents with Williams syndrome.* Oral presentation at the Society for the Scientific Study of Reading Conference 2021 (online).
2. **Greiner de Magalhães, C.**, O'Brien, L. M. & Mervis, C. B. (2021, July). *Nonverbal reasoning ability and nighttime sleep duration predict expressive and receptive language ability in 2-year-olds with Williams syndrome.* Poster presented at the International Association for the Study of Child Language, Philadelphia, PA. Originally accepted for presentation at the 2020 conference, which was canceled.
3. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2021, June). *Longitudinal predictors of word reading for children with Williams syndrome.* Poster presented at the 41st annual, virtual Symposium on Research in Child Language Disorders.
4. **Greiner de Magalhães, C.** & Mervis, C. B. (2021, April). *Emotion regulation and word reading ability as concurrent predictors of community living skills for children and adolescents with Williams syndrome.* Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities (online).
5. **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. (2021, April). *Executive functions of children and adolescents with Williams syndrome.* Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities (online). Originally accepted for presentation at the 2020 conference, which was canceled.
6. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2020, July). *Reading and spelling abilities of school-aged children with Williams syndrome.* Poster accepted for presentation at the meeting of the Society for the Scientific Study of Reading, which was canceled.
7. **Greiner de Magalhães, C.**, Mervis, C. B., & Cardoso-Martins, C. (2019, October). *Cognitive predictors of reading, spelling, and arithmetic in Brazilian Portuguese-*

- speaking children*. Poster presented at the Cognitive Development Society Biennial Conference, Louisville, KY.
8. **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. (2019, June). *Phonological processing profiles of 9-year-old children with Williams syndrome and relations to word reading ability*. Oral presentation at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, WI.
 9. **Greiner de Magalhães, C.** & Mervis, C. B. (2019, April). *Mathematical abilities of 9-year-old children with Williams syndrome*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
 10. Gonçalves, D. T., **Greiner de Magalhães, C.**, Mervis, C. B., & Cardoso-Martins, C. (2018, July). *The development of orthographic knowledge in children with reading disabilities in Portuguese*. Poster presented at the Society for the Scientific Study of Reading, Brighton, UK.
 11. **Greiner de Magalhães, C.**, Becerra, A. M., Pitts, C. H., O'Brien, L. M. & Mervis, C. B. (2018, July). *Sleep disordered breathing is associated with increased developmental delay and behavioral difficulties in Williams syndrome*. Poster presented at the International Congress of Infant Studies, Philadelphia, PA.
 12. **Greiner de Magalhães, C.**, Becerra, A. M., Eovino, J., Speak, J. M., Thurman, A. J., Pitts, C. H., & Mervis, C. B. (2018, April). *Lexical and grammatical abilities of 3- and 4-year-old children with Down syndrome or Williams syndrome*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
 13. Piuzana-Barbosa, D. C. B., **Greiner de Magalhães, C.**, & Abreu, A. (2016). *Relato de um caso de autismo na 3ª infância [Report of a case of autism in early childhood]*. Oral presentation at the XXV Encontro Brasileiro de Psicologia e Medicina Comportamental, Foz do Iguaçu, PR, Brazil.
 14. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Cardoso-Martins, C. (2015). *As crianças com dificuldades de matemática apresentam déficits no processamento fonológico?: Resultados preliminares [Do children with difficulties in mathematics have deficits in phonological processing?: Preliminary results]*. Poster presented at the 45ª Reunião Anual da Sociedade Brasileira de Psicologia, Belo Horizonte, MG, Brazil.
 15. Gonçalves, D. T., **Greiner de Magalhães, C.**, Michalick-Triginell, M. F., & Cardoso-Martins, C. (2015). *'Febriu' ou 'febril'? O desenvolvimento do conhecimento ortográfico em crianças com dislexia do desenvolvimento ["Febriu" or "febril"? The development of orthographic knowledge in children with developmental dyslexia]*. Poster presented at the 45ª Reunião Anual da Sociedade Brasileira de Psicologia, Belo Horizonte, MG, Brazil.
 16. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Abreu, A. (2015). *Atendimento da criança com TEA [Intervention with the child with Autism Spectrum Disorder]*. Oral presentation at the IV Congresso Brasileiro de Terapia Cognitiva da Infância e Adolescência, Belo Horizonte, MG, Brazil.
 17. Maranhoto, A. C. S., **Greiner de Magalhães, C.**, Gonçalves, D. T., & Cardoso-

- Martins, C. (2014). *Déficits de atenção em crianças com dificuldades na aprendizagem da leitura: um estudo transversal* [Attention deficits in children with learning disabilities: A cross-sectional study]. Poster presented at the XXII Semana de Iniciação Científica da UFMG, Belo Horizonte, MG, Brazil.
18. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Cardoso-Martins, C. (2014). *Dificuldades persistentes de leitura em português e sua relação com outros transtornos do desenvolvimento: o papel do processamento fonológico, da velocidade de processamento e da inteligência verbal e não-verbal* [Persistent reading difficulties in Portuguese and their relation with other developmental disorders: The roles of phonological processing, processing speed, and verbal and nonverbal intelligence]. Poster presented at the XXII Semana de Iniciação Científica da UFMG, Belo Horizonte, MG, Brazil.
 19. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2014). *Does speed of processing contribute to variance in reading ability? Evidence from Brazilian Portuguese*. Poster presented at the II World Dyslexia Forum, Belo Horizonte, MG, Brazil.
 20. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2013). *A relação entre o processamento fonológico e as habilidades acadêmicas: um estudo longitudinal* [The relation between phonological processing and academic abilities: A longitudinal study]. Oral paper presented at the XXII Congresso Brasileiro e II Congresso Internacional da Associação Brasileira de Neurologia, Psiquiatria Infantil e Profissões Afins, ABENEPI, Belo Horizonte, MG, Brazil.
 21. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Abreu, A. (2013). *Intervenção comportamental em uma criança autista: habilidades sociais* [Behavioral intervention in a child with autism: Social skills]. Poster presented at the XXII Congresso Brasileiro e II Congresso Internacional da Associação Brasileira de Neurologia, Psiquiatria Infantil e Profissões Afins, ABENEPI, Belo Horizonte, MG, Brazil.
 22. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Abreu, A. (2013). *Intervenção no comportamento verbal de uma criança autista: um estudo de caso* [Intervention in the verbal behavior of a child with autism: A case study]. Poster presented at the XXII Congresso Brasileiro e II Congresso Internacional da Associação Brasileira de Neurologia, Psiquiatria Infantil e Profissões Afins, ABENEPI, Belo Horizonte, MG, Brazil.
 23. **Greiner de Magalhães, C.**, Gonçalves, D. T., Barreto, I. S., Mendonça, L. M., Ribeiro, A. A., de Paula, L., & Cardoso-Martins, C. (2012). *Dificuldades persistentes de leitura e escrita em português: resultados preliminares* [Persistent difficulties of reading and spelling in Portuguese: Preliminary results]. Poster presented at the XXI Semana de Iniciação Científica da UFMG, Belo Horizonte, MG, Brazil.
 24. Gonçalves, D. T., **Greiner de Magalhães, C.**, Barreto, I. S., Mendonça, L. M., de Paula, L. D., Ribeiro, A. A., & Cardoso-Martins, C. (2012). *Preditores precoces das habilidades de leitura e escrita no português* [Early predictors of reading and spelling skills in Portuguese]. Poster presented at the XXI Semana de Iniciação Científica da UFMG, Belo Horizonte, MG, Brazil.
 25. **Greiner de Magalhães, C.**, Barreto, I. S., Gonçalves, D. T., & Cardoso-Martins, C.

- (2012). *Há vantagens posteriores em adquirir a habilidade de leitura precocemente? [Are there any advantages in learning to read early?]*. Poster presented at the VI Simpósio Internacional de Neurociências: Percepção, Belo Horizonte, MG, Brazil.
26. Gonçalves, D. T., **Greiner de Magalhães, C.**, Barreto, I. S., & Cardoso-Martins, C. (2012). *Habilidade de escrita na hiperlexia: evidência de um estudo de caso [Spelling ability in hyperlexia: Evidence from a case study]*. Poster presented at the VI Simpósio Internacional de Neurociências: Percepção, Belo Horizonte, MG, Brazil.
 27. Gonçalves, D. T., **Greiner de Magalhães, C.**, Silva, J., R., & Cardoso-Martins, C. (2012). *Estratégias de leitura em indivíduos com Transtornos do Espectro Autista. [Reading strategies used by individuals with autism spectrum disorders]*. Poster presented at the I Congresso Mineiro de Neuropsicologia, Belo Horizonte, MG, Brazil. **Greiner de Magalhães, C.**, Barbosa, P. G., Abreu, C. S., Jesus, J. C., & Cardoso-Martins, C. (2012). *O desenvolvimento da atenção compartilhada no autismo: um estudo de caso [The development of joint attention in autism: A case study]*. Poster presented at the I Congresso Mineiro de Neuropsicologia, Belo Horizonte, MG, Brazil.
 28. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2012). *O processamento fonológico prediz a habilidade inicial de matemática?: Evidência de um estudo longitudinal [Does phonological processing predict initial math skills?: Evidence from a longitudinal study]*. Poster presented at the I Congresso Mineiro de Neuropsicologia, Belo Horizonte, MG, Brazil.
 29. **Greiner de Magalhães, C.**, Gonçalves, D. T., Barreto, I. S., & Abreu, A. (2012). *Processos de intervenção para crianças e adolescentes com síndrome de Asperger: uma revisão sistemática [Intervention for children and adolescents with Asperger syndrome: A systematic review]*. Poster presented at the I Congresso de Terapias Cognitivas – a clínica em foco, Belo Horizonte, MG, Brazil.
 30. **Greiner de Magalhães, C.**, & Camargos, V. P. (2011). *Fatores associados à satisfação com a vida em adolescentes de 11 a 17 anos em dois distritos de Belo Horizonte [Factors associated with life satisfaction in adolescents aged 11 to 17 years in two districts of Belo Horizonte]*. Poster presented at the XX Semana de Iniciação Científica da UFMG, Belo Horizonte, MG, Brazil.

AWARDS AND HONORS

1. March 2021 – present: NIH U24 M3EWB fellow (NIH U24AT011281; Multi-PIs: Park, C.; Chafouleas, S.; Hoeft, F.). Network to advance the study of mechanisms underlying mind-body interventions and measurement of emotional wellbeing (M3 Network of Emotional Wellbeing). Goal: To lead a network to deepen our understanding of EWB measurement approaches and their role in MBIs as outcomes and as mechanisms.
2. University Fellowship, University of Louisville (2017 – 2018; 2020 – 2021).

3. Experimental Psychology Ph.D. Program Award for Excellence in Teaching. Department of Psychological & Brain Sciences, University of Louisville (Spring 2020).
4. 2019 Dr. M. Celeste Nichols Professional Development Award given by the University of Louisville Women's Center in conjunction with the George J. Howe Student Leadership Fund, the University of Louisville Women's Center, and a private donor (November 2019).
5. NIH Student Travel Award for the 40th Annual Symposium on Research in Child Language Disorders (SRCLD), University of Wisconsin-Madison (June 2019).
6. Experimental Psychology Ph.D. Program Award for Excellence in Research - Junior Researcher. Department of Psychological & Brain Sciences, University of Louisville (Spring 2018).
7. Graduate Network in Arts and Sciences Travel Funding. College of Arts & Sciences, University of Louisville (Fall 2017, Spring 2019, Fall 2019, Spring 2020).
8. Graduate Student Council Travel Award. School of Interdisciplinary and Graduate Studies, University of Louisville (Fall 2017, Spring 2018, Fall 2018, Fall 2019, Spring 2020).
9. Graduate Student Fellowship (January 2016 – December 2017). Department of Psychology. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.
10. Second place, Luiz Marcellino de Oliveira Prize in the Masters category at the 45th Annual Meeting Brazilian Society of Psychology (SBP). Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (October, 2015).
11. Best poster, II World Dyslexia Forum. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (August, 2014).
12. Scientific Initiation Stipend (fellowship) (August 2011 – December 2014). Department of Psychology. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.
13. Scientific Initiation Stipend (fellowship) (August 2010 – August 2011). Department of Medicine. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

ADDITIONAL RESEARCH TRAINING

BIRC Workshop 2: DWI Part 2: Data Processing and Analyses. With Dr. Nabin Koirala, PhD (11/03/21 – 2h course).

Brain Imaging Research Center (BIRC) Workshop 1 - Diffusion Weighted Imaging (DWI) Part 1: Principles and Data Acquisition. With Dr. Nabin Koirala, PhD (10/22/21 – 2h course).

Publishing Academy. Graduate School, University of Louisville (March 2021).

The Basics of Peer Review. APS free webinar with Amy Drew, Robert L. Goldstone, Erin

B. Tone, and Becca White (August 2020).

Early Start Denver Model: Introductory Course. Taught by Thiago Lopes, with certificate from Sally Rogers, Ph.D., UC Davis, MIND Institute. Belo Horizonte, Minas Gerais, Brazil (2016).

Factorial and Principal Component Analysis (15 hours). Department of Psychology, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (2015).

Course in Linear Regression (15 hours). Department of Psychology, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (2015).

Introduction to R and Data Analysis (15 hours). Department of Psychology, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (2012).

TEACHING AND MENTORING EXPERIENCE

University of Connecticut, Connecticut, Department of Psychological Sciences

Supervision of Undergraduate Students Not Related to Thesis or Dissertation (Fall, 2021). Allyson Yang; Ashley Williamson; Bryanna D'Souza-Bohannon; Celine M Li; Kelly Lee; Kora Makarska; Yasmin Andalib

Supervision of Undergraduate Honors Thesis

Amy O'Rourke (Summer 2021 – Spring 2022)

Shreya Sreenivas (Fall 2021 – Spring 2022)

University of Louisville, Louisville, KY, Department of Psychological and Brain Sciences

Online Education Technical Consultant (Spring 2021). Psychology 306 – Life Span Developmental Psychology: A Cultural Perspective and Psychology 201 – Introduction to Psychology.

Mentor, Psychology 492 Culminating Undergraduate Experience (CUE)

Undergraduate Research (Fall 2020 – Spring 2021).

Student mentored won the second place in Social Sciences at the 2021

Undergraduate Arts & Research Showcase: Williamson, A. F.; Mervis, C.

B.; Neves Guimarães, V.; & Greiner de Magalhães, C. (2021). Use of spelling rules in school-aged children with Williams syndrome.

Undergraduate Arts and Research Showcase. 40.

<https://ir.library.louisville.edu/uars/40>

Graduate Teaching Assistant (Fall 2020). Psychology 609 – Language Development. (Graduate course, 10 students, 100% synchronous remote via Microsoft Teams).

Graduate Teaching Assistant (Fall 2020). Psychology 306 – Life Span Developmental Psychology: A Cultural Perspective. (Undergraduate course, 105 students, hybrid course via synchronous Blackboard Collaborate and Microsoft Teams).

Graduate Teaching Assistant (Summer 2020). Psychology 420 – History of Psychology. (Undergraduate course, 24 students, 100% remote via Blackboard Collaborate).

Graduate Teaching Assistant (Spring 2020). Psychology 306 – Life Span Developmental Psychology: A Cultural Perspective. (Undergraduate course, 153 students, in-person with transition to hybrid course via synchronous Blackboard Collaborate due to the pandemic).

Graduate Teaching Assistant (Fall 2019). Psychology 301 – Quantitative Methods in Psychology. (Undergraduate course, 99 students, in-person, I was responsible for two lab sections, one with 26 students and one with 23 students).

Universidade Federal de Minas Gerais, Belo Horizonte, Brazil, Department of Psychology

Graduate Teaching Assistant (Spring 2016, Fall 2016). *Transtornos do Neurodesenvolvimento* [Neurodevelopmental Disorders]. (Undergraduate course, around 30 students each, in person).

ADDITIONAL TRAINING IN TEACHING

Graduate Teaching Assistant (GTA) Academy Part II: Advanced Concepts and Strategies in Post-Secondary Teaching. Graduate School, University of Louisville (Spring 2021).

Graduate Teaching Assistant (GTA) Academy Part I: Introduction to Teaching in Higher Education. Graduate School, University of Louisville (Fall 2020).

University of New Hampshire virtual conference on “Empower Students for Academic Success: Teaching Students Study Skills Informed by the Science of Learning” organized by Dr. Catherine Overson and Dr. Victor Benassi (November 6, 2020).

Remote Teaching: The Perusall Platform with Dr. Eric Mazur (August 14, 2020).

Blackboard Collaborate training session with Linda A. Leake, Instructional Technology Consultant Senior. Delphi Center for Teaching and Learning, University of Louisville (August 12, 2020).

iClicker Cloud Demo – Virtual session with Linda A. Leake, Instructional Technology Consultant Senior. Delphi Center for Teaching and Learning, University of Louisville (August 05, 2020).

DEPARTMENT/ UNIVERSITY SERVICE

University of Louisville, Louisville, KY, Department of Psychological and Brain Sciences

Transition Ambassador (Spring 2021). The purpose of the Transition Ambassadors is to provide a helpful resource for the incoming students from May until August on questions related to transitioning to the University of Louisville/Louisville.

Organizing Committee, Psych Grads for Diversity: Psychology Graduate Students Diversity, Equity, and Inclusion (DEI) group (Spring 2021).

Planning Committee, mentoring undergrads Q&A series (Spring 2021).

Planning Committee, reading group on diversity: *So You Want to Talk about Race*, by Ijeoma Oluo (Fall 2020 – Spring 2021).

Planning Committee, reading group on diversity: *White Fragility*, by Robin DiAngelo

(Summer 2020 – Fall 2020).

Brief survey evaluating the Experimental Psychology Peer Mentor Program (Summer 2020).

Judge, Undergraduate Arts & Sciences Research Showcase, University of Louisville (April 2020).

Judge, Junior Science & Humanities Symposium, Kentucky (February 2020).

Student Representative, Experimental Psychology Ph.D. Program (Fall 2018 – Spring 2020).

Planning Committee, Statistics Series Group. Department of Psychological & Brain Sciences (Spring 2019 – Fall 2019).

METHODOLOGICAL EXPERTISE

Proficient with SPSS, AMOS, & R.

Proficient with Access for data storage and management.

Expertise in mediation and moderation analysis, structural equation modeling (SEM), path analysis, systematic review, and meta-analysis.