Curriculum Vitae

Alyssa Palmer

Department of Psychology,
College of Social and Behavioral Science
502 Social and Behavioral Science Building
380 S. 1530 E., Room 502
Salt Lake City, UT 84112

Phone: (801) 581- 6204
Email: alyssa.palmer@psych.utah.edu
Website: http://alyssarpalmer.com/

PROFESSIONAL APPOINTMENTS

2025	Assistant Professor *Department of Psychology,* University of Utah
2023 – 2025	Post-doctoral Fellow; Clinical Instructor *Jane and Terry Semel Institute for Neuroscience and Human Behavior*, University of California, Los Angeles **Mentors:** Nastassia Hajal, Blair Pailey, and Roya Ijadi-Maghsoodi

EDUCATION

Ph.D. 2023	*The Institute of Child Development*, University of Minnesota Developmental Psychopathology and Clinical Science **Thesis:** Risk and resilience factors' relation to internalizing and externalizing symptoms in early childhood. **Academic Co-Advisors:** Ann Masten and Daniel Berry
Predoctoral Internship 2022 –2023	*Children's Hospital Los Angeles*, University of Southern California **Track:** Early Childhood Mental Health
M.A. 2018	*The Institute of Child Development,* University of Minnesota Developmental Psychopathology and Clinical Science **Thesis:** Parental emotion regulation strategies and parenting quality predict child adjustment in families experiencing homelessness **Committee:** Ann Masten, Daniel Berry, and Robert Kreuger
B.S. 2016	The Pennsylvania State University, University Park The Schreyer Honors College, Honors in Psychology Cum Laude in Psychology with a Focus in Neuroscience Minors in Biology and Sociology **Thesis:** The effects of exuberance and effortful control on peer acceptance and social competence. **Honors Advisor:** Kristin Buss

RESEARCH INTERESTS

I work to identify mechanisms of risk and resilience for early childhood mental health in the context of poverty. I take a multisystem resilience theoretical framework and leverage rigorous statistical and research methods to illuminate risk and resilience processes for families facing poverty-related

adversities. I have worked across the spectrum of translational research, conducting rigorous basic developmental science with direct implications for policy and practice as well as conducting preventative intervention and implementation research.

LICENSURE

2024 Licensed Psychologist, California
PSY35469

GRANTS AND FELLOWSHIPS

2024 Anti-Racism and Mental Health Seed Grant $10,000
University of California Psychiatry Diversity Advisory Committee
Multi-system Strategies to Promote Minoritized Family Mental Wellbeing After Experiences of Homelessness with Young Children
Role: PI

2024 Mark Chaffin APA Early Career Psychologist Research Grant $2,000
American Psychological Association, Division 37
Promoting Family Mental Wellbeing After Experiences of Homelessness with Young Children
Role: PI

2023 T-32 MH073517-17 Post-Doctoral Scholar $115,825
National Institute of Mental Health
Effect of Families Over Coming Under Stress – Early Childhood (FOCUS-EC) on Observed Parenting Behaviors and Emotion Expression

2021 Dr. Lorraine D. Eyde Fund Grant $3,500
American Psychological Foundation
Predictive Validity of Self-Regulation Measures in Early Childhood Screening for Children Varying in Race, Poverty, and Homelessness
Role: PI

2021 Institute of Child Development Small Grant ($1,000)
University of Minnesota
Minneapolis Screening Study
Role: PI

2021 Dr. Ruth Winifred Howard Diversity Grant $1,000
University of Minnesota
Predictive Validity of Self-Regulation Measures in Early Childhood Screening for Children Varying in Race, Poverty, and Homelessness
Role: PI

2021 P.E.O. Scholar Award $20,000
Philanthropic Educational Organization

Risk and Resilience Factors Relation to Internalizing and Externalizing Symptoms in Early Childhood
Role: PI

2021 — Doctoral Dissertation Fellowship — $26,000
University of Minnesota
Positive Influences on Early Childhood Mental Health in the Context of Rural Poverty
Role: PI

2020 — Interdisciplinary Doctoral Fellowship — $25,000
University of Minnesota
Housing Instability, Self-Regulation, and School Suspension: Using Administrative Data to Promote Cross-System Collaborations
Role: PI

2018 — Title IV-E Child Welfare Training Grant — $500
The Adminsitration for Children and Families
The Intersection Between Homelessness & Child Protection: An Integrated Administrative Data Approach
https://cascw.umn.edu/professional-development/online-modules/intersection-between-homelessness-child-protection

2018 – 2020 — T-32 MH015755 Pre-Doctoral Training Grant — $53,632
National Institute of Mental Health
Physiological Reactivity and Parenting to Promote Positive Emotionality in Children Experiencing Homelessness
Role: PI

2017 — Institute of Child Development Small Grant — $1,000
University of Minnesota
School Success in Motion
Role: PI

HONORS, AWARDS AND SCHOLARSHIPS

2026 – 2028 — Vice President's Clinical and Translational Research Scholar, University of Utah
2026 — S.T.A.R. Faculty Fellow, University of Utah
2025 — Nominee, Semel Institute of Neuroscience, Chancellors Award for Postdoctoral Research
2025 — Psychological Assessment, Editor's Choice April, 2025
2025 — NIMH Child Intervention, Prevention & Services Fellowship
2025 — Society for Research on Child Development Early Career Travel Award
2023 — Society for Research on Child Development Outstanding Doctoral Dissertation Award
2023 — Society for Research on Child Development Student Travel Award
2021 — Council of Graduate Students Career Development Grant ($650)
2021 — SCCAP APA Division 53, Routh Dissertation Grant, Honorable Mention
2020 — Tri-Psych Graduate Student Diversity Fund for Young Scholars Program ($2,500)
2020 — Minnesota Social Worker's Student Showcase Award Winner
2020 — Dr. Ruth Winifred Howard Diversity Award for Young Scholars Program ($1,000)

2019	Society for Research on Child Development Student Travel Award
2018	International Society for Developmental Psychobiology Travel Award
2018	Society for Psychophysiological Research Diversity Travel Award
2018 – 2020	Grand Challenges – Homework Starts with Home Summer Fellowship
2018	Association for Psychological Science RISE Award
2017	Institute of Translational Research Summer Fellowship
2016 – 2017	CEHD Graduate Student Fellowship
2016	Robert and Ruth Faris Child Psychology Grant
2016	The International Congress on Infant Studies Travel Award
2015	Child Study Center Undergraduate Spotlight
2014 – 2016	TRIO Ronald E. McNair Post Baccalaureate Achievement Program
2014	College of Liberal Arts Enrichment Grant ($5,000)
2013 - 2016	Chaiken Trustee Scholarship
2013	Pennsylvania State University Academic Grant
2012 – 2016	Dean's List
2012	O'Haren Trustee Scholarship
2012	Schumacher Honors Scholarship
2012 – 2016	Lungren Academic Excellence Scholarship
2012 – 2016	Schreyer Academic Excellence Scholarship
2012 – 2016	ASPIRE EQT Scholarship ($10,000)

PUBLICATIONS IN PEER REVIEWED JOURNALS (18 TOTAL; 8 FIRST AUTHOR)

1. ***Palmer, A.R.****, Distefano, R.*, Kalstabakken, A.W., Hilyer, C.K., & Masten, A.S. (Accepted, 2026). Homelessness in early childhood and third grade academic achievement: Do executive function skills mediate or moderate risk? Early Education and Development.* https://doi.org/10.1080/10409289.2026.2647279

2. Hodges, H.R., **Palmer, A.R.,** Tyrell, F., Labella, M., Francis, K., Nelson, K.M., Lucke, C., & Masten, A.S. (Accepted, 2026). Family and environmental strengths related to the adjustment of young children experiencing homelessness. *Psychological Trauma: Theory, Research, Practice, and Policy.* 10.1037/tra0002114

3. Magro, S.W., Berry, D., **Palmer, A.R.**, & Roisman, G.I. (2025). Teacher-student relationship quality and social, academic, and behavioral adjustment are associated within- and between-persons from kindergarten to grade 6. *Developmental Psychology.* https://doi.org/10.1037/dev0002030

4. **Palmer, A.R.,** Stallworthy, I.C., DeJoseph, M.L., & Berry, D. (2025). Early Childhood Measurement Invariance of the Strengths and Difficulties Questionnaire Across Age, Race, Sex, and Socioeconomic Status. *Psychological Assessment, 37* (5), 201-213. *https://doi.org/10.1037/pas0001372*
Preprint: https://doi.org/10.31219/osf.io/2kfbt
[Editor's Choice, April, 2025]

5. Distefano, R., Nelson, K, **Palmer, A.R.**, Masten, A.S., & Carlson, S.M. (2024). The role of parenting in autonomy and executive functioning development amongst children experiencing homelessness. *Children and Youth Services Review,* 166, 107997. https://doi.org/10.1016/j.childyouth.2024.107997

6. **Palmer, A.R.,** Kalstabakken, A.W., Distefano, R., Carlson, S.M., Putnam, S.P. & Masten, A.S. (2024). A Short Executive Functioning Questionnaire in the context of early childhood screening: Psychometric properties. *Child Neuropsychology,* 1-30. https://doi.org/10.1080/09297049.2024.2329435

7. Distefano, R., **Palmer, A.R.,** Kalstabakken, A., Zelazo, P., Carlson, S., & Masten, A.S. (2023). Predictive validity of the NIH toolbox executive function measures with developmental extensions: Moderation by sociodemographic characteristics. *Developmental Neuropsychology,* 48(8), 373-386. https://doi.org/10.1080/87565641.2023.2286353

8. DeJoseph, M.L, Leneman, K., **Palmer, A.R.,** Padrutt, E., Mayo, O., & Berry, D. (2023). Adrenocortical and autonomic cross-system regulation in youth: A meta-analysis. *Psychoneuroendrocrinology,* 159, 106416. https://doi.org/10.1016/j.psyneuen.2023.106416

9. DeJoseph, M.L., Carosella, K.A., & **The NextGen Lead Mentors[t].** (2023). Diversifying the psychological sciences through peer-to-peer mentorship model: Insights and recommendations from the NextGen Psych Scholars Program (NPSP). *Journal of Diversity in Higher Education.* https://doi.org/10.1037/dhe0000504

10. Palmer, A. R., Piescher, K., Berry, D., Dupuis, D., Heinz-Amborn, B., & Masten, A. S. (2023). Homelessness and child protection involvement: temporal links and risks to student attendance and school mobility. *Child Abuse & Neglect,* 135, 105972. https://doi.org/10.1016/j.chiabu.2022.105972

11. **Palmer, A.R.,** Foster, R. A., Distefano, R., & Masten A.S. (2022). Emotional reactivity, and parenting skills in families experiencing homelessness. *Journal of Family Psychology*, *36*(4). 636-641. https://doi.org/10.1037/fam0000921

12. **Palmer, A.R.,** Dahl, C., Eckerle, J.K., Spender, M., Gustafson, K., & Kroupina, M. (2021). A case study of the early childhood mental health therapeutic consultation protocol within a multidisciplinary pediatric clinic for adopted and foster care children. *Perspectives in Infant Mental Health. https://perspectives.waimh.org/wp-content/uploads/sites/9/2021/10/2021_2_Perspectives_IMH_29_10_2021_published.pdf*

13. Langenfeld, A.D., Kroupina, M., **Palmer, A.R.,** & Gustafson, K. (2021). Importance of trauma-informed practice in evaluation of children diagnosed with autism spectrum disorder. *Journal of Developmental and Behavioral Pediatrics, 42*(8), 690-693. *doi:10.1097/dbp.0000000000000999*

14. Distefano, R., Grenell, A., **Palmer, A.R.,** Houlihan, K., Masten, A. & Carlson, S.M. (2021). Self-regulation as promotive for academic achievement in young children across risk contexts. *Cognitive Development, 58,* 101050. https://doi.org/10.1016/j.cogdev.2021.101050.

15. Palmer, A.R., Distefano, R., Leneman, K., & Berry, D. (2021). Reliability of the Bodyguard2 (FirstBeat) in the detection of heart rate variability. *Applied Psychophysiology and Biofeedback, 46,* 251-258. *https://doi.org/10.1007/s10484-021-09510-6*

16. **Palmer, A.R.,** Labella, M., Plowman, E.J., Foster, R. & Masten, A.S. (2020). Parent emotion regulation strategies and parenting quality predict child internalizing symptoms in families experiencing homelessness*. Social Development*. 0, 1 – 18. https://doi.org/10.1111/sode.12435

17. Zhang, J., **Palmer, A.R.,** Zhang, N., & Gewirtz, A. (2020). Father coercive parenting mediates the impact of emotion regulation on children's emotional problems*. Journal of Abnormal Child Psychology*. *48,* 633-645. https://doi.org/10.1007/s10802-020-00625-8

18. Berry, D., **Palmer, A.R.,** Distefano, R, & Masten, A.S. (2019). Autonomic complexity and emotion (dys) regulation in early childhood across high and low-risk contexts. *Development and Psychopathology*, 31(3), 1173-1190. 10.1017/S0954579419000683

[t] *I am a consortium author*

MANUSCRIPTS UNDER REVIEW AND IN PREPERATION (4 TOTAL; 2 FIRST AUTHOR)

1. Aralis, H.J., Wilcox, N.C., **Palmer, A.R.,** Tan, P., Kataoka Endo, S.H., & Ijadi-Maghsoodi, R. (Revise and Resubmit). Expansion of school-based mental health and well-being supports: Impact on attendance and academic benchmarks in a large public school district.

2. **Palmer, A.R.,** Powell, T., Distefano, R., Benegas, J.M., Kalstabakken, A., Kinsley, C., Hillyer, C., & Masten, A.S. (Revise and Resubmit). Profiles of early childhood developmental skills and experiences of risk. *Early Childhood Research Quarterly.*

3. **Palmer, A.R.,** Tan, P., Aralis, H.J., Wilcox, N.C., Kataoka Endo, S.H., Wood, A., Hwang, J., & Ijadi-Maghsoodi, R., (Revise and Resubmit). Reading Achievement Among Under-Resourced K–2 Students Before, During, and After COVID-19 Educational Disruptions. *Child Development.*

4. Valerio Montero, D., **Palmer, A. R.,** Masten, A. S., & Labella, M. H. (Revise and Resubmit). Emotion regulation and expression among parents of children residing in emergency housing. *Journal of Child and Family Studies.*

Hajal, N., **Palmer, A.R.,** Kuzava, S., Brodell, R., McNeil, G., Lester, P., & Loo, S., (In Preparation). The role of Parent Negative Emotion and Mental Health in Parenting Behaviors. *Social Development.*

Powell, T., **Palmer, A.R.,** Furtado, E.J., Kalstabakken, A., Ip, K.I., & Masten, A.S., (In Preparation). An empirical example of racial disparities in access to neighborhood resources and multiple domains of early childhood development. *Health and Place*

Kalstabakken, A., **Palmer, A.R.,** Distefano, R., Hillyer, C., Zelazo, P. Calrson, S.M., & Masten, A.S. (In Preparation). Executive function assessment in early childhood screening: Predictive value for third grade math and reading achievement.

** Shared first author*

BOOK CHAPTERS (4 TOTAL; 2 FIRST AUTHOR)

De La Torre, R., **Palmer, A.R.,** Ijadi-Maghsoodi, R., Jabbarinejad, R., Anderson, N.D., Gustafson, E.L., & Karnik, N. (In Preparation for 2026 Publication). Children and Families. In: S. Jackson & E. Castillo (Eds), *Homelessness: A Clinical Guide for Providing Mental Health Care for People Experiencing Homelessness.*

Palmer A.R., & Paley B. (April 2024) Early Intervention for Children with Fetal Alcohol Spectrum Disorders. In: Tremblay RE, Boivin M, Peters R. DeV, eds. O'Connor MJ, topic ed. *Encyclopedia on Early Childhood Development* [online]. https://www.child-encyclopedia.com/fetal-alcohol-spectrum-disorders-fasd/according-experts/early-intervention-children-fetal-alcohol.

Masten, A.S., & **Palmer, A.R.** (2019). Parenting to promote resilience in children. In M.H. Bornstein (Eds.), *Handbook of parenting: Vol 5: Parenting practices* (3rd ed, 156-188). Routledge Publisher. https://doi.org/10.4324/9780429401695-6

Palmer, A.R.*, Lakhan-Pal, S.*, & Cicchetti, D. (2019). Emotional development and depression. In V. LoBue, K. Perez-Edgar, & K.A. Buss (Eds.), *Handbook of emotional development* (695-748). Springer Cham. https://doi.org/10.1007/978-3-030-17332-6_26

** Shared first author*

POLICY BRIEFS, PRE-REGISTERED REPORTS, AND OTHER PUBLICATIONS

Palmer, A.R., Herbers, J.E, & Cutuli, J.J. (2026, February). *Meeting the developmental needs of young children experiencing homelessness.* In Rethinking Inequality: Leveraging Psychological Science to Advance Economic Justice [Policy Brief]. American Psychological Association Division 37: The Society for Child and Family Policy and Practice with The Society for Psychological Study of Social Issues. http://www.spssi.org/index.cfm?fuseaction=document.viewdocument&ID=3F28EB86AE4CA3BB2EE025BE0093BF04F4DBB138279F87F23D2F993E20A69DFC8A419D9A5BFC2C3737450814D3839CB6

Palmer, A. R., Stallworthy, I., DeJoseph, M. L., & Berry, D. (2024, April 29). *Early childhood measurement invariance of the Strengths and Difficulties Questionnaire across age, race, sex, and socioeconomic status.* OSF. https://doi.org/10.31219/osf.io/2kfbt

Benegas, J.M., **Palmer, A.R.,** Distefano, R., Hillyer, C.K., Kalstabakken, A.W., & Masten, A.S., (2023). Risks of early childhood adversity for academic skill development and learn. (Minn-LInK Brief No. 60). Center for Advanced Studies in Child Welfare, University of Minnesota. https://cascw.umn.edu/portfolio-items/risks-of-early-childhood-adversity-for-academic-skill-development-and-learning-ml-60/

Palmer, A.R., Kalstabakken, A.W., Distefano, R., Hillyer, C.K., Seiwert, M.J., Carlson, S.M., & Masten, A.S. (2022). Executive functioning assessments in early childhood screenings. (Minn-LInK Brief No. 50). Center for Advanced Studies in Child Welfare, University of Minnesota. Available at: https://cascw.umn.edu/minn-link-brief-50-executive-functioning-assessments-early-childhood-screenings

Palmer, A.R. (2021). A student perspective on promotive mental health for clinical psychology graduate students historically excluded from institutions of higher education. **APA Division 12 Clinical Science Newsletter**. Available at: http://sscpweb.org/resources/PDFs/Newsletter/2021/Clinical%20Science%20Fall%202021[89].pdf

Palmer, A.R., & Homework Starts with Home Research Partnership (2020). Emergency housing, transitional housing, and child welfare in the Twin Cities Metro. (Minn-LInK Brief No. 44). Center for Advanced Studies in Child Welfare, University of Minnesota. Available at: https://cascw.umn.edu/wp-content/uploads/2020/11/Brief-44-WEB508.pdf

Palmer, A. R. (2019, December 26). Parent emotion regulation and parenting. Retrieved from osf.io/bqha5 and https://conservancy.umn.edu/handle/11299/210182 [systematic review]

POSTER AND PAPER SYMPOSIUM PRESENTATIONS (49 TOTAL)

1. **Palmer, A.R.** (Accepted, 2026, August). *Meeting the developmental needs of children experiencing homelessness.* [Round Table Discussion]. American Psychological Association 2026 Annual Convention, Washington, DC, United States.

2. **Palmer. A.R.,** Loo, S., Lester, P, & Hajal, N. (Accepted, 2026, May). *Parent intraindividual dynamics in emotional expression and emotion socialization behaviors.* [Symposium]. American Psychological Society 2026 Annual Convention, Barcelona, Spain.

3. **Palmer, A.R.,** Hajal, N. Gutierrez, K, Gomez, S., Orellana, B., and Ijadi-Maghsoodi, R. (Submitted, 2026, May). *Community partnered multilevel strategies to promote family wellbeing after experiences of homelessness with young children.* [Symposium]. Society for Prevention Research 34th Annual Meeting, Washington, DC.

4. Wilcox, N.C., **Palmer, A.R.,** Aralis, H.J., Tan, P., Kataoka, S.H., Wood, A., Hwang, J., Ijadi-Maghsoodi, R. (2025, November). *Understanding associations between school based mental health services and K-2 Early Reading Achievement in 2021-2024 using longitudinal administrative data* [Poster]. Women in Statistics and Data Science Conference, Cincinnati, OH.

5. Hajal, N., Brodell, R., **Palmer, A.R.,** Kuzava, S., McNeil, G., Lester, P., & Loo, S. (2025, September). *Parent emotion regulation predicts parenting more strongly than mental health* [Poster]. 41st Annual Meeting of the International Society for Traumatic Stress Studies, Baltimore, MD

6. **Palmer, A.R.,** Powell, T., Kalstabakken, A., Benegas, J., Distefano, R. Kinsley, C. Hillyer, C., & Masten, A.S. (2025, May). *Profiles of early childhood developmental skills and experiences of homelessness and child protective service involvement* **[Symposium Presentation, Chair].** Society for Research on Child Development 2025 Biennial Meeting, Minneapolis, Minnesota.

7. **Palmer, A.R.,** Brodell, R., Kuzava, S., McNeil, G., Loo, S., Lester, P., & Hajal, N. (2025, May). *Effects of adverse experiences and trauma symptoms on intra-indvidual variability in parenting behaviors and emotion.* [Poster]. Society for Research on Child Development 2025 Biennial Meeting, Minneapolis, Minnesota.

8. Magro, S.W., Berry, D., & **Palmer, A.R.** (2025, May). *Teacher-student relationships and children's adjustment are associated within- and between-persons from kindergarten to grade 6.* **[Symposium Presentation].** Society for Research on Child Development 2025 Biennial Meeting, Minneapolis, Minnesota.

9. Benegas, J.M., **Palmer, A.R.,** Kalstabakken, A., Hillyer, C.K., & Masten, A.S. (2025, May). *Fostering resilience for third-grade achievement: Does school readiness protect students with child protective service experiences?* **[Symposium Presentation].** Society for Research on Child Development 2025 Biennial Meeting, Minneapolis, Minnesota.

10. Powell, T., **Palmer, A.R.,** Furtado, E.J., Kalstabakken, A., Ip, K., & Masten, A.S., (2025, May). *Access to neighborhood resources in early childhood is associated with multiple domains of child development at pre-kindergarten screening.* **[Symposium Presentation].** Society for Research on Child Development 2025 Biennial Meeting, Minneapolis, Minnesota.

11. Distefano, R., **Palmer, A.R.,** Kalstabakken, A.W., Hillyer, C.K., & Masten, A.S. (2025, May) *Homelessness in early childhood and third grade academic achievement: Do executive function skills mediate or moderate risk?.* [Poster]. Society for Research on Child Development 2025 Biennial Meeting, Minneapolis, Minnesota.

12. Pathman, L., Morris, A., Kuzava, S., Kennedy, K., Klein, C., **Palmer, A.R., &** Mogil, C., (2025, March). *Psychoeducation materials in the NICU: Building trust through culturally responsive integrated care.* National Nursing Ethics Conference

13. Powell, T., **Palmer, A.R.,** Furtado, E.J., Kalstabakken, A., Ip, K., & Masten, A.S., (2024, November). *An empirical examination of racial disparities in access to neighborhood resources and associations with multidomain early childhood development* [Poster]. International Society for Developmental Psychobiology: 57th Annual Meeting.

14. Corcoran, F., Francis, K., **Palmer, A.R.,** Shlafer, R., & Masten, A. (2024, June). *Parenting quality as a promotive factor for children experiencing homelessness and parental incarceration* [Poster]. International Society for the Study of Behavioural Development, Lisbon, Portugal.

15. Klein, C. C., Kuzava, S., Grotkowski Reed, K, Morris, A., **Palmer, A.R**., Bertone, A., & Mogil, C. (2024, May). *Trauma-informed group therapy for parents in the NICU* [Poster]. National Perinatal Association Conference, Anaheim, CA, United States.

16. Grotkowski Reed, K., Klein, C., **Palmer, A.R.,** Morris, A., Kuzava, S., Bertone, A., & Mogil, C. (2024, May). *Supporting couples in the NICU: Interventions for couples therapy* [Poster]. National Perinatal Association Conference, Anaheim, CA, United States.

17. Morris, A. Kuzava, S., Gronkowski, K., Klein, C., **Palmer, A.R**., Bertone, A., & Mogil, C. (2024, April). *Strategies to enhance resilience for nurses in pediatric acute care settings.* [Poster]. Ethics of Caring Annual Collaborative Ethics Conference, Los Angeles, CA, United States.

18. **Palmer, A.R.,** Masten, A.S., & Berry, D. (2023, March). *Multisystem resilience factors: Promoting and protective children's mental health in multiple risk and cultural contexts* **[Symposium**

Presentation, Chair]. Society for Research on Child Development 2023 Biennial Meeting, Salt Lake City, Utah.

19. **Palmer, A.R.,** Masten, A.S., & Berry, D. (2023, March). *Measurement invariance of the Strength and Difficulties Questionnaire in early childhood* **[Flash Talk].** Society for Research on Child Development 2023 Biennial Meeting, Salt Lake City, Utah.

20. Benegas, J.M., **Palmer, A.R.,** Francis, K., Distefano, R., Kalstabakken, A., & Masten, A. (2023, March). *Early childhood Child Protective Service involvement, school readiness, and academic achievement: A Longitudinal community-based cohort.* [Poster]. Society for Research on Child Development 2023 Biennial Meeting, Salt Lake City, Utah.

21. DeJoseph, M., Leneman, K.B., **Palmer, A.R.,** Padrutt, E.R., Mayo, O.A., & Berry, D. (2022, November). *Adrenocortical and autonomic cross-system regulation in youth: A meta-analysis* [Poster]. International Society for Developmental Psychobiology 2022 55th Annual Meeting, San Diego, CA.

22. **Palmer, A.R.**, Masten, A.S., & The Homework Starts with Home Research Partnership. (2022, April). *The role of child protective services and emergency/transitional housing in child school engagement* **[Symposium Presentation].** American Educational Research Association 2022 Annual Meeting, San Diego, CA.

23. Leneman, K.B., DeJoseph, M.L., **Palmer, A.R.**, Blair, C.B., & Berry, D.B. (2022, April). *Early childhood relations between indirect discrimination stress, racial socialization, and behavior problems* [Poster] The Society for Child Development Special Topics Meeting: Discrimination, Equity and Justice. Virtual.

24. **Palmer, A.R.,** Piescher, K., Heinz Amborn, B., & Masten, A.S. (2022, March). *Integrating data to drive progress: Ending student homelessness* [**Symposium Presentation].** National Human Services Data Consortium Spring 2022 Conference. Minneapolis, MN.

25. **Palmer, A.R.,** Foster, R. A., Distefano, R., & Masten A.S. (2021, April). *Physiological reactivity, emotional reactivity, and parenting skills in families experiencing homelessness* [Poster]. 2021 biennial Meeting of Society for Research in Child Development. Virtual

26. **Palmer, A.R.,** Leneman, K, DeJoseph, M., Sifre, R. , Blair, C., & Berry, D (2021, April). *An aMNLFA approach to measurement invariance of the Strength and Difficulties Questionnaire* [Poster]. 2021 biennial Meeting of Society for Research in Child Development. Virtual

27. **Palmer, A.R.,** & Homework Starts with Home Research Partnership (2020, November). *Emergency/transitional housing and child protection in the twin-cities metro* **[Symposium Presentation]**. Ending Student Homelessness Grand Challenges Conference, Virtual. Available at: https://innovation.umn.edu/ending-student-homelessness/conference-videos/

28. **Palmer, A.R**., & Kroupina, M., (2020, October). *The integration of early childhood mental health into pediatric care including general and specialty programs* **[Symposium Presentation]**. ZERO TO THREE's Annual Conference 2020. Virtual.

29. **Palmer, A.R.,** & Masten, A.S. (2020, March). *Homelessness and child protection in the twin cities metro, an integrated administrative data approach* **[Symposium Presentation]**. 127th Annual Minnesota Social Service Association Training Conference and Expo, Minneapolis, MN

30. **Palmer, A.R.,** Lucke, C.M., Rahl-Brigman, H.A., & Masten, A.S. (2019, November). *Differential effects of early life deprivation and threat on depression and parenting in families experiencing homelessness* [Poster]. 35th Annual Meeting of the International Society for Traumatic Stress Studies, Boston, MA.

31. Lucke, C.M., **Palmer, A.R.,** Rahl-Brigman, H.A., & Masten, A.S. (2019, November). *Recent traumatic adversity and parenting quality in parents experiencing homelessness: An examination of risk and protective factors* [Poster]. 35th Annual Meeting of the International Society for Traumatic Stress Studies, Boston, MA.

32. **Palmer, A.R.,** Distefano, R., Masten, A.S., & Berry, D. (2019, September). *Physiological and emotion regulation in early childhood* [Poster]. 2019 Society for Psychophysiological Research Annual Meeting, Washington, D.C.

33. Williams, C.*, **Palmer, A.R.,** Distefano, R., Masten, A.S., & Berry, D. (2019, September). *The associations between incidents of homelessness, executive functioning, and respiratory sinus arrhythmia in preschool-aged children* [Poster]. 2019 Society for Psychophysiological Research Annual Meeting, Washington, D.C.

34. Palmer, A.R., DePasquale, C.E., Foster, R.A., Masten, A., & Berry, D. (2019, March). *Parenting, parenting characteristics, risk, and parent parasympathetic regulation in families experiencing homelessness* [Poster]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.

35. Grenell, A., Distefano, R., **Palmer, A.R.,** & Carlson, S.M. (2019, March). *Importance of executive function and emotion regulation for children's school success: Protective or promotive factors?* [Poster]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.

36. Berry, D., Leneman, K.B., **Palmer, A.R., &** Akstere, L*. (2019, March). *Experiential stress and higher-order cognition: Enemy or adaptive organizer?* **[Symposium Presentation]**. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.

37. **Palmer, A.R.,** Stallworthy, I., Masten, A.S., & Berry, D. (2019, March). *Dyadic synchrony among preschool-aged children and Their Parents Currently Experiencing* ***Homelessness*** **[Symposium Presentation]**. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.

38. Foster, R. A., **Palmer, A.R., &** Masten, A.S. (2019, March). *Correlates of parental reflective functioning in families experiencing homelessness* [Poster]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.

39. Leneman, K. B., **Palmer, A.R.,** Distefano, R., Grenell, A., & Berry, D. (2018, November). *Recovery matters: Investigating the full physiological response profile in relation to marker of*

psychopathology [Poster]. International Society for Developmental Psychobiology Annual Meeting, San Diego, CA.

40. **Palmer, A.R.,** Distefano, R., Leneman, K., Grenell, A., Masten, A.S., & Berry, D. (2018, November). *The effects of sociodemographic risk, adversity and homelessness on respiratory sinus arrhythmia* **[Symposium Presentation]**. International Society for Developmental Psychobiology Annual Meeting, San Diego, CA.

41. **Palmer, A.R.,** Berry, D, & Leneman, K. (2018, October). *Validation of using FIRSTBEAT BODYGUARD2 to collect interbeat interval data with preschool-aged children* [Poster and **Flash Talk**]. Society for Psychophysiological Research Annual Meeting, Quebec, Canada.

42. Leneman, K., Varhol, A., **Palmer, A.R.,** & Berry, D (2018, October). *Suspenders: A Methodological Contribution to Collecting Quality Impedance Data in Children* [Poster]. Society for Psychophysiological Research Annual Meeting, Quebec, Canada.

43. Zhang, J., **Palmer, A.R.,** Zhang, N., & Gewirtz, A. (2018, November). *Father coercive parenting mediates the impact of emotion regulation on children's emotional problems* **[Symposium Presentation]**. National Council of Family Relations Annual Convention, San Diego, CA.

44. **Palmer, A.R.,** Labella, M., Plowman, E., & Masten, A.S. (2018, May). *Risk and protective factors for child emotional symptoms in families experiencing homelessness* [Poster]. 2018 Association for Psychological Science 30th Annual Convention, San Francisco, CA.

45. **Palmer, A.R.,** & Masten, A. (2018, April). *Parent emotion regulation and affect: Differences in emerging adulthood and middle adulthood in the context of homelessness* [Poster]. 2018 Society for Research on Adolescents Biennial Meeting, Minneapolis, MN.

46. Zazay*, F., **Palmer, A.R.,** & Masten, A. (2017, August). *Resilience in children experiencing homelessness: Preschool attendance & later academic success* [Poster]. The Ronald E. McNair Minnesota Symposium, Minneapolis, MN.

47. **Palmer, A.R.,** Buss, K., McDoniel, M., Morales-Pamplona, S. (2016, March/May). *The effects of exuberance in infancy and effortful control on social competence and peer acceptance* [Poster]. Undergraduate Research Exhibition, State College, PA. [Poster] xx Biennial International Conference on Infant Studies, New Orleans, Louisiana.

48. **Palmer, A.R.,** Buss, K. (2015, July/September). *The effects of exuberance and effortful control on behavioral measures of peer acceptance* [**Symposium Presentation**]. Ronald E. McNair and Summer Research Opportunity Program Symposium, State College, PA. [**Symposium Presentation**]. Ronald E. McNair National Conference, Baltimore, Maryland.

49. **Palmer, A. R.**, Renko, A., Davis G., & Stocker, K. (2015, March). *Attitudes towards bisexuality* [Poster]. Undergraduate Research Exhibition, State College, PA. [Poster]. Psi Chi Undergraduate Exhibition, State College, PA.

** Undergraduate and post-baccalaureate mentees.*

INVITED PRESENTATIONS (8 Total)

Palmer, A.R. (2026, May). Prioritizing early childhood screening for children experiencing homelessness. *Utah Interagency Coordinating Council (Governor's Councils for Infants and Toddlers with Disabilities).* (16 council members attended)

Palmer, A.R. (2026, March). *Meeting the developmental needs of young children experiencing homelessness.* Rethinking Inequity Webinar Series: Equity Focused Interventions. https://www.youtube.com/watch?v=qWOz0Q0Y2pA (45 Attended).

Palmer. A.R. (2026, January). *Resilience Focused and Family Based Intervention Strategies for Two to Six Year Olds.* Utah Association for Infant Mental Health Lunch and Learn. (10 Attended)

Palmer, A.R., & Hajal, N. (2025, March & April). *Familied Overcoming Under Stress – Early Childhood Training.* DMH UCLA Early Childhood Fellowship. (45 Attended)

Palmer, A.R. (2025, February). *Fetal Alcohol Spectrum Disorders in Early Childhood.* Infant Development Association of California. Los Angeles, California. (125+ Attended)

Palmer, A.R. (2024, March). *Early childhood experiences of homelessness and high-mobility: Risk and Resilience*. DMH UCLA Early Childhood Fellowship. (45 Attended)

Palmer, A. R., Piescher, K., Berry, D., Dupuis, D., Heinz-Amborn, B., & Masten, A. S. (2023, April). *Homelessness and child protection involvement: temporal links and risks to student attendance and school mobility.* UNICEF, Street Connected Children. https://www.youtube.com/watch?v=FnbrxTRnnQo (180 Attended)

Palmer, A.R. (2022, April) *Children's experience of emergency, transitional housing and child protective services in the twin cities metro*. Freedom for the Streets Community Outreach Meeting. (35 Attended)

CAMPUS AND DEPARTMENTAL TALKS

Palmer, A.R. (2026, April). Moderated Non-Linear Factor Analysis, Important Uses of Measurement Invariance Strategies. (10 Attended)

Palmer, A.R. (2026, February). *Projects in Progress.* University of Utah Developmental and CCF Psychology Brownbag (20+ Attended)

Palmer, A.R. (2025, September). *Multisystem Approaches to Understanding and Improving Early Childhood Mental Health in the Context of Poverty.* University of Utah Developmental and CCF Psychology Brownbag (20+ Attended)

Palmer, A.R. (2025, June). *Exploration of Multi-system Strategies to Promote Minoritized Family Mental Wellbeing After Experiences of Homelessness with Young Children.* UCLA Semel Psychiatry Grand Rounds (50+ Attended)

CLINICAL TRAINING AND CERTIFICATIONS

- 6 week training part two of ***Parent Child CARE***
- Two day training in part one of ***Parent Child CARE***
- Three day training in facilitating ***Strategies for Enhancing Early Developmental Success – Professional Development.***
- Four Day training in ***Strategies for Enhancing Early Developmental Success – Professional Development.***
- One Day ***Families Overcoming Under Stress – Early Childhood*** (FOCUS-EC) initial training.
- Three Day ***Families Overcoming Under Stress*** (FOCUS) initial training.
- Three Day ***Child Parent Psychotherapy*** initial training and began rostering process
- Three Day ***Incredible Years Preschool Basic*** Parent Group Facilitator Training
- Three Day ***Coping Cat Cognitive Behavioral Therapy*** Training
- Two day Telehealth Training for Mental Health Professionals
- Completed ***Zero to Three Certification*** in DC 0 -5: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood
- Completed ten-module online training for ***Trauma-Focused Cognitive Behavioral Therapy***
- Participated year-long learning collaborative for ***Trauma Focused Cognitive Behavioral Therapy.*** Eligible for certification upon obtaining licensure
- Completed day-long training in ***Dialectical Cognitive Behavioral Therapy***

MENTORSHIP EXPERIENCE

Undergraduate Thesis and Project Mentorship

2025 Undergraduate Research Project and Honors Thesis Mentor
University of Minnesota
Shreya Shanker
Associations Between Expressed Parent Affect and Child Behavior Difficulties

2025 SEMEL Undergraduate Poster Presentation; Independent Group Project
University of California Los Angeles
Elisa Anel, Paola Rodriguez, Wangchen Pei, and Abbie Wu
The Association Between Parent Adverse Childhood Experiences, Negative Affect, and Child Behavioral Challenges

2020 Undergraduate Honors Thesis Reader; Undergraduate Honors Thesis Co-Mentor
University of Minnesota
Claire Dahl
Prevalence of Trauma History and Trauma Related Disorders in an Early Childhood Mental Health Clinic

2019 Independent Project
University of Minnesota
Cedric Williams
The associations between incidents of homelessness, executive functioning, and respiratory sinus arrhythmia in preschool-aged children (Presented at 2019 Society for Psychophysiological Research)

2017 TRIO McNair Schol Mentor
University of Minnesota
Fralinda Zazay
Resilience in children experiencing homelessness: Preschool attendance & later academic success

Other Professional Mentorship Experience

2023 – Present Early Career Mentor
Society of Clinical Child and Adolescent Psychology (SCCAP; Division 53) mentorship program
Mentees: Frances Li; Rejil Joseph

2020 – 2022 Core Leadership Team and Student Mentor
Next-Gen Psychological Scholars
Mentees: Brooke Kohn; Mohamad Khalaifa

TEACHING EXPERIENCE

2026 PSY 6961: Graduate Practicum in Clinical Child and Family Psychology
Instructor

2025 PSY 3250: Child Clinical Psychology
Instructor

2022 CPSY 2301: Introduction to Child Development
Guest Lecturer

2022 CPSY 5303: Social and Emotional Development
Teaching Assistant

2021 CPSY 3896: Internships in Child Psychology
Instructor

2019 CPSY 2301: Introduction to Child Development
Instructor – Teaching Apprenticeship

2019 CPSY 4329: Biological Foundations of Development
Teaching Assistant

2018 CPSY 3308W: Introduction to Research Methods in Child Psychology
Teaching Assistant

2017 CPSY 4331: Social and Personality Development, University of Minnesota
Teaching Assistant, Guest Lecturer

SCIENTIFIC AND PROFESSIONAL ORGANIZATIONS

2025 – Present	Utah Association for Infant Mental Health
2023 – 2026	California Association for Infant Mental Health
2022 – 2023	American Educational Research Association
2018 – 2022	Association for Psychological Science
2018 – Present	American Psychological Association
2018 – 2020	Society for Psychophysiology Research
2018 – 2019	International Society for Research on Developmental Psychobiology
2017 – 2018	Society for Research on Adolescents
2017 – Present	Society for Research on Child Development
2016 – 2017	International Congress on Infant Studies
2013 – 2017	PSI CHI – Psychology Honors Society

INVITED REFEREED JOURNAL PEER REVIEWS

Child Development
Child Neuropsychology
Child Protection and Practice
Developmental Psychology
Emotion
Infancy
International Journal of Public Health
Journal of Family Psychology
Parenting Practice and Policy
Social Science and Medicine
Child: Care, Health, and Development
Clinical Pediatrics
Clinical Psychological Science
Cognitive Development
Development and Psychopathology
Health, Education, and Behavior
Infant Behavior and Development
International Journal of Psychology
Social Development

RELEVANT VOLUNTEER AND OUTREACH ACTIVITIES

2026 **Member,** Utah Early Childhood Mental Health Working Group, Salt Lake City, UT.

2025 **Member,** University of Utah Housing Working Group, University of Utah, Salt Lake City, UT

2025 **Committee Member,** Maternal Mental Health Services Support for Unhoused or at Risk Communities, Utah Department of Health and Human Services, Salt Lake City, UT.

2025 **Program Development and Training Member,** Utah Association for Infant Mental Health, Salt Lake City, UT

2025 **Advocacy, Community, and Engagement Committee Member,** University of Utah, Salt Lake City, UT

2025 **Invited Panel Member,** Navigating the Academic Job Market, University of Maryland, College Park, MD

2025	**Invited Panel Member,** Navigating Post doctorate Training Fellowship Applications, University of California, Los Angeles, Los Angeles, CA
2024 –2025	**Facilitator,** SEEDS Professional Development, University of California Los Angeles, Los Angeles, CA. https://dpbh.ucla.edu/seeds/
2024 -- Present	**Mentor,** The Society of Clinical Child and Adolescent Psychology Division 53 Mentorship Program, American Psychological Association
2021	**Diversity, Equity, and Inclusion Committee Member – Curriculum Development**, Clinical Science and Psychopathology Research Program University of Minnesota, Minneapolis, MN
2021	**Student Columnist,** Society for a Science of Clinical Psychology
2020 – 2022	**Lead Graduate Student Mentor,** Next-Gen Psychology Scholars Program University of Minnesota, Minneapolis, MN https://nextgenpsychscholars.com/
2020	**Volunteer and Educational Material Development,** Greater Minneapolis Crisis Nursery Minneapolis, MN
2019 – 2021	**Project Mentor and Curriculum Development,** Young Scientist Program University of Minnesota, Minneapolis, MN https://sites.google.com/umn.edu/youngscientists/home
2018 – 2022	**Curriculum Development Committee Member,** Institute of Child Development University of Minnesota, Minneapolis, MN
2018 – 2022	**Volunteer Presenter,** Growing Brains Educational outreach University of Minnesota, Minneapolis, MN https://www.youtube.com/watch?v=fnYBYqikr7A&t=336s
2017 – 2018	**Prospective Students Committee Member,** Institute of Child Development University of Minnesota, Minneapolis, MN
2017 – 2018	**Early Childhood Development Volunteer,** People Serving People Family Emergency Homeless Shelter Minneapolis, MN
2017 – 2024	**Graduate Mentor and Panel Volunteer**, Ronald E. McNair Program University of Minnesota, Minneapolis, MN
2016 – 2017	**Special Events Committee Member**, Institute of Child Development University of Minnesota, Minneapolis, MN
2016	**Event Volunteer,** Mom Enough Minneapolis, MN

IN REVIEW AND UNAWARDED GRANT APPLICATIONS

2026 **University of Utah Research Fund** [Under Review] $61,000
University of Utah
Legal Housing and Debt Advocates and Health Outcomes
Role: Co-I

2026 **Large Research Grant on Education** [Under Review] $250,000
Spencer Foundation
Reframing Opportunity-to-Learn: School Support for Basic Needs and Early Reading Achievement Among Homeless Experienced Students
Role: Co-I

2026 **Small Grants Early Career Scholars** [Under Review] $7,500
Society For Research in Child Development
Early Childhood Diarrhoea, Forced Displacement, and Developmental Outcomes in Brazzaville, Republic of the Congo
Role: Co-I

2026 **Major Research Grant** [Not Funded] $400,000
William T. Grant Foundation
Reducing Educational Inequality Among Students Experiencing Homelessness Through School-Embedded Family Navigation
Role: Co-I

2025 **State Capacity Building Grant** [Not Funded] $100,000
Thrive From the Start
Utah Promise for Young Children Experiencing Homelessness
Role: Contractor

2025 **Longitudinal Evaluations of Solutions for Preventing Child Homelessness** $500,000
[Not Funded]
CoLab Constellation Fund
Supporting the Academic Achievement of Youth Experiencing Homelessness
Role: Co-I

2024 **KL2 Translational Science Award** [Not Funded] $130,000
University of California, Los Angeles, CTSI
Adapting a Resilience Promoting Preventative Intervention for Families Experiencing Homelessness
Role: PI

2024 **Division 18 Research Grant** [Not Funded] $1,500
American Psychological Foundation
Promoting Family Mental Wellbeing After Experiences of Homelessness with Young Children
Role: PI

2024 **Trauma Psychology Grant** [Not Funded] $3,000
American Psychological Foundation
Promoting Social, Behavioral, and Emotional Resilience After Early Childhood Experiences of Homelessness.
Role: PI

RESEARCH TRAINING EXPERIENCE

Parents of Preschoolers and Families Overcoming Under Stress – Early Childhood
Supervisor: Nastassia Hajal, Ph.D., LP

- Two studies aimed to evaluate the effectiveness of a trauma-informed intervention (Families Overcoming Under Stress – Early Childhood) on improving family functioning, for children with 3 to 6 year-old children. One study (N = 199) evaluated the effectiveness of the intervention for military-connected families, and the other adapted the intervention for parents with their own histories of trauma *(*N = 51).
- My primary projects applied dynamic within-person statistical methods to understand how changes in observed parent behavioral patterns and emotions may occur as a result of the intervention. I am also evaluating if the intervention improves observed full family functioning.
- **Responsibilities:** Interventionist, lead and manage emotion coding team, undergraduate research assistant supervision and training, statistical analysis design, data analysis, presentations, and manuscript preparation

Path to Recovery
Supervisor: Roya Ijadi-Maghsoodi, MD, MSHPM

- Collaborators: Large Urban School District
- Worked with an interdisciplinary team to evaluate how increased mental health supports post COVID-19 were related to child functioning at school in district-wide evaluation.
- Projects I am working on included evaluating the recovery of reading scores for elementary school children in the years following COVID-19, and if recovery rates differed based on a variety of demographic and risk factors. I also evaluated how well increased school mental health supports improved child school functioning specifically for children experiencing homelessness and Black children.
- **Responsibilities:** Study design, statistical plan, community material generation, presentations, and manuscript preparation

Project Competence Research on Risk and Resilience (PCR3) Lab
Supervisor: Ann S. Masten, Ph.D., LP

School Success in Motion (SSIM)

- Participated in a longstanding research collaboration with a local family emergency homeless shelter to investigate risk and resilience processes related to self-regulation and parenting within families experiencing homelessness.
- **Responsibilities:**
    - **School Success in Motion 2012:** data analysis, manuscript preparation.

- **School Success in Motion 2014:** coding parent-child interactions using the Parent Management Training – Oregon Model (PMTO) Family Interaction Task behavioral coding manual, supervised a team of diverse undergraduate and graduate level behavioral coders, data entry, data cleaning, data analysis, statistical analysis, and manuscript preparation.
- **School Success in Motion 2017:** study design, coordination with institutional review board, small grant applications, supervising undergraduate students in study material preparation, supervising undergraduates in data collection, cleaning cardiac physiological data, coding parent-child interactions using the Parent Management Training – Oregon Model (PMTO), coding child emotion regulation during tasks, supervising a team of behavioral coders, data analysis, and manuscript preparation.
- **School Success in Motion 2018: The Role of Self-Regulation:** study design, coordination with institutional review board, small grant applications, supervising undergraduate students in study material preparation, cleaning biological data, data analysis, and manuscript preparation.
- **School Success in Motion 2019:** consultant on study design, coding parent-child interaction data, statistical analysis, and manuscript preparation.

Minneapolis Public School Screening Study

- ***Spearheaded*** a collaboration with the Minneapolis Public School system to integrate longitudinal administrative data with previously collected early childhood screening data in order to identify how new self-regulation measures in predicted to student's 3rd grade academic and behavioral outcomes.
- **Responsibilities:** Performing the roles of a ***project coordinator*** and ***lead data analyst***; Study design, collaborating with community data owners, writing data sharing agreements with local government agencies, presenting to multiple government agencies, applying to grant funding, policy brief creation, and manuscript preparation.

Bioecology, Self-Regulation and Learning (BSL)
Supervisor: Daniel Berry, Ed.D.

Modes of Cognition and Arousal

- The project aimed to understand the effect of preschool-aged children's stress arousal and executive functioning skills on their cognitive flexibility and functioning. I contributed study elements to answer questions about parent-child co-regulation and the role of child stress on parents' physiological and emotional responding.
- **Responsibilities:** Designed and piloted multiple new experimental behavioral tasks, trained parasympathetic and sympathetic cardiac data collection for preschool children and their parents, cleaned physiological data, collected and processed salivary cortisol data, led and trained a large team of undergraduates, data analysis, presentations, and manuscript preparation.

Self-Regulation as a Protective Factor

- Collaborators: Stephanie Carlson, Ph.D., and Ann S. Masten, Ph.D., LP
- The study aimed to understand the impact of multiple constructs and modes of self-regulation on child functioning. A secondary goal was to validate ambulatory heart rate variability methods against the gold standard acquisition technique.
- **Responsibilities:** Study design, coordinating with the institutional review board, participant recruitment, physiological data cleaning, physiological data collection training and supervision, undergraduate training, data analysis, and manuscript preparation.

The Family Life Project

- Collaborators: The Family Life Project Executive Team
- The study (N = 1,292) follows children living in rural poverty from birth through adolescence. The aim is to understand the relationship between environmental stressors and self-regulation across development.
  - ***My dissertation*** leveraged this large longitudinal study and advanced statistical methods to characterize how positive influences accumulate alongside sociodemographic risk and adverse events. Further, I aimed to understand how these processes are related to preschool-aged mental health.
  - **Responsibilities:** Study/Statistical design, coordination with the executive team, data analysis, presentations, and manuscript preparations.

After Deployment, Adaptive Parenting Tools (ADAPT)
Supervisor: Abigale Gewirtz, Ph.D., LP

- This study aimed to understand the effects of a parenting intervention for veterans and their partners following deployment. This study investigated if parents gain parenting skills and emotion regulation skills from the intervention. They are also interested in the downstream effects of the intervention on child and couple well-being.
- I collaborated with an interdisciplinary team to analyze the effects of parent emotion regulation abilities, affect expression, physiological regulation, and child psychopathology symptoms.
- **Responsibilities:** Physiological data cleaning, data analysis, and manuscript preparation

University of Minnesota Grand Challenge: Homework Starts with Home Initiative
Supervisor: Homework Starts with Home Executive Team and Minn LiNK staff

- I collaborated with an interdisciplinary team (Minnesota State Government Agencies, School of Social Work, and Humphry School of Business) to analyze the effects of a housing intervention, where families experiencing homelessness were provided monetary housing assistance.
- My project focused on evaluating the impact of the intervention on child protective service involvement and how the experience of both systems was related to child school engagement.
- **Responsibilities:** Administrative data cleaning, data analysis, policy brief creation, community presentations, political lobbying, creating a Title IV-E Child Welfare training module, assisted in grant writing, and manuscript creation.

POST-DOCTORAL CLINICAL TRAINING

Family Development Program
Department of Population Behavioral Health, University of California Los Angeles
Therapy and Consultation, August 2023 – August 2025
Supervisor: Catherine Mogil, PsyD., LP.

- **Responsibilities:** Monitored treatment plans; Provided brief consultations for parents experiencing acute distress around NICU stay; Provided long-term therapy for parents experiencing distress due to NICU stay.
- **Clients:** Perinatal Mothers and Fathers with babies in the Neonatal Intensive Care Unit
- **Supervision:** Individual – weekly, Group - weekly

- **Treatment Modalities:** Provide parents with psychoeducation on social, emotional, and behavioral functioning as well as developmental guidance, and information on trauma and trauma responses. Used the Family Development Program framework that was informed by FOCUS-Couples, Trauma Informed Therapy, CBT, and ACT.

Parents of Preschoolers Study
Department of Population Behavioral Health, University of California Los Angeles
Therapy, August 2023 – March 2024

Supervisor: Nastassia Hajal, Ph.D., LP.

- **Responsibilities:** Provided FOCUS-EC preventative intervention in the context of a randomized control trial.
- **Clients:** Parents of preschool-aged children with their own experiences of trauma.
- **Supervision:** Individual – weekly, Group - weekly
- **Treatment Modalities:** FOCUS-EC

CLINICAL INTERNSHIP

CHLA Child Clinical and Pediatric Internship
Children's Hospital Los Angeles, University of Southern California
July 2022 – June 2023

Child and Family Rotation

Supervisor: Jennifer Rafeedie, Psy.D., LP.

- **Responsibilities:** Conduct diagnostic intake assessments with children and families; develop treatment plans; provide individual therapy; provide family therapy; facilitate parenting skills groups; write progress notes; case coordination.
- **Clients:** School age children and adolescents on MediCal with symptoms of depression, anxiety, conduct problems, and attention challenges.
- **Treatment Modalities:** Cognitive Behavioral Therapy; Coping Cat; Incredible Years Pre-School Basics Program
- **Additional Training:** Bi-weekly intake clinic group supervision; Bi-weekly didactic seminars; Monthly diversity seminars; Expert Coping Cat supervision; Weekly Incredible Years Group facilitator supervision and training.

Assessment Rotation

Supervisor: Oscar Donoso, Ph.D., LP.

- **Responsibilities:** Administer neuropsychological assessments to children and adolescents; administer mental health questionnaires; conduct clinical interviews with parents/caregivers, children, and adolescents about psychosocial and psychiatric functioning; write integrative reports; provide parent and child feedback; case coordination; collaborate with multidisciplinary teams
- **Clients:** School age children and adolescents with complex mental health and neuropsychological assessment questions.
- **Assessments:** Wechsler Intelligence Scale For Children, Fifth Edition; Clinical Evaluation of Language Fundamentals -5; The Berry-Buktenica Developmental Test of Visual-Motor Integration; Bruininks-Oseretsky Test of Motor Proficiency 2nd Edition; NEPSY-II; Behavior Rating Inventory of Executive Function 2nd Edition; Conners-3 Parent; Behavioral Assessment Scale for Children 3rd Edition; Revised

Children's Manifest Anxiety Scale 2nd Edition; Adaptive Behavior Assessment System – 3rd Edition.
- **Additional Training:** Weekly case conference and seminars on various assessment topics.

Early Childhood Mental Health Rotation

Supervisor: Patricia Lakatos, Ph.D., LP
- **Responsibilities:** Conduct diagnostic intake assessments; develop treatment plans; provide dyadic and family therapy; provide individual collateral therapy session with parents; case coordination; collaborate with multiple treatment providers
- **Clients:** 0 – 5-year-olds on Medical who have experience early childhood trauma and/or have developmental delays or disabilities
- **Treatment Modalities:** Child Parent Psychotherapy; DIR Floortime
- **Assessments:** Ages and Stages Questionnaire Third Edition; Ages and Stages Questionnaire: Social and Emotional Second Edition; Functional Emotional Assessment Scale; Life Stressors Scale; Traumatic Events Screening Inventory; Trauma Symptom Checklist for Young Children.
- **Additional Training:** Bi-weekly DIR floor time group supervision; Bi-weekly Child Parent Psychotherapy group supervision; Weekly early childhood mental health seminars

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CLINICAL PRACTICA

Fraser

Day Treatment, August 2021 – May 2022
[229 hours]
Supervisor: Kelly Haack, Ph.D., LP.
- **Responsibilities:** Monitored treatment plans; Lead social and emotional skills groups
- **Clients:** 2 – 6-year-olds who have experienced early childhood trauma
- **Supervision:** Individual - weekly
- **Treatment Modalities:** Provide children with psychoeducation on social, emotional, and behavioral functioning. Used play-based therapy to help children develop coping, problem-solving, and social skills

Minnesota Neuropsychology

Neuropsychology Assessment, February 2021 – October 2021
[65 hours]
Supervisor: Elizabeth Adams, Ph.D., LP., ABN
- **Responsivities:** Administered and scored neuropsychological assessments to children and adolescents.
- **Clients:** 3 – 16-year-olds with dyslexia, dysphagia, learning disabilities and who are gifted and talented.
- **Supervision:** Individual – bi-weekly
- **Administered:** Wechsler Adult Intelligence Scale, 4th Edition; Wechsler Intelligence Scale for Children, 5th Edition; California Verbal Learning Test – Children's Version; Wechsler Preschool and Primary Scale of Intelligence – 4th Edition; Wechsler Individual Achievement Test, 4th Edition; Delis-Kaplan Executive Functioning System; Comprehensive Test of Phonological Processing -2, Conner's Continuous Performance Test, 3rd Edition; NEPSY- II Designs**.**

University of Minnesota Medical Center, Women's Well Being Clinic
Therapy and Assessment, July 2020 – August 2021
[272 hours; 28 Psychological Assessments]
Supervisor: Emily Pisetsky, Ph.D., LP., & Kristina Reigstad, Psy.D., LP.
- **Responsibilities:** Conducted diagnostic intake assessment with women in the perinatal period; developed treatment plans; provided individual therapy; coordinated care across settings; wrote clinical notes; worked with multi-disciplinary team to coordinate care.
- **Clients:** Adult females in the perinatal period with concerns related to perinatal depression, obsessive compulsive disorder, anxiety, and trauma.
- **Supervision:** Individual – weekly; Group – weekly
- **Treatment Modalities:** Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, Exposure Response Prevention.

University of Minnesota Medical Center, Behavioral Health Clinic for Families
Therapy, July 2019 – August 2021
[818 hours]
Supervisor: Katherine Lingras, Ph.D., LP., & Kristina Reigstad, Psy.D., LP.
- **Responsibilities:** Conducted diagnostic assessments with children and parents; developed treatment plans, provided individual therapy, and parent guidance or family therapy as clinically indicated; coordinated care across settings; wrote clinical notes.
- **Clients:** Children ages 3 to 16 with concerns related to OCD, anxiety, behavior, parent-child relationship challenges, depression, and trauma. Parent's of depressed Teens.
- **Supervision:** Individual – weekly; Group – bi-weekly
- **Treatment modalities:** Trauma-Focused Cognitive Behavioral Therapy, Cognitive Behavioral Therapy, Exposure Response Prevention, HEART-P Parenting Intervention, Adaptations of Incredible years Parent-management curriculum, and Adaptations of Coping Cat

University of Minnesota Medical Center, Birth to Three Clinic and Adoption Medicine Clinic
Therapy and Assessment, July 2019 – May 2020
[206 hours]
Supervisor: Maria Kroupina, Ph.D., LP.
- **Responsibilities:** Assisted with diagnostic assessments with children and parents; developed treatment plans, provided individual therapy, and parent guidance or family therapy as clinically indicated; coordinated care across settings; wrote clinical notes; worked with multi-disciplinary team for brief interventions and screenings; assisted in the development of intervention and screening protocol for a pediatric setting *(see publications)*.
- **Clients:** Ages 2 to 7 with concerns related to anxiety, behavior, parent-child relationship challenges, and trauma
- **Supervision:** Individual and Group - weekly
- **Treatment modalities:** Adaptations of Trauma-Focused Cognitive Behavioral Therapy, Adaptations of Attachment Biobehavioral Catchup, Adaptations of Circle of Security, and Adaptations of Child-Parent Psychotherapy

University of Minnesota Medical Center, Department of Pediatric Psychology
Neuropsychology, July 2018 – May 2019
[559 hours; 54 integrated reports]

Supervisor: Amy Gross, Ph.D., LP., & Christopher Boys, Ph.D., LP.

- **Responsibilities:** Administered neuropsychological assessments to children and adolescents; conducted clinical interviews with parents/caregivers, children, and adolescents about psychosocial and psychiatric functioning; wrote integrative reports.
- **Clients:** 6-to 19-year old's with neurological or medical conditions (Traumatic Brain Injury, Fetal Alcohol Syndrome, Diabetes), neurodevelopmental disorders (ADHD, Autism), learning disability, and major psychiatric disorders (Anxiety Disorder, Major Depression).
- **Supervision:** Individual and Group – weekly
- **Administered:** Adaptive Behavior Assessment System – 2; Behavior Rating Inventory of Executive Function; Behavioral Assessment System for Children, Third Edition; California Verbal Learning Test – Children's Version; California Verbal Learning Test, 2nd Edition; Child Behavior Checklist; Children's Memory Scale; Delis-Kaplan Executive Functioning System; Rey-Osterrieth Complex Figure; Social Language Development Test – Adolescent; Social Language Development Test – Elementary; Test of Variable Attention; Wechsler Adult Intelligence Scale, 4th Edition; Wechsler Intelligence Scale for Children, 5th Edition; Wisconsin Card Sort Test; Woodcock Johnson Tests of Achievement, 3rd Edition.