

CURRICULUM VITAE

Katie C. Hart, Ph.D.

CONTACT INFORMATION

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Licensed Psychologist (PY9534)

EDUCATION

- 2006 – 2012 **Ph.D., Clinical Psychology** (APA Accredited)
State University of New York at Buffalo – Buffalo, NY
Faculty Mentor: William E. Pelham, Jr., Ph.D.
Dissertation: *Promoting successful transitions to kindergarten: An early intervention for behaviorally at-risk children from Head Start preschools.*
- 2011 – 2012 **Clinical Psychology Internship** (APA Accredited)
Mailman Center for Child Development, Department of Pediatrics
University of Miami Miller School of Medicine—Miami, FL
Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Trainee
Trainee Liaison to National Association of University Centers on Disabilities (AUCD)
- 2009 **M.A., Clinical Psychology** (APA Accredited)
State University of New York at Buffalo – Buffalo, NY
Faculty Mentors: William E. Pelham, Jr., Ph.D. & Greta M. Massetti, Ph.D.
Thesis: *Impact of group size on classroom on-task behavior and work productivity in children with ADHD.*
- 2000 – 2004 **B.S., Child Development and Cognitive Studies (Majors)**
Peabody College, Vanderbilt University – Nashville, TN
Magna Cum Laude, Honors in Child Development
Honors Faculty Mentor: Judy Garber, Ph.D.
Honors Thesis: *Family patterns of psychopathology in offspring of depressed and nondepressed mothers.*

RESEARCH INTERESTS

My research interests are broadly focused on young children with or at-risk for ADHD and related disruptive behavior disorders and learning problems. Primarily, my work addresses the development, evaluation, and dissemination of early interventions, with emphasis on interventions designed to promote various aspects of school readiness, and treatments across home, school, clinic, and community settings. I am particularly interested in the development and implementation of interventions during the major developmental transition from preschool to kindergarten. My work has also focused on addressing issues of access to care and engagement in interventions for families of children living in urban poverty; culturally competent interventions for families from Latinx and Haitian backgrounds; and mental health policy as it relates to the dissemination of evidence-based interventions in school and community settings. Further, I am interested in the evaluation of school-based interventions for young children with ADHD, specifically the evaluation of commonly recommended special education accommodations for these children, as well as teacher implementation of evidence-based treatments in their classrooms.

POSITIONS AND EMPLOYMENT

- 2020—present **Associate Professor**, Clinical Science in Child and Adolescent Psychology Program, Department of Psychology, Center for Children and Families, College of Arts and Sciences, Florida International University
- 2014—2020 **Assistant Professor**, Clinical Science in Child and Adolescent Psychology Program, Department of Psychology, Center for Children and Families, College of Arts and Sciences, Florida International University
- 2013—2014 **Research Assistant Professor**, Department of Psychology, Center for Children and Families, Florida International University
- 2012—2013 **IES Postdoctoral Fellow in Intervention Research for Children with Disruptive Behavior Disorders**, Center for Children and Families, Florida International University
- 2011—2012 **Clinical Psychology Intern**, Mailman Center for Child Development, University of Miami, Specialization in Preschool and Early Interventions
- 2010—2012 **Research Associate and Clinical Supervisor**, Center for Children and Families, Florida International University
- 2010—2011 **Graduate Research Assistant**, Department of Psychology, University at Buffalo
- 2006—2010 **Graduate Teaching Assistant**, Department of Psychology, University at Buffalo
- 2008—2009 **Graduate Student Clinician**, Adaptive Treatments for Children with ADHD University at Buffalo, SUNY, Buffalo, NY
Supervisor: William E. Pelham, Jr., Ph.D.
- Summers 2009 & 2008 **Classroom Trainer, Supervisor, & Developmental Specialist**, Summer Treatment Program, Center for Children & Families, University at Buffalo
- Summer 2007 **Developmental Specialist**, Summer Treatment Program, Center for Children and Families, University at Buffalo
- 2006—2008 **Research Assistant**, Young Children with ADHD Study University at Buffalo, SUNY, Buffalo, NY
Supervisor: William E. Pelham, Jr., Ph.D.
- 2006—2007 **Interventionist & Graduate Student Coordinator**, Early Childhood Friendship Project, University at Buffalo, SUNY
Supervisors: Greta M. Massetti, Ph.D. & Jamie Ostrov, Ph.D.
- 2006—2007 **Research Assistant**, Social and Character Development Project University at Buffalo, SUNY
Supervisors: William E. Pelham, Jr., Ph.D., & Greta M. Massetti, Ph.D.
- 2004—2006 **Research Assistant**, Chicago Preschool Project, University of Chicago
Supervisors: Kate Keenan, Ph.D. & Lauren Wakschlag, Ph.D.

HONORS AND AWARDS

- Pacesetter Honors*, The Campaign for Grade-Level Reading, 2020
- Top Scholar*, Florida International University, 2019
- Excellence in Engagement*, Faculty Senate, Florida International University, 2018
- Excellence in Community Engagement*
College of Arts, Sciences, and Education, Florida International University, 2016
- Top Scholar*, Florida International University, 2015
- Travel Scholarship*, Association of University Centers on Disabilities, 2011
- John R. Z. Abela Dissertation Award*, Association for Behavioral and Cognitive Therapies, 2011
- Mark Diamond Research Award*, University at Buffalo, SUNY, 4/1/10-3/31/11

Head Start Graduate Student Research Scholar, Administration for Children and Families, Department of Health and Human Services, National Office of Head Start, 2009-2011
Excellence in Child Development Award, Peabody College, Vanderbilt University, May 2004
Vanderbilt Undergraduate Summer Research Program Research Award, June 2003

GRANTS

Active Research Support:

Reading Explorers Program. Principal Investigator. Children's Services Council of Broward. 10/2021-09/2024. \$3,000,000.00 (total projected costs). This grant supports the implementation and evaluation of a summer reading program for rising kindergarten, first grade, and second grade students attending summer programs across Broward County, Florida, as well as on-site collaborative consultation, coaching, and technical assistance supports for CSC-funded afterschool program staff in support of effective design and implementation of literacy enhancements during afterschool programming.

Reading Explorers Program. Principal Investigator. The Children's Trust. 10/2019-09/2024. \$4,410,840.00 (total costs). This grant supports the implementation and evaluation of a summer reading program for rising kindergarten, first grade, and second grade students attending summer programs across Miami-Dade County, Florida, as well as on-site collaborative consultation, coaching, and technical assistance supports for Trust-funded afterschool program staff in support of effective design and implementation of high quality, evidence-based differentiated reading instruction.

Comprehensive School Readiness Summer Program for Pre-Kindergarteners with Behavioral Challenges. Co-Principal Investigator. The Children's Trust. 03/2019-02/2024. \$2,412,175 (total costs). This grant supports clinical services (both parent training and summer program) for preschoolers with disruptive behavior problems.

Parent Club. Principal Investigator. The Children's Trust. 03/2019-02/2024. \$1,821,336 (total costs). This grant supports the implementation of universal parenting services in partnership with Miami-Dade County Public Schools to expand access to parenting resources within Miami-Dade County using a public health model of service delivery.

Building Bridges: A Brief School Readiness Intervention Designed to Guide Families Transitioning from Early Head Start to Head Start. Faculty Mentor/Principal Investigator. DHHS/ACF. 2019-2021. \$50,000 (total costs). Dissertation grant for graduate student (Katherine Zambrana) that seeks to (1) Adapt a school readiness parenting program, the School Readiness Parenting Program (SRPP), to support families transitioning from Early Head Start (EHS) to HS; (2) Investigate the acceptability and feasibility of the adapted SRPP (i.e., SRPP-BRIDGE); and (3) Evaluate the initial efficacy of SRPP-BRIDGE in improving parental involvement, positive parenting skills, and children's academic and social-emotional outcomes in the transition to HS compared to an active comparison group.

Examining Positive Behavioral Supports for Children with Challenging Behaviors Across Culturally and Linguistically Diverse Head Start Settings. Faculty Mentor/Principal Investigator. DHHS/ACF. 2018-2021. \$50,000 (total costs). Dissertation grant for graduate student (Bridget Poznanski) that seeks to (1) understand the current practices in Head Starts for children with externalizing behavior problems (EBPs), (2) assess the acceptability and feasibility of effective strategies for children with EBPs, and (3) identify areas for sustainable workforce enhancement.

Completed Research Support:

Reading Explorers Program. Principal Investigator. The Children's Trust. 05/2016-09/2019. \$2,870,271.00 (total costs). This grant supports the implementation and evaluation of a summer reading program for rising kindergarten, first grade, and second grade students attending summer programs across Miami-Dade County, Florida, as well as on-site collaborative consultation, coaching, and technical assistance supports for Trust-funded afterschool program staff in support of effective design and implementation of high quality, evidence-based differentiated reading instruction.

FIU Summer Academy: School Readiness Summer Program for Young Children with Developmental Delays and Disabilities from High-Risk Community Settings. Principal Investigator. The Children's Trust. 03/2016-08/2018. \$353,769.00 (total costs). This grant supports clinical services and program evaluation for preschoolers with disruptive behavior problems.

Comprehensive School Readiness Summer Treatment Program for Prekindergarteners with Behavior Problems (STP-PreK). Co-Principal Investigator. The Children's Trust. 03/2016-08/2018. \$561,940.00 (total costs). This grant supports clinical services (both parent training and summer program) for preschoolers with disruptive behavior problems.

Project INDUCT: Interventions for New Diverse Urban Classroom Teachers. Co-Principal Investigator. Florida International University College of Arts, Sciences, and Education. 05/2016-04/2017. \$20,000.00. This grant supports the development and evaluation of a teacher training curriculum that can be used to prepare pre-service teachers to effectively work with challenging behaviors within their classrooms during and beyond their student teaching internships.

Development of a Kindergarten Transitional Program for Pre-School Students Identified as being at High Risk for Behavioral Disorders. Co-Investigator. USDOE/IES. 07/2012-06/2016. \$1,500,000. This grant supports the development and evaluation of an integrative treatment program aimed at facilitating the transition of preschoolers with at-risk behavior problems into the kindergarten setting.

Read to Learn: Summer Reading Explorers Program. Principal Investigator. The Children's Trust. 05/2013-04/2016. \$1,914,336.00. This grant supports the implementation and evaluation of a summer reading program for 2100 rising kindergarteners and rising first graders attending summer programs in Education Transformation Office (ETO) regions in Miami-Dade County, Florida.

Promoting a Successful Transition to Kindergarten: A Summer Readiness Program for Preschoolers Identified As Being At High Risk for Behavioral Disorders. Co-Investigator. The Children's Trust. 05/2011-09/2015. \$400,000. This grant supports clinical services (both parent training and summer program) for preschoolers with disruptive behavior problems.

Head Start Graduate Student Research Grant: Promoting Successful Transitions to Kindergarten. Principal Investigator. Faculty Mentor: William E. Pelham, Jr., Ph.D. DHHS/ACF. 2009-2011. \$48,649 (direct costs). Dissertation grant that funded the study of kindergarten transition program outcomes.

Mark Diamond Research Fund: Promoting Successful Transitions to Kindergarten. Student Investigator. Sp-10-11. 4/1/10-3/31/11. \$2,000. Dissertation award that funds additional aspects of the study of kindergarten transition program outcomes.

PUBLICATIONS

Note. * Denotes graduate student or trainee author.

Peer-Reviewed Publications:

- Ostrov, J. M., Massetti, G. M., Stauffacher, K., Godleski, S. A., **Hart, K. C.**, Karch, K., Mullins, A. D., & Ries, E. E. (2009). An intervention for relational and physical aggression in early childhood: A preliminary study. *Early Childhood Research Quarterly, 24*, 15-28.
- Pariseau, M. E., Fabiano, G. A., Massetti, G. M., **Hart, K. C.**, & Pelham, W. E., Jr. (2010). Extended time on academic assignments: Does increased time lead to improved performance for children with attention-deficit/hyperactivity disorder? *School Psychology Quarterly, 25*, 236-248.
- Hart, K. C.**, Massetti, G. M., Fabiano, G. A., Pariseau, M. E., & Pelham, W. E., Jr. (2011). Impact of group size on classroom on-task behavior and work productivity in children with ADHD. *Journal of Emotional and Behavioral Disorders, 19*, 55-64.
- Keenan, K., Boelt, D., Chen, D., Coyne, C., Donald, R., Duax, J., **Hart, K.**, Perrott, J., Strickland, J., Danis, B., Hill, C., Davis, S., Kampani, S., & Humphries, M. (2011). Predictive validity of DSM-IV oppositional defiant and conduct disorders in clinically referred preschoolers. *The Journal of Child Psychology and Psychiatry, 52*, 47-55.
- Graziano, P., *Slavec, J., **Hart, K. C.**, *Garcia, A., Pelham, W. E., Jr. (2014). Improving school readiness in preschoolers with behavior problems: Results from a summer treatment program, *Journal of Psychopathology and Behavioral Assessment, 36*, 555-569.
- Graziano, P., *Ros, R., *Haas, S., **Hart, K.**, *Garb, L., *Garcia, A., & Waschbusch, D. (2015). Assessing callous-unemotional traits in preschool children with disruptive behavior problems using peer reports. *Journal of Clinical Child and Adolescent Psychology, 0*, 1-14.
- Graziano, P., *Slavec, J., *Ros, R., *Garb, L., **Hart, K.**, & *Garcia, A. (2015). Self-regulation assessment among preschoolers with externalizing problems. *Psychological Assessment, 27*, 1337-1348.
- Graziano, P. A., *Garb, L., *Ros, R., **Hart, K. C.**, & *Garcia, A. (2015). Executive functioning and school readiness among preschoolers with externalizing problems: The moderating role of the student-teacher relationship. *Early Education and Development, 27*, 573-589.
- Page, T. F., Pelham, W. E., III, Fabiano, G. A., Greiner, A. R., Gnagy, E. M., **Hart, K. C.**, Coxe, S., Waxmonsky, J. G., Foster, E. M., & Pelham, W. E., Jr. (2016). Comparative cost analysis of sequential, adaptive, behavioral, pharmacological, and combined treatments for childhood ADHD. *Journal of Clinical Child and Adolescent Psychology, 45*, 416-427.
- Pelham, W. E., Jr., Fabiano, G. A., Waxmonsky, J. G., Greiner, A. R., Gnagy, E. M., Pelham, W. E., III, Coxe, S., Verley, J., Bhatia, I., **Hart, K.**, Karch, K., Konijnendijk, E., Tresco, K., Nahum-Shani, I., & Murphy, S. A. (2016). Treatment Sequencing for Childhood ADHD: A Multiple-Randomization Study of Adaptive Medication and Behavioral Interventions. *Journal of Clinical Child & Adolescent Psychology, 45*, 396-415.
- Hart, K. C.**, Graziano, P. A., Kent, K. M., Kuriyan, A., Garcia, A., Rodriguez, M., & Pelham, W. E. (2016). Early intervention for children with behavior problems in summer settings: Results from a pilot evaluation in Head Start preschools. *Journal of Early Intervention, 38*, 92-117.

- Graziano, P. A., & **Hart, K.** (2016). Beyond behavior modification: Benefits of social–emotional/self-regulation training for preschoolers with behavior problems. *Journal of school psychology, 58*, 91-111.
- Hart, K. C.**, Fabiano, G. A., Evans, S. W., Manos, M. J., Hannah, J. N., & Vujnovic, R. K. (2016). Elementary and middle school teachers' self-reported use of positive behavioral supports for children with ADHD: A national survey. *Journal of Emotional and Behavioral Disorders. Online First.*
- *Ros, R., Graziano, P., & **Hart, K. C.** (2017). Parental homework completion and treatment knowledge during group parent-child interaction therapy. *Journal of Early Intervention, 39*, 299-320.
- Ramos, E., *Walker-Angel, S., **Hart, K. C.**, & Graziano, P. A. (2017). Spontaneous language use by parents and their preschool children at risk for ADHD with or without LI. *International Journal of Communication Sciences and Disorders, 1*, 22-29.
- Hart, K. C.**, *Ros, R., *Gonzalez, V., & Graziano, P. A. (2018). Parent perceptions of medication treatment for preschool children with ADHD. *Child Psychiatry and Human Development, 49*, 155-162.
- *Garcia, A. M., *Ros, R., **Hart, K. C.**, & Graziano, P. A. (2018). Comparing working memory in bilingual and monolingual Hispanic/Latino preschoolers with disruptive behavior disorders. *Journal of Experimental Child Psychology, 166*, 535-548.
- Graziano, P., *Ros, R., **Hart, K. C.**, & Slavec, J. (2017). Summer treatment program for preschoolers with externalizing behavior problems: A preliminary examination of parenting outcomes. *Journal of Abnormal Child Psychology. Online First*, 1-13.
- *Ros, R., Graziano, P. A., & **Hart, K. C.** (2018). Treatment Response among Preschoolers with EBP: The Role of Social Functioning. *Journal of Psychopathology and Behavioral Assessment*, 1-14.
- *Poznanski, B., **Hart, K. C.**, & Cramer, E. (2018). Are teachers ready? Preservice teacher knowledge of classroom management and ADHD. *School Mental Health*, 1-13.
- *Garcia, A. M., Graziano, P. A., & **Hart, K. C.** (2018). Response to Time-Out Among Preschoolers with Externalizing Behavior Problems: The Role of Callous-Unemotional Traits. *Child Psychiatry & Human Development*, 1-10.
- *Ros, R., *Gregg, D., **Hart, K. C.**, Graziano, P. A. (2018). The Association between Self-Regulation and Symptoms of Autism Spectrum Disorder in Preschoolers with Externalizing Behavior Problems. *Journal of Psychopathology and Behavioral Assessment*, 1-11.
- *Coto, J., *Garcia, A., Hart, K. C., & Graziano, P. A. (2018). The Association between Disruptive Behavior Problems, Parenting Factors, and Sleep Problems Among Young Children. *Journal of Developmental and Behavioral Pediatrics.*
- *Landis, T., **Hart, K. C.**, & Graziano, P. A. (2019). Targeting Self-Regulation and Academic Functioning Among Preschoolers with Behavior Problems: Are There Incremental Benefits to Including Cognitive Training as Part of a Classroom Curriculum? *Child Neuropsychology, 25*, 688-704.

- Hart, K. C., *Maharaj, A. V., & Graziano, P. A. (2019).** Does Dose of Early Intervention Matter for Preschoolers with Externalizing Behavior Problems? A Pilot Randomized Trial Comparing Intensive Summer Programming to School Consultation. *Journal of School Psychology, 72*, 112-133.
- Ramos, E., Suarez, M., **Hart, K.**, & Graziano, P. (2019). Syntactic and Semantic Abilities of Bilingual versus Monolingual Preschoolers with Language Impairment and ADHD. *International Journal of Language and Linguistics, 6*, 1-8.
- *Zambrana, K. A., **Hart, K. C.**, *Maharaj, A. V., *Cheatham-Johnson, R. J., & Waguespack, A. (2019). Latino Parent Involvement and Associations with Home Literacy and Oral Reading Fluency. *School Psychology, 34*, 398-409.
- Graziano, P., *Landis, T., *Maharaj, A., *Ros-Demarize, R., **Hart, K. C.**, & *Garcia, A. (2019). Differentiating Preschool Children with Conduct Problems and Callous-Unemotional Behaviors Through Emotion Regulation and Executive Functioning. *Journal of Clinical Child and Adolescent Psychology.*
- *Landis, T. D., *Garcia, A. M., **Hart, K. C.**, & Graziano, P. A. (2020). Differentiating Symptoms of ADHD in Preschoolers: The Role of Emotion Regulation and Executive Function. *Journal of Attention Disorders.*
- *Hare, M., *Garcia, A., **Hart, K.**, & Graziano, P. (2021). Intervention Response Among Preschoolers with ADHD: The Role of Emotion Understanding. *Journal of School Psychology, 84*, 19-31.
- *Poznanski, B., Graziano, P.A. & **Hart, K. C.** (2021). What Do Preschool Teachers Know About Attention Deficit Hyperactivity Disorder (ADHD) and Does It Impact Ratings of Child Impairment? *School Mental Health, 13*, 114-128.
- *Gregg, D. E., **Hart, K. C.**, Vaquerano, S., Cuervo, S., Suarez, M., & Graziano, P. A. (2021). Multidisciplinary Early Intervention for Preschoolers with Externalizing Behavior Problems and Language Impairment. *Journal of Psychopathology and Behavioral Assessment*, 1-12.
- *Conroy, K., *Hong, N., *Poznanski, B., **Hart, K.C.**, Ginsburg, G.S., Fabiano, G.A., & Comer, J.S. (2021). Harnessing home-school partnerships and school consultation to support youth with anxiety. *Cognitive and Behavioral Practice*, Online First.
- Griffith, S. F., **Hart, K. C.**, Mavrakis, A. A., & Bagner, D. M. (2021). Making the best of app use: The impact of parent-child co-use of interactive media on children's learning in the US. *Journal of Children and Media*, 1-17.

Manuscripts Under Review:

- *Poznanski, B., *Zambrana, K., *Crawley, M., **Hart, K. C.**, & Graziano, P. A. *Promoting Early Literacy Skills Within Behavioral Parent Training for Preschool Children with Externalizing Behavior Problems: Impact of a Brief Dialogic Reading Intervention on Parents' Shared-Book Reading Skills.*
- *Cheatham-Johnson, R. J., **Hart, K. C.**, Nichols-Lopez, K. A., & Waguespack, A. M. *Children's Literacy Interest Transcends Racial/Ethnic Status: Implications for Home Literacy Practices and Children's School Readiness*

Hart, K. C., Poznanski, B., & Cramer, E. *Preparing Pre-Service Educators in PBIS Prior to Induction into the Teaching Profession.*

Invited Publications:

Hart, K. C. & *Poznanski, B. (2017). *Attention-Deficit/Hyperactivity Disorder: Risk for.* The SAGE Encyclopedia of Abnormal and Clinical Psychology (Ed. Amy Wenzel). Sage Publications, Inc. Thousand Oaks, CA. 347-349.

Consumer Publications:

Hart, K. C. (June, 2011). ¿Preparándose para el Kindergarten? Cómo preparar a su hijo para su transición a la escuela de niños grandes. *Miami Para Niños.* Retrieved from <http://mpnrevista.com>

Manuals:

Hart, K. C., Graziano, P. A., Kent, K. M., *Garcia, A., Gnagy, E. M., Greiner, A. R., & Pelham, W. E. (2011-2020). Summer Treatment Program for PreKindergarteners (STP-PreK). Unpublished treatment manual.

Graziano, P., **Hart, K. C.,** & *Slavec, J. (2013). School Readiness Parenting Program. Unpublished treatment manual.

CONFERENCE AND INVITED PRESENTATIONS

Peer-Reviewed Conference Presentations:

*Poznanski, B. & **Hart, K.C.** (2021, April). Project REACH: Re-examining practices for addressing challenging behaviors in Head Start. Poster presented virtually at the biennial meeting of Society for Research in Child Development. Virtual.

*Zambrana, K.A. & **Hart, K.C.** (2021, April). Risk and Resilience: Understanding Early Head Start families' well-being and home learning experience during COVID-19. Poster presented virtually at the biennial meeting of Society for Research in Child Development. Virtual.

*Poznanski, B. & **Hart, K.C.** (2020, December). Examining positive behavior supports for children with challenging behaviors across culturally and linguistically diverse Head Start settings. Poster presented virtually at the ACF National Research Conference on Early Childhood. Virtual.

Hart, K. C., *Poznanski, B., *Cheatham-Johnson, R., *Gregg, D., *Zambrana, K., *Gutierrez, A., Flores, H., Sotolongo, L., *Chou, T., *Moses, J., Villodas, F., & Villodas, M. (November, 2020). Utilizing the Summer Treatment Program Model to Promote School Readiness in Young Children Living in Urban Poverty. In S. Tannenbaum (chair), STPs in the Real-World: Exploring Adaptations to Improve Access and Feasibility while Maintaining High Quality Care. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

*Poznanski, B., *Maldonado, A., *Mikhail, S., *Zambrana, K., *Gregg, D., & **Hart, K.C.** (2019, November). *Project REACH: Re-examining practices for addressing challenging behaviors in Head Start.* Paper presented at the Attention-Deficit/Hyperactivity Disorder Special Interest Group (ADHD SIG) meeting during the annual meeting of the Association for Behavioral and Cognitive Therapies, Atlanta, GA.

- Hart, K. C.**, *Poznanski, B., *Cheatham-Johnson, R., *Gregg, D., *Zambrana, K., Villodas, F., & Villodas, M. (November, 2019). Evaluating the Transportability of the STP-PreK to an Authentic Early Childhood Education Setting for Children Living in Urban Poverty. In J. Owens & A. Mikami (co-chairs), *Moving from Efficacy to Effectiveness with High-Quality Implementation of Interventions for Children with Attention Deficit Hyperactivity Disorder*. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Atlanta, GA.
- *Zambrana, K. A., **Hart, K. C.**, Graziano, P., *Gregg, D., & Waguespack, A. (October, 2019). The Role of Home Language in Relation to Executive Function and Oral Reading Fluency in Young Latino Children. Poster presented at the 2019 National Latinx Psychological Association Conference in Miami, Florida.
- *Taylor, M. A., *Gonzalez, S. L., *Poznanski, B., **Hart, K. C.** & Nelson, E. L. (August, 2019). Impact of fine motor skills on children's school readiness following a summer school program. Poster presented at the 2019 American Psychological Association convention in Chicago, IL.
- Crosnoe, R., Gennetian, L., **Hart, K.**, Owen, M., Pace, A. (2019). In J. Morgante (moderator), *Connecting Developmental Science to Communities: Strategies for Successful Social Support Initiatives*. Roundtable discussion accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.
- Hart, K.**, *Poznanski, B., & Cramer, E. (2019) Project INDUCT: Positive Behavioral Support Interventions for New Diverse Urban Classroom Teachers. In *B. Poznanski (chair), *Strengthening the Skills of Beginning Teachers: Novel Approaches to Teacher Training in Behavioral Classroom Management*. Paper accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.
- *Zambrana, K., **Hart, K.**, *Gregg, D., *Cheatham-Johnson, R., Waguespack, A., & Graziano, P. (2019) Examining Executive Functioning and Early Literacy Skills for Young Children at-risk for Reading Failure. Poster accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.
- *Poznanski, B., **Hart, K.**, *Zambrana, K., & Graziano, P. (2019) Early Predictors of Shared-Book Reading Skill Attainment for Parents of Preschool Children with Externalizing Behavior Problems. Poster accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.
- McNew, M., Todd, J., *Zambrana, K., **Hart, K.**, & Bahrlick, L. (2019). Individual Differences in Intersensory Processing Predicts Executive Functioning and Preliteracy Skills. Poster accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.
- *Gregg, D., **Hart, K.**, Vaquerano, S., Cuervo, S., Suarez, M., & Graziano, P. (2019). Early Intervention to Promote School Readiness for Preschoolers with Externalizing Behavior Problems and Language Impairment. Poster accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.

- *Landis, T., *Coto, J., **Hart, K.**, & Graziano, P. (2019). The Effects of a School Readiness Parenting Program on Preschoolers' Sleep Problems. Poster accepted to the Society for Research in Child Development Biannual Meeting, Baltimore, MD.
- *Landis, T., *Coto, J., **Hart, K.**, & Graziano, P. (2018). The effects of a School Readiness Parenting Program on Preschoolers' Sleep Problems. In LaCount, P. & Hartung, C. (co-chairs), Healthy Lifestyle Interventions for ADHD Across the Lifespan. Symposium presented to the ADHD special interest group at the Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C.
- Graziano, P., *Ros, R., *Garcia, A., & **Hart, K.** (2018). Treatment response among preschoolers with ADHD: The role of temperament and parenting. In N. Miller (Chair), Early Identification of Risk for Attention-Deficit/Hyperactivity Disorder in Infancy, Toddlerhood, and Preschool: A Series of Longitudinal Investigations. Paper presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C.
- *Hare, M., *Garcia, A., **Hart, K.**, & Graziano, P. (2018). Treatment response among preschoolers with ADHD: The role of emotion understanding. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C.
- *Landis, T., **Hart, K.**, & Graziano, P. (2018). Targeting Self-Regulation and Academic Functioning Among Preschoolers with Behavior Problems: Are There Incremental Benefits to Including Cognitive Training as Part of a Classroom Curriculum? Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Washington D.C.
- Suarez, M., Vaquerano, S., Walker-Angel, S., **Hart, K. C.**, & Graziano, P. A. (November, 2018). Joining Forces: A Summer Program for Preschoolers With Speech-Language & Behavioral Challenges. Paper presented at the American Speech-Language-Hearing Association (ASHA) Annual Meeting, Boston, Massachusetts.
- *Maldonado, A., *Gregg, D., *Zambrana, K.A., **Hart, K. C.**, & Waguespack, A. (August, 2018). The Effects of a Tier 2 Intervention Program on Literacy Skills for Children with ASD and DD. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- *Maldonado, A., *Gregg, D., *Zambrana, K.A., **Hart, K. C.**, & Waguespack, A. Summer Reading Explorers Program: Response to Intervention for Young Children with Autism Spectrum Disorder and Developmental Delays. Poster presented at the Miami International Child & Adolescent Mental Health Conference, Miami, FL.
- *Puerta Durango, K., *Poznanski, B., *Wilmot, M., *Alvarez, C., *Zambrana, K., Graziano, P.A., & **Hart, K. C.** (2018, February). STP-PreK: Examining Academic School Readiness Outcomes for Children across Program Settings. Poster presented at the Miami International Child & Adolescent Mental Health Conference, Miami, FL.
- *Pelham III, W. E., **Hart, K. C.**, Waschbusch, D. A., Burrows-Maclean, L., Hoffman, M. T., Greiner, A. R., Gnagy, E. M. & Pelham Jr., W. E. A randomized, controlled trial of psychosocial

intervention to delay onset of medication use in young children with ADHD. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.

- Hart, K. C.** & Graziano, P. A. (2017, November). Does dose of early intervention matter for preschool children with ADHD in the transition to kindergarten? Results from a randomized trial. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- *Cheatham-Johnson, R. & **Hart, K. C.** (2017, November). Engaging families living in urban poverty in behavioral parent training. Paper presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- *Crawley, M. A., *Poznanski, B., **Hart, K. C.**, & Graziano, P. A., (2017, November). The Relationship Between Parent Education Level and Quality of Shared Book Reading for Children with Attention-Deficit/Hyperactivity Disorder (ADHD). Poster presented at the ADHD Sig Meeting of the ABCT Annual Meeting, San Diego, CA.
- *Zambrana, K. A., & **Hart, K. C.** (2017, November). Getting Latino parents involved: Parental perceptions of involvement and their implications for early intervention in literacy. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, San Diego, California.
- *Gonzalez, S. L., *Fajardo, M. E., **Hart, K. C.**, & Nelson, E. L. (November 2017). Improved Fine Motor Skills and School Readiness in Pre-Kindergarteners After Summer Treatment Program. Poster presented at the International Society for Developmental Psychobiology, Washington, DC.
- Graziano, P., *Ros, R., **Hart, K.**, & *Garcia, A. (June, 2017). Targeting self-regulation in preschoolers with ADHD: The role of parent-child interaction quality. Poster presented at the International Society of Research in Child Adolescent Psychopathology.
- *Ros, R., Graziano, P., **Hart, K.**, & *Gregg, D. (April, 2017). The association between self-regulation and ASD symptoms in preschoolers with externalizing behavior problems. Poster presented at the Society for Research in Child Development Biennial Meeting in Austin, Texas.
- *Landis, T., *Garcia, A., **Hart, K.**, & Graziano, P. (April, 2017). How do symptoms of ADHD in preschool relate to executive function and emotion regulation? Poster presented at the Society for Research in Child Development Biennial Meeting in Austin, Texas.
- *Garcia, A., Graziano, P., & **Hart, K.** (April, 2017). The role of parenting on sleep problems amongst preschoolers with disruptive behavior disorders. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- Pinsonneault, M., Graziano, P., **Hart, K.**, & Garcia, A., &. (April, 2017). Treatment response as a function of preschoolers' externalizing behavior problems heterogeneity and executive function. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.

- Graziano, P., Garcia, A., **Hart, K.**, & Landis, T. (April, 2017). Self-Regulation Profile of Preschoolers with Externalizing Behavior Problems with and without Callous-Unemotional Traits. In *Underlying Neurocognitive and Emotional Processes in Youth with Callous-Unemotional Traits*. Symposium presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.
- Bahrack, L., McNew, M. Todd, J., Martinez, J., Mira, S., Cheatham-Johnson, R., **Hart, K.** (April, 2017). Individual differences in intersensory processing predict pre-literacy skills in young children. Poster presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- *Gregg, D., *Ros, R., **Hart, K.**, & Graziano, P. (April, 2017) Atypicality in Preschoolers with Externalizing Behavior problems: effects on emotional lability and parental distress. Poster presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- *Cheatham-Johnson, R., **Hart, K. C.**, Waguespack, A., & Nichols-Lopez, K. (April, 2017) The Role of Culturally and Linguistically Diverse Home Literacy Environments in the Development of Children's School Readiness. Poster presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- *Poznanski, B., *Crawley, M., *Egan, R., *Fox, A., Graziano, P., & **Hart, K.C.** (April, 2017). Preschool Teacher Knowledge and Opinions about Attention-Deficit/Hyperactivity Disorder. Poster presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- *Poznanski, B., *Crawley, M., *Marichal, J., Graziano, P., & **Hart, K.C.** (April, 2017). Engaging parents in shared-book reading: Influences of a dialogic reading intervention on parent strategies and child engagement. Poster presented at the 2017 SRCD Biennial Meeting, Austin, Texas.
- *Crawley, M., *Poznanski, B., Hart, K.C., & Graziano, P. (March, 2017). The relationship between parent education level and quality of shared book reading for preschool children with externalizing behavior problems. Poster presented at the 2017 FIU Undergraduate Research Conference, Miami, Florida.
- *Poznanski, B. Cramer, E., & **Hart, K. C.** (February, 2017). Preservice teacher knowledge and opinions about attention-deficit/hyperactivity disorder and behavioral principles. Poster presented at the 2017 Miami International Child and Adolescent Mental Health Conference, Miami, Florida.
- *Lesperance, S. & **Hart, K. C.** (October, 2016). Behavioral Modification System and Parental Involvement Used to Treat a Child with Disruptive Behaviors in an Underserved Population. Paper presentation at the ADHD Sig Meeting of the Association for Behavioral and Cognitive Therapies Annual Meeting, New York, New York.
- *Fajardo, M. E., *Gonzalez, S. L., **Hart, K. C.**, & Nelson, E. L. (October, 2016). Summer Treatment Program for PreKindergarteners Improves Fine Motor Skills. Poster presented at the FIU McNair Scholars Research Conference, Miami, Florida.
- Ramos, E., Castillo, I., Collado, A., Limas, A., Ndukwe, T., Suarez, M., **Hart, K.**, & Graziano, P. (2016, November). Standardized vs. Criterion Referenced Tools for Measuring Language Improvement After Intervention in Children With ADHD. Poster presented at the American Speech-Language-Hearing Association (ASHA) Annual Meeting, Philadelphia, Pennsylvania.

- *Cheatham-Johnson, R., *Poznanski, B., *Scaramutti, C., & **Hart, K. C.** (2016, September). Examination of Associations between Oral Reading Fluency and Inattention/Overactivity and Oppositional/Defiant Symptoms in Young Children At-Risk for Learning and Behavioral Disorders. Poster presented at the National Conference in Clinical Child and Adolescent Psychology Biannual Meeting, Lawrence, KS.
- *Cheatham-Johnson, R., *Milfort, A., & **Hart, K.C.** (2016, May). Examination of Home Literacy Practices in Haitian Families. Poster presented at the Annual National Black Conference in Psychology, Miami, FL.
- Hart, K. C.,** & Graziano, P. A. (November, 2015). Summer Treatment Program for Prekindergarteners (STP-PreK). Paper presented at the ADHD Sig Meeting of the Association for Behavioral and Cognitive Therapies Annual Meeting, Chicago, Illinois.
- *Walker Angel, S. Ramos, E., Graziano, P., & **Hart, K.** (2015). Parent-Child Interactions with Children at-risk for ADHD with and without LI. Poster presented at the American Speech-Language-Hearing Association (ASHA) Annual Meeting, Denver, Colorado.
- *Gonzalez, V., **Hart, K. C.,** *Ros, R., & Graziano, P. (2015, November). Parents' Perceptions of Medication Treatments for Preschool Children with or at-risk for ADHD. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, Chicago, Illinois.
- *Jerome, S., **Hart, K. C.,** & Fabiano, G. A. (2015, August). Indirect Effects of Behavior Problems on Emergent Literacy Outcomes. Poster presented at the 123rd Annual Convention of the American Psychological Association, Toronto, Ontario, Canada.
- Hart, K. C.,** Graziano, P. A., Waguespack, A., & *Cheatham-Johnson, R. (2015, March). Evaluation of a Summer School Readiness Parenting Program for Culturally and Linguistically Diverse Families. Poster presented at the Society for Research in Child Development Biannual Meeting, Seattle, WA.
- Graziano, P., **Hart, K.,** *Garcia, A., *Ros, R., *Slavec, J. (2015, March). Beyond behavioral modification: Benefits of socio-emotional/self-regulation training for preschoolers with behavior problems. In M. McClelland and P. Graziano (co-Chairs), *It takes a village: Short & long-term effects of interventions to promote school readiness in children at-risk for school failure*. Paper presented at the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.
- Graziano, P., *Ros, R., & **Hart, K.** (2015, March). Comparing the Self-Regulation Profile of Bilingual vs. Monolingual Latino Children Identified as Having Behavior Problems. Poster presented at the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.
- *Garcia, A., *Corley, C., *Mondino, P., Graziano, P., & **Hart, K.** (2015, March). Behavioral impairment and treatment response of preschoolers with behavior problems exhibiting callous-unemotional traits. Poster presented at the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.
- *Garb, L., Graziano, P., & **Hart, K.** (2015, March). Moderating effects of student-teacher relationship on executive functioning and academic performance in young children with behavior problems. Poster presented at the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.

- Hart, K. C., & Waguespack, A.** (2015, February). Evaluation of Summer Reading Services in At-Risk Communities. Paper presented to the National Association of School Psychologists Annual Meeting, Orlando, FL.
- *Corley, C., *Mondino, P., *Garcia, A. M., **Hart, K. C., & Graziano, P.** (2014, November). Response to Time Out in Preschool Children With Callous-Unemotional Traits. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, Philadelphia, Pennsylvania.
- *Ros, R., Graziano, P. A., *Slavec, J., & **Hart, K. C.** (2014, November). Does Parental Knowledge of Parenting Skills and Homework Completion Matter During Parent Training? Poster presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, Philadelphia, Pennsylvania.
- *Vaquerano, S., Graziano, P., **Hart, K., & Suarez, M.** (2014, May). *Examining short-term speech-language therapy in preschoolers with behavior problems.* Poster presented at the 2014 Florida Association of Speech-Language Pathologists & Audiologists Annual Convention, Lake Buena Vista, Florida.
- Graziano, P., **Hart, K.,** *Slavec, J., *Garcia, A., *Rondon, A., & Pelham, W. (2013, November). Self-regulation assessment among preschoolers with externalizing behavior problems. In P. Graziano and D. Bagner (Co-Chairs), *Using Assessments to Guide Early Identification and Intervention for Young Children with Externalizing Behavior Problems.* Paper presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Nashville, TN.
- Hart, K. C.,** Graziano, P., & Pelham, W. E., Jr. (2013, November). Assessing kindergarten readiness: The development of a new tool to assess preschoolers' behavioral, social-emotional, and academic functioning in the transition to kindergarten. In P. Graziano and D. Bagner (Co-Chairs), *Using assessments to guide early identification and intervention for young children with externalizing behavior problems.* Paper presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, Nashville, Tennessee.
- *Garcia, A., *Rondon, A., **Hart, K.C., & Graziano, P.** (2013, November). Long and pesky time outs: Where are they more likely to occur and how do we get rid of them? Poster presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, Nashville, Tennessee.
- Graziano, P., *Slavec, J., *Garcia, A., **Hart, K., & Pelham, W.** (2013, April). Improving School Readiness in Preschoolers with Externalizing Behavior Problems: The Role of Self-Regulation. Paper presented at the Society for Research in Child Development Biannual Meeting, Seattle, WA.
- Graziano, P., *Slavec, J., *Haas, S., **Hart, K.,** Pelham, W., Waschbusch, D. (2013, April). Impact of Callous-Unemotional Traits on Preschoolers' School Readiness and Social-Emotional Functioning. Paper presented at the Society for Research in Child Development Biannual Meeting, Seattle, WA.
- Graziano, P., **Hart, K., & Pelham, W.** (2012, November). Development of a kindergarten transitional program for preschool students identified as being at high-risk for behavioral disorders. In J. Liber (Chair), *CBT in context: New findings, insights, and developments.* Paper presented at the Association for Behavioral and Cognitive Therapies Annual Convention, National Harbor, MD.

- Hart, K. C., Kent, K. M., Graziano, P., Biswas, A., & Pelham, W. E., Jr.** (2011, November). Promoting successful transitions to kindergarten: An innovative adaptation of the children's summer treatment program for behaviorally at-risk children from Head Start. In **K. Hart** and W. Pelham (Co-Chairs), *Bringing evidence-based behavioral interventions to Head Start: Lessons learned in developing, implementing, and evaluating evidence-based behavioral practices in a national early childhood setting*. Paper presented at Association for Behavioral and Cognitive Therapies Annual Meeting, Toronto, Ontario, Canada.
- Hart, K. C., Pelham, W. E., Fabiano, G. A., & Massetti, G. G.** (2010, June). *Promoting successful transitions to kindergarten: An early intervention for behaviorally at-risk children from Head Start preschools*. Poster presented at Head Start's 10th National Research Conference, Washington, DC.
- Hart, K. C., Fabiano, G. A., & Pelham, W. E.** (2009, November). *Teachers' Use of Behavior Management Strategies for children with ADHD: A National Survey*. Poster presented at the 2009 ABCT Annual Meeting, New York, New York.
- Summerlee, M. E., **Hart, K.C.**, Fabiano, G. A., Massetti, G. M., Colgan, T. J., & Buck, M. (2008, February). *Evaluation of Standard Educational Practices for Children with ADHD*. Poster presented at the 2008 National Association of School Psychologists Annual Meeting, New Orleans, Louisiana.
- Hart, K. C., Karch, K. M., Massetti, G. M., Washbusch, D. A., & Pelham, W. E.** (2007, November). Use of Behavior Management Strategies by Teachers: What Factors Impact Fidelity and Implementation? Poster presented at the Association for Behavioral and Cognitive Therapies Annual Meeting, Philadelphia, Pennsylvania.
- Flynn, C. & **Hart, K. C.** (2007, March). *Cognitive Vulnerability to Depression: Investigating Multiple Dimensions of Self-Esteem*. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Hart, K. C., Chen, D., Keenan, K., & Wakschlag, L.** (2005, August). *Effects of Maternal Depressive Symptoms and Parenting on Preschool Child Disruptive Behaviors in a Low-Income Predominately Minority Sample*. Poster presented at the 113th Annual Convention of the American Psychological Association, Washington, D.C.
- Hart, K. C., Chi, T. C., & Garber, J.** (2004, April). *Family patterns of psychopathology in offspring of depressed and nondepressed mothers*. Poster presented at the 18th Biennial Conference on Human Development, Washington, D.C.
- Community-Based and Invited Presentations:**
- Hart, K. C.** (2021, February). *Early Intensive Intervention to Promote School Readiness in Preschool Children with Externalizing Behavior Problems*. Invited presentation at Mailman Center for Child Development Grand Rounds, Miami, Florida.
- Hart, K. C. & Barreras, D.** (2020, February). *Reading Explorers Program: Spurring Young Readers to Success*. Invited presentation at the Florida Grade Level Reading Campaign Annual Statewide Gathering, Orlando, Florida.

- Hart, K. C.** (2020, February). *Promoting School Readiness in Young Children: Best Practices Across Home, School, and Community Contexts*. Invited keynote address at the Miami International Child and Adolescent Mental Health Conference Annual Meeting, Miami, Florida.
- Hart, K. C. & Selby, C.** (2017, March). *Reading Explorers Program: Spurring Young Readers to Success*. Invited presentation at the Florida Grade Level Reading Campaign Policy Thought Leaders Convening, Tallahassee, Florida.
- Hart, K. C.** (2017, February). *Evidence-based assessment and treatment of ADHD in preschool children*. Invited presentation and workshop at the Miami International Child and Adolescent Mental Health Conference Biennial Meeting, Miami, Florida.
- Hart, K. C.** (2016, November). *ADHD – Intervention Best Practices in Schools*. Invited presentation at the University of Miami-Nova Southeastern University Center for Autism and Related Disabilities MH-PALS Meeting, Miami, Florida.
- *Poznanski, B. & Hart, K. C. (2016, September). *Next Stop: Kindergarten! Preparing Students with Behavior and Learning Challenges for a Successful Transition*. Presentation at the 2016 Early Learning Coalition of Miami-Dade/Monroe Counties Children First Conference: Early Education. Lifelong Success, Doral, FL.
- *Cheatham-Johnson, R., *Poznanski, B., & **Hart, K. C.** (2015, September). *Promoting family literacy and positive home learning environments*. Presentation at the 2015 Early Learning Coalition of Miami-Dade/Monroe Counties Children First Conference: Literacy is a Family Affair, Doral, FL.
- Hart, K. C.** (2015, February). *Promoting school readiness in young children: Intervention strategies for home and school settings*. Invited presentation and workshop at the Eighth Biennial Niagara in Miami Conference on Evidence-Based Approaches for Child and Adolescent Mental Health, Miami, Florida.
- Hart, K. C., & Robb, J.** (2011, August). *Understanding and managing challenging classroom behavior: The influence of child temperament on effective classroom management*. Invited presentation and workshop at the Miami Dade Community Action Agency Head Start/Early Head Start Pre-Service Training Conference, Miami, Florida.
- Hart, K. C.** (2010, November). *Promoting Successful Transitions to Kindergarten*. Grant presented at meeting of Head Start Graduate Student Research Scholars, Washington, D.C.
- Hart, K. C., Pelham, W.E., & Robb, J.** (2010, August). *Promoting positive behavior in the classroom: Evidence-based assessment and intervention strategies for working with children with behavioral concerns*. Presentation and two-day workshop at the Miami Dade Community Action Agency Head Start/Early Head Start Pre-Service Training Conference, Miami, Florida.
- Hart, K. C.** (2010, April). *Evidence-based interventions for preschoolers with behavior problems*. Presentation at the Institute for Child & Family Health Linking Forces XVI: The Children's Mental Health Conference, Miami, Florida.
- Hart, K. C.** (2009, November). *Promoting Successful Transitions to Kindergarten*. Grant presented at meeting of Head Start Graduate Student Research Scholars, Bethesda, MD.

CLINICAL SUPERVISION EXPERIENCE

Program Director & Clinical Supervisor, September 2012-present

Center for Children and Families, Florida International University, Miami, FL

Direct and supervise the Summer Treatment Program for Pre-kindergarteners (STP-PreK), which targets preschoolers with disruptive behavior problems ages 4-6. Annually train and supervise 40-60 undergraduate and graduate staff members during the STP-PreK. Annually train and supervise 10-20 Masters in Professional Counseling and Clinical Science doctoral students for early childhood assessment and intervention, parent training, and school interventions rotations. Coordinate and supervise community-based practicum experiences in partnership with Miami-Dade County Public Schools, for graduate students.

Classroom Trainer, Supervisor & Developmental Specialist, Summers 2007—2011

Children's Summer Treatment Program, Center for Children and Families, University at Buffalo, SUNY & Florida International University

Supervisor: William E. Pelham, Ph.D

Annually implemented 8-week empirically supported behavior modification program in classroom setting for 45 children (ages 4-12) diagnosed with a range of externalizing behavior disorders including ADHD, CD, ODD, Pica, Selective Mutism, and PDD. Established, monitored, and modified the children's Daily Report Cards and Individualized Treatment Programs. Trained and implemented evidence-based reading intervention, Peer Assisted Learning Strategies (PALS), within the classroom setting for all children. Conducted clinical feedback with parents about their children as needed. Wrote end-of-program treatment evaluations for each child. Trained and supervised academic staff members at Buffalo and Miami sites. Trained academic staff members at Buffalo community and Pennsylvania sites. Trained all staff in the implementation of academic interventions, including training in the PALS reading intervention.

TEACHING EXPERIENCE

Florida International University – Primary Instructor

Independent Field Experience (PSY 4941)

Honors Research (PSY 4914)

Independent Field Experience (PSY 4941)

Honors Research (PSY 4914)

Independent Field Experience (PSY 4941)

Foundations Practicum (CLP 6947)

Independent Field Experience (PSY 4941)

Advanced Clinical Practicum (CLP 6943)

Independent Field Experience (PSY 4941)

Advanced Clinical Practicum (CLP 6943)

Independent Field Experience (PSY 4941)

Foundations Practicum (CLP 6947)

Advanced Clinical Practicum (CLP 6943)

Honors Research (PSY 4914)

Independent Field Experience (PSY 4941)

Honors Research (PSY 4914)

Independent Field Experience (PSY 4941)

Independent Field Experience (PSY 4941)

Independent Field Experience (PSY 4941)

Advanced Clinical Practicum (CLP 6943)

Term & Enrollment

Fall 2014 (3 undergraduate students)

Fall 2014 (1 undergraduate student)

Spring 2015 (5 undergraduate students)

Spring 2015 (1 undergraduate student)

Summer 2015 (3 undergraduate students)

Fall 2015 (9 graduate students)

Fall 2015 (9 undergraduate students)

Fall 2015 (1 graduate student)

Spring 2016 (15 undergraduate students)

Spring 2016 (1 graduate student)

Summer 2016 (14 undergraduate students)

Fall 2016 (6 graduate students)

Fall 2016 (1 graduate student)

Fall 2016 (2 undergraduate students)

Fall 2016 (15 undergraduate students)

Spring 2017 (1 undergraduate student)

Spring 2017 (14 undergraduate students)

Summer 2017 (14 undergraduate students)

Fall 2017 (13 undergraduate students)

Fall 2017 (1 graduate student)

Independent Field Experience (PSY 4941)	Spring 2018 (18 undergraduate students)
Advanced Clinical Practicum (CLP 6943)	Spring 2018 (1 graduate student)
Independent Field Experience (PSY 4941)	Summer 2018 (8 undergraduate students)
Foundations Practicum (CLP 6947)	Fall 2018 (9 graduate students)
Independent Field Experience (PSY 4941)	Fall 2018 (20 undergraduate students)
Honors Research (PSY 4914)	Fall 2018 (1 undergraduate student)
Independent Field Experience (PSY 4941)	Spring 2019 (12 undergraduate students)
Honors Research (PSY 4914)	Spring 2019 (1 undergraduate student)
Independent Field Experience (PSY 4941)	Summer 2019 (6 undergraduate students)
Foundations Practicum (CLP 6947)	Fall 2019 (12 graduate students)
Independent Field Experience (PSY 4941)	Fall 2019 (19 undergraduate students)
Research Internship (PSY 4940)	Spring 2020 (21 undergraduate students)
Research Internship (PSY 4940)	Summer 2020 (12 undergraduate students)
Research Internship (PSY 4940)	Fall 2020 (11 undergraduate students)
Research Internship (PSY 4940)	Spring 2021 (16 undergraduate students)

Postdoctoral Fellows

Anabelle Andon (2015-2016)
 Andre Maharaj (2016 – 2018)
 Sarah Mikhail (2016 – 2019)
 Ana Rondon (2019 – present)

Graduate Faculty Status (Since 2014)

Randi Cheatham-Johnson (Clinical Science;
 Delores Auzenne Fellow)
 Bridget Poznanski (Clinical Science)
 Katherine Zambrana (Clinical Science)
 Della Gregg (Clinical Science)
 Akira Gutierrez (Clinical Science;
 McKnight Fellow)
 Averill Obee (Clinical Science)
 Terrance Lane (Clinical Science; Delores
 Auzenne Fellow)

NIGMS Research Initiative for Scientific Enhancement (NIGMS RISE) Mentor (Since 2015)

Randi Cheatham-Johnson (Clinical Science)

Dissertation Advisor Status (Since 2015)

Dissertation Committee Chair

⁺ *indicates graduate*

Randi Cheatham-Johnson (Clinical Science)⁺
 Bridget Poznanski (Clinical Science)⁺
 Katherine Zambrana (Clinical Science)

Dissertation Committee Member

Danielle Cornacchio (Clinical Science)
 Tommy Chou (Clinical Science)
 Rosmary Ros (Clinical Science)
 Alexis Garcia (Clinical Science)
 Jennifer Coto (Clinical Science)

Masters Thesis Committee Chair

Randi Cheatham-Johnson (Clinical Science)

Bridget Poznanski (Clinical Science)
 Katherine Zambrana (Clinical Science)
 Della Gregg (Clinical Science)

Masters Thesis Committee Member

Rosmary Ros (Clinical Science)
 Alexis Garcia (Clinical Science)
 Taylor Landis (Clinical Science)
 Megan Hare (Clinical Science)

Advanced Research and Creativity in Honors Mentor (Since 2016)

McNair Fellowship Mentor

Sebastian Salinas (Psychology; 2019-2020)

Honors Thesis Committee Chair

Kathrine Black (Psychology; 2018-2019)
 Morgan Crawley (Psychology; 2016-2017)
 Victoria Gonzalez (Psychology; 2014-2015)

Honor Thesis Committee Member

Melissa Fajardo (Psychology)

Directed Study Committee Member

Mylissa Fraser
 (School Psychology Psy.D. Program, NSU)
 Kelli Dari
 (School Psychology Psy.D. Program, NSU)

University at Buffalo, SUNY – Primary Instructor
 Abnormal Child Psychology

Term & Enrollment

Spring 2010 (40 undergraduate students)

University at Buffalo, SUNY – Teaching Assistant
 Psychological Assessment
 Developmental Psychology
 Recitation Instructor, Psychological Statistics
 Scientific Inquiry
 Abnormal Psychology
 Introduction to Psychology

Term & Enrollment

Spring 2009 (10 graduate students)
 Fall 2008 (150 undergraduate students)
 Spring 2008 (75 undergraduate students)
 Fall 2007 (150 undergraduate students)
 Spring 2007 (400 undergraduate students)
 Fall 2006 (250 undergraduate students)

PROFESSIONAL CONSULTATION EXPERIENCE

2010—2012

Mental Health Consultant for Miami Dade Community Action Agency Head Start Mental Health Team

One of two Mental Health Consultants from the Center for Children and Families at Florida International University to the Miami-Dade Head Start Mental Health Team. Consulted regarding the implementation of assessment procedures for annual mental health and development screenings. Also consulted regarding the implementation of the Pyramid Intervention Model for early intervention efforts, particularly for children with behavioral concerns.

PROFESSIONAL AFFILIATIONS

American Psychological Association (2003—Present)

Division of Clinical Child and Adolescent Psychology (53).

Association for Behavioral and Cognitive Therapies (2007—Present)

ADHD Special Interest Group**National Association of School Psychologists (2014—Present)****Society for Research in Child Development (2011—Present)****GRANT REVIEWING EXPERIENCE**

*The Children's Trust***JOURNAL REVIEWING EXPERIENCE**

Ad Hoc Reviewer:

*Journal of Abnormal Child Psychology**Journal of Psychopathology and Behavioral Assessment**International Journal of Educational and Psychological Assessment**Education and Treatment of Children**Child and Youth Care Forum**Early Education and Development**Journal of Emotional and Behavioral Disorders**Behavior Modification**Journal of Early Intervention**Journal of Psychopathology and Behavioral Assessment**Evidence-Based Practice in Child & Adolescent Mental Health**Infant and Child Development**School Mental Health**Journal of Child and Family Studies**Behavior Therapy**Journal of Applied Developmental Psychology**Cognitive and Behavioral Practice**Health Education & Behavior***DEPARTMENT/UNIVERSITY SERVICE**

McNair Research Scholars Review Committee

Spring 2020

Faculty Mentor Program

Spring 2020 – present

Mediation Committee – Clinical Science

Spring 2020 – present

K-14 Education Outreach Committee – FIU College of Arts, Sciences, & Education

Spring 2018

Faculty Judge – Graduate Student Appreciation Week

Spring 2017

Teaching Mentor – Department of Psychology

Fall 2016

(2 Developmental Doctoral Students)

Practicum Committee – Clinical Science

Fall 2014 – present

Diversity Committee – Clinical Science

Fall 2016 – Fall 2020

Job Search Committee – Clinical Science

Fall 2016 – Spring 2017

South Florida Child Psychology Research Conference (UM-FIU Collaborative Research Conference) Planning Committee

Spring – Summer 2016

Clinical Revenue Committee – Center for Children and Families

Fall 2014 – present

FIU Special Education Advisory Board

2012 – present

Achieving Community Collaboration in Education and Student Success (ACCESS) FIU/M-DCPS Partnership:

2012 – present

Disruptive Behavior, Violence Prevention, and Social and Character Development Workgroup

COMMUNITY INVOLVEMENT/OUTREACH

Miami-Dade County Young Children with Special Needs and Disabilities Council (2010—Present)
Leadership: Co-Chair (2014—2017)

Superintendent’s District Advisory Panel for Students with Disabilities, Early Childhood Special Education (SPED) Sub-Committee, M-DCPS (2016—Present)

Miami-Dade County Grade Level Reading Campaign (2019 – Present)

Leadership: Chair, Afterschool & Summer Slide Committee; Leadership Team Member; Evaluation Team Committee Member for School Readiness Toolkit

MEDIA COVERAGE

[FIU reading program receives national award for its community impact](https://casenews.fiu.edu/2020/10/22/fiu-reading-program-receives-national-award-for-its-community-impact/). (2020, October 22). FIU CASE News. Retrieved from <https://casenews.fiu.edu/2020/10/22/fiu-reading-program-receives-national-award-for-its-community-impact/>

Campaign for Grade-Level Reading Pacesetter Honors Announced (2020, October 15). Miami Community Newspapers. Retrieved from <https://communitynewspapers.com/biscayne-bay/campaign-for-grade-level-reading-pacesetter-honors-announced/>

8-year-old overcomes fear of reading (2019, October 22). FIU News. Retrieved from <https://news.fiu.edu/2019/8-year-old-overcomes-fear-of-reading>

Your Toddler Has A.D.H.D. Should You Medicate? (2019, September 20). New York Times. Retrieved from <https://parenting.nytimes.com/childrens-health/adhd-child-medication?module=ptg-onsite-share&type=link>

Summer Camps Helps At-Risk Kids Prepare for School Year (2018, August 2). NBC 6 South Florida. Retrieved from <https://www.nbcmiami.com/news/local/Summer-Camp-Helps-At-Risk-Kids-Prepare-for-School-Year-489927551.html>

FIU Summer Academy helps children in poverty transition to kindergarten (2018, July 31). The Miami Herald. Retrieved from <https://www.miamiherald.com/news/local/education/article215351670.html>

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FOREIGN LANGUAGE ABILITIES

Comprehend and conversational in Spanish