

Tiffany G. Harris

The University of Southern Mississippi, School of Psychology
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EDUCATION

- Expected 2024 **Doctor of Philosophy**
Clinical Psychology (APA Accredited), Child Concentration
School of Psychology, University of Southern Mississippi, Hattiesburg, MS
- 07/2023 – Present **Pre-Doctoral Clinical Psychology Internship (APA Accredited)**
The University of Nebraska Medical Center, Omaha, NE
Munroe-Myer Institute for Genetics and Rehabilitation
Nebraska Internship Consortium in Professional Psychology (NICPP)
- 08/2019 – 05/2022 **Master of Arts**
Clinical Psychology (APA Accredited), Child Concentration
School of Psychology, University of Southern Mississippi, Hattiesburg, MS
Degree conferred: May 2022
- 08/2014 – 05/2016 **Master of Science**
Clinical Counseling Psychology
School of Psychology and Adolescent Counseling, Brenau University, Gainesville, GA
Degree conferred: May 2016
- 08/2009 – 12/2013 **Bachelor of Arts**
Applied Linguistics, Minor in Spanish
Department of Applied Linguistics and ESL, Georgia State University, Atlanta, GA
Degree conferred: January 2014

CLINICAL EXPERIENCE

- 07/2023 – Present **University of Nebraska Medical Center – The Munroe-Myer Institute for Genetics and Rehabilitation**
Pre-doctoral Clinical Psychology Resident
Supervisors: Patricia Zemantic, Ph.D., BCBA-D, Christian Courson, Ph.D., Alice Shillingsburg, Ph.D., Caroline Grile, Psy.D.
Setting: A University Center of Excellence on Developmental Disabilities, Education, Research and Services that provides comprehensive multidisciplinary specialized services, programs, and supports for children and adults with intellectual and developmental disabilities.
Description of Duties: Conduct multi-disciplinary diagnostic assessments to patients referred for concerns related to Autism Spectrum Disorders and other developmental disabilities; collaborate with speech/language pathologists, pediatricians, and other professionals during evaluations; provide interpretive feedback and recommendations to parents/guardians regarding developmental testing results; provide behavioral parent training using a modified PCIT protocol to caregivers of children with neurodevelopmental disabilities and behavioral concerns; provide individual outpatient behavior therapy and group therapy (i.e.,

Children's Friendship Group, Unstuck and On Target, PEERS) for children diagnosed with neurodevelopmental disabilities.

- 08/2022 – 06/2023 **University of Mississippi Medical Center**
Magnolia Scholar in Integrated Behavioral Health
Supervisor: Dr. Monica J. Sutton, Ph.D.
Setting: A comprehensive diagnostic and treatment center devoted to promoting the healthy development of all Mississippian children and youth.
Description of Duties: Provides brief-consultation, intervention, and screening for children 17 years and under with mild to moderate mental and early developmental health problems. Specific conditions and diagnoses encountered include behavioral difficulties, early parenting issues, anxiety, depression, trauma, school-related problems, developmental delays/autism, and lifestyle concerns.
- 06/2021- 08/2022 **Will's Way Pediatric Behavioral Psychology**
Clinical Psychology Extern
Supervisor: Dannel Roberts, Ph.D.
Setting: A private practice providing clinic and community-based services to children, families, and schools. Services provided include individual and group therapy, psychological evaluations, ABA therapy, and speech/language services.
Description of Duties: Administered and scored various psychological assessments (e.g., SB-5, WISC-5, KTEA-3, KABC-II, ABAS-3, DP-3, ASRS, SRS-2, ADOS-2) and wrote comprehensive psychological reports. Led social skills groups using both the UCLA Program for the Education and Enrichment of relational Skills (PEERS) and the Superheros Social Skills program. Provided individual ABA services to clients.
- 06/2021 – 12/2021 **Specialized Treatment Facility**
Clinical Psychology Extern
Supervisor: Charles Harris, Ph.D.
Setting: A residential treatment facility providing psychiatric residential services for adolescents who have been diagnosed with severe and persistent mental illnesses.
Description of Duties: Conducted intake/exit assessments of adolescents admitted to and exiting from STF, led trainings teaching the core components of TF-CBT to master's level clinicians, conducted individual therapy sessions using TF-CBT, and conducted weekly group sessions.
- 08/2020 – Present **University of Southern Mississippi Center for Behavioral Health**
Graduate Student Clinician
Setting: A university-based outpatient training clinic providing mental health services for children, adolescents, and adults from the community.
Graduate Clinician Duties: Conduct assessments and provide psychotherapy both in person and via telehealth with children, adolescents, and adults from the community presenting with a broad array of psychological disorders (e.g., Persistent Depressive Disorder, Major Depressive Disorder, Borderline Personality Disorder, Generalized Anxiety Disorder, Social Anxiety Disorder, Adjustment Disorder, Autism Spectrum Disorder, Oppositional Defiant Disorder, Intellectual Disability, Attention- Deficit/Hyperactivity Disorder); formulate case conceptualizations; complete documentation (i.e., session notes, treatment plans, integrated reports); coordinate services with schools and other professionals or community agencies (e.g., DHS). Supervisors: Stephanie Smith, Ph.D., Kristy McRaney, Ph.D., Mallory Malkin, Ph.D.

Group for Organization, Attention, and Learning Strategies Group Co-Leader

Duties: Served as a co-leader of an organizational skills training group (i.e., skills delivered via didactics, active practice, and role-playing) for college students with executive functioning deficits and academic difficulties, conducted pre-and post-treatment assessments and executive dysfunction and ADHD symptomology (e.g., SCID-5, BRIEF-A, CPT-3, CAARS, LASSI) for each group member. Supervisor: Stephanie D. Smith, Ph.D.

On Duty Clinician Duties: Conducted intake screens and suicide risk assessments for individuals seeking psychological services at the USM Center for Behavioral Health, answered calls from clients, professionals, and the public. Performed these duties 5 hours per week. Supervisor: Kristy McRaney, Ph.D.

Clinic Coordinator Duties: Answered phone calls from clients, professionals, and the public; monitored all client records to ensure quality standards; managed client records and logs; assisted clinicians with any immediate needs (e.g., locating therapeutic and assessment materials). Performed these duties for 10 hours per week. Supervisor: Kristy McRaney, Ph.D.

09/2018 – 07/2019 **Georgia Autism Center***Psychometrist*

Supervisors: Jaymie Fox, Psy.D. and April Coleman, Psy.D.

Setting: A private practice in a large metropolitan community providing assessment services for children, adolescents, and adults with neurodevelopmental disorders.

Description of Duties: Conduct clinical interviews with patients and document behavioral observations during assessments for use by clinical psychologist in determining diagnoses; Administer, score, and interpret psychological and neurodevelopmental assessments for patients with neurodevelopmental and psychiatric disorders in a private practice setting; Generate psychological and neurodevelopmental reports and provide initial diagnoses and treatment recommendations; Completed clinical training to administer and interpret the ADOS-2.

09/2018 – 07/2019 **Georgia Autism Skills for Life***Primary Social Skills Group Leader*

Setting: A 501(c)(3) program developed for adults with ASD that seeks to provide weekly opportunities for structured and pleasurable activities within the community.

Description of Duties: Plan and lead social outings for adults on the autism spectrum; Evaluate individual group members' needs and provide one-on-one support during social interactions with other group members and with members in the community; Reinforce social skills and life skills with community-based activities; Encourage peer interaction and communication development

12/2016 – 08/2018 **Georgia Pediatric Psychology***Psychometrist*

Supervisors: Avital Cohen, Psy.D., Jaymie Fox, Psy.D., and April Coleman, Psy.D.

Setting: A private practice in a large metropolitan community providing assessment services for children, adolescents, and adults with neurodevelopmental disorders.

Description of Duties: Conducted clinical interviews and documented behavioral observations; Administered, scored, and interpreted psychological and neuropsychological assessments on over 175 child and adolescent patients; Generated psychological and neurodevelopmental reports and provided initial diagnoses and treatment recommendations for psychologist; Assisted in training graduate students on scoring and administration of assessments.

11/2014 – 05/2016

Brenau Center for Counseling and Psychological Services*Graduate Student Clinician*Setting: A university-based outpatient training clinic providing mental health services for children, adolescents, and adults from the community.Graduate Clinician Description of Duties: Conducted weekly individual counseling sessions with children, adolescents, and adults diagnosed with a variety of disorders; Developed treatment plans and implemented collaboratively with clients; Maintained client files and weekly progress notes; Completed full-battery psychological assessments and wrote psychological reports.Clinic Coordinator Description of Duties: Answered phones and managed therapists' schedules; Conducted phone interviews to assess presenting symptomology of prospective clients; Checked clients in and accepted paymentsSupervisor: Kristen Green, Ph.D.

10/2015 – 05/2016

North Hall School District (North Hall Middle School)*Stress Busters Group Leader*Supervisor: Julie Battle, Ph.D.Setting: A public middle school located in a large metropolitan city. Thirty-eight percent of students qualified for free or reduced-priced lunch.Description of Duties: Co-facilitated weekly "Stress Busters" group with children identified as presenting with anxiety; Developed weekly lessons regarding stress reduction using cognitive-behavioral and mindfulness techniques; Collected data from participants regarding weekly anxiety symptomology for outcome measure; Maintained client files and weekly group and individual progress notes

08/2015 – 05/2016

Academy of Innovation*Graduate Student Extern*Supervisor: Kristen Green, Ph.D.Setting: A 501(c)(3) accredited private school focused on serving the unique learning needs of children and adolescents with neurodevelopmental disorders.Description of Duties: Conducted weekly individual counseling with children and adolescents diagnosed with neurodevelopmental disorders (primarily Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder); Co-facilitated 16-week group utilizing PEERS® for Adolescent program, aiming to teach social skills to middle-school and high-school adolescents with Autism Spectrum Disorder; Developed treatment plans and implemented them collaboratively with clients, families, and teachers; Maintained client files and weekly group and individual progress notes

05/2015 – 05/2016

The Salvation Army*Graduate Student Extern*Supervisor: Angela Wilson, Psy.D., LPCSetting: A 501(c)(3) organization that provides housing, food assistance, and employment assistance to homeless individuals in the community.Description of Duties: Conducted weekly individual counseling sessions with individuals housed at the Salvation Army shelter presenting with substance use disorders, adjustment disorders, trauma disorders, depression, and anxiety; Developed treatment plans and implemented them collaboratively with clients; Connected individuals with community job placement and housing resources; Maintained client files and weekly individual progress notes

ASD SPECIFIC SPECIALIZED TRAININGS

- 08/2023 **ADOS-2 Advanced/Research Reliability Training**
Munroe-Myer Institute for Genetics and Rehabilitation, Omaha, NE
Instructor: Cheryl Klaiman, Ph.D.
Purpose: This 2.5 day training provides advanced administration and scoring guidance on the ADOS-2 and is the initial step for clinicians who would like to achieve research reliability on the ADOS-2 for research purposes.
- 08/2023 – Present **Global Autism Interactive Network (GAIN)**
Trainers: Vanessa Bal, Ph.D., Somer Bishop, Ph.D., Kourtney Christopher, Ph.D., Amy Esler, Ph.D., Stephen Kanne, Ph.D., and So Hyun Kim, Ph.D.
 GAIN is a virtual, live training webinar hosted by preeminent national ADOS-2 trainers designed to improve proficiency on the ADOS-2.
- 06/2018 **Autism Diagnostic Observation Schedule Second Edition: Clinical Training**
Vanderbilt University, Nashville, TN
Instructor: Rachel Hundley, Ph.D.
Purpose: The goals of this 2-day workshop are to provide a detailed overview of the ADOS-2, its development, its psychometric properties, and appropriate use and interpretation. Demonstrations of the measure are provided both days, involving live administration of the ADOS-2 by the trainer to individuals with ASD. Participants will practice scoring while observing the instructor administering the ADOS-2. Detailed discussions on scoring the ADOS-2 follow each demonstration.

OTHER SPECIALIZED TRAININGS

- 08/2023 **Parent-Child Interaction Therapy Webcourse: 10 Hours**
UC Davis Health
Purpose: This 10-hour, 11-module web course provides fundamental information and a solid foundation about providing PCIT and fulfills the initial requirements to become a certified PCIT therapist.
- 10/2022 **Psychoneuroimmunology Interactive Workshop: 2 Hours**
The University of Southern Mississippi
Purpose: This interactive workshop included a didactic component about inflammation and current trends in psychoneuroimmunology research, a review of different methods of collecting inflammation data, and a live demonstration on how to collect inflammation data via blood spots. This training was provided by Dr. Megan Renna, Ph.D.
- 09/2022 **Columbia-Suicide Severity Rating Scale Training: 1 Hour**
Completed online through the Columbia Lighthouse Project
Purpose: This online training workshop reviews best practices in suicide risk assessment using the C-SSRS.
- 03/2022 **Advanced Suicide Risk Assessment Training: 7 Hours**
The Alliance Project of Mississippi State University
Purpose: This training provided by the Alliance Project in collaboration with Mississippi State University focuses on methods related to suicide prevention, best practices for suicide risk assessment, and evidence-based interventions for individuals with elevated suicide risk.

- 08/2021 **TF-CBT Web 2.0: 11 Hours**
Completed online through the Medical University of South Carolina (MUSC)
Purpose: An online training course comprised of 11 learning modules that cover the foundations of Trauma-Focused Cognitive Behavioral Therapy treatment components.
- 08/2021 **Safety-Care Behavioral Safety Training: 1-Day Workshop:**
Quality Behavioral Solutions (QBS)
Purpose: This program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change.
- 06/2021 **Registered Behavior Technician (RBT) Training: 40 hours**
Autism Partnership Foundation
Purpose: This training is based on the 2nd edition task list and meets the requirements outlined by the BACB for individuals seeking their RBT certification.
- 07/2020 **Telepsychology Best Practice 101 Series: 8 hours**
Completed online through the American Psychological Association
Purpose: The Telepsychology Best Practices 101 training series webinar details the competencies needed for telepractice, including critical ethical, legal, clinical, and technical issues, together with reimbursement strategies.

MANUSCRIPT PUBLICATIONS

- Crossley, S. A., Kim, Y., **Lester, T.**, & Clark, S. (2015). Embodied cognition and passive Processing: What hand-tracking tells us about syntactic processing in L1 and L2 speakers of English. In Dale, R., Jennings, C., Maglio, P., Matlock, T., Noelle, D., Warlaumont, A., & Yoshimi, J. (eds). *Proceedings of the 37th Annual Cognitive Science Society Meeting*, (pp. 495-500).
- Crossley, S. A., Duran, N., Kim, Y., **Lester, T.**, & Clark, S. (2018). The action dynamics of native and non-Native speakers of English in processing active and passive sentences. *Linguistic Approaches to Bilingualism*. DOI: 10.1075/lab.17028.cro

SUBMITTED MANUSCRIPTS

- Smith, S.D., Walbridge, F., **Harris, T.G.**, Cotter, M.C., Kaplan, R., Garza, B., Wilde, Z., Delgadillo, A., Mohn, R., & Dufrene, B. Leveraging Technology to Support Teachers' Fidelity of Universal Classroom Management Interventions: Lessons Learned and Future Applications. *School Mental Health*.
- Wilde, Z.C., Smith, S.D., Underwood, J.J., Cotter, M., Walbridge, F., **Harris, T.G.**, Kaplan, R., Barry, C.T. Examining the Moderating Effects of Adult Social Support on the Relation Between Adverse Experiences and Psychosocial Adjustment. *Journal of Social and Personal Relationships*.

MANUSCRIPTS IN PREPARATION

Harris, T. G., Smith, S.D., Batastini, A, Walbridge, F., & Cotter, M. Predictors of Intensive Supervision Placement among Committed Youths within a Maximum-Security Residential Facility.

Cotter, M., Wilde, Z., Kaplan, R., Walbridge, F., **Harris, T.G.**, & Smith, S.D. Executive Functioning is Predictive of Problematic Online Gaming Behaviors in a Sample of Undergraduate Students.

Walbridge, F., Smith, S.D., **Harris, T.G.**, & Cotter, M. Proposed subtypes of anger rumination: Brooding and reflection and their associations with aggression.

Smith, S.D., Walbridge, F., Ramsey, K., **Harris, T.**, Wilde, Z. & Reichow, B. The Good Behavior Game as a universal preventive intervention: A systematic review of its longitudinal effects.

Smith, S.D., Cotter, M., Ramsey, K., Walbridge, F., **Harris, T.**, Wilde, Z., Barajas, K., Ellis, B., Rutherford, H. & Crowley, M. Neural correlates of anger rumination and its subsequent prediction of aggression.

Smith, S.D., Hansen, L., Ellis, B., Barajas, K., Ramsey, K., Walbridge, F., & **Harris, T.G.** The Group for Organization, Attention and Learning Skills (GOALS).

CONFERENCE PRESENTATIONS

Cotter, M., Loposser, K., Wilde, Z., Walbridge, F., **Harris, T.**, Kaplan, R., Smith, S. (September 2023). Neural Oscillatory Activity During Anger Rumination Is Predictive of Retaliatory Aggression in A Sample of Undergraduate Students. [Poster Presentation Submitted]. Society for Psychophysiological Research Annual Research. New Orleans, LA, United States.

Harris, T.G., Walbridge, F., Wilde, Z., Cotter, M., Pastrana-Rivera, F., Defouw, E., Smith, S.D. (2023, November). Systematic Review of the Long-Term Effects of the Good Behavior Game (GBG). [Poster Presentation Submitted]. The Association of Cognitive and Behavioral Therapy 57th Annual Convention. Seattle, WA.

Walbridge, F.C, **Harris, T. G.**, Rother, Y., Bradley, J., Cotter, M., Kaplan, R., Wilde, Z., Lefler, E., Flory, K., & Smith, S.D. (2023, November). Examining Executive Function and Cognitive Emotion Regulation as Mediators in the Relation between Adverse Childhood Experiences and Learning Effectiveness in College Students. [Poster Presentation Submitted]. The Association of Cognitive and Behavioral Therapy 57th Annual Convention. Seattle, WA.

Harris, T.G., Cotter, M., Walbridge, F., & Smith, S.D. (2022, November). An Introduction to the Group for Organization, Attention, and Learning Skills (GOALS) Program: A Skills-Based Workshop. A treatment presentation presented at the Association for Behavioral and Cognitive Therapies ADHD Sig Pre-Con, 2022. New York, NY.

Cotter, M., Wilde, Z., **Harris, T.G.**, Walbridge, F., & Smith, S.D. (2022, November). Examining the Relations Between a Broad Range of Executive Functions and Problematic Online Gaming Behaviors in a Sample of Undergraduate Students. Poster presented at the Association of Cognitive and Behavioral Therapy 56th Annual Convention. New York, NY.

- Walbridge, F., **Harris, T. G.**, Cotter, M., Wilde, Z., & Smith, S. (2022, November). Emotional Lability and its Relation with Self-Reported Learning and Study Skills in College Students with Underdeveloped Executive Functions. Poster presented at the Association of Cognitive and Behavioral Therapy 56th Annual Convention. New York, NY.
- Harris, T.**, Walbridge, F., Wilde, Z., Cotter, M., & Smith, S. (2022, May). Self-Reported Executive Functioning Moderates the Relationship between Stress and Anxiety in College Students. Poster presented at the Association for Psychological Science 2022 Annual Convention. Chicago, IL.
- Cotter, M., Wilde, Z., **Harris, T.**, Walbridge, F., & Smith, S. (2022, May). Depression, Anxiety, and Stress Symptomatology as Predictors of Specific Outcomes of Problematic Online Gaming Behaviors. Poster presented at the Association for Psychological Science 2022 Annual Convention. Chicago, IL.
- Laymen, L., Dufrene, B., Pigg, B., & **Harris, T. G.** (2022, May). Picture Exchange Communication System Administration Using a Single Clinician. Paper presented at the Association for Behavioral Analysis International, 48th Annual Convention. Boston, MA.
- Walbridge, F., **Harris, T.G.**, & Smith, S.D. (2021, November) The Group for Organization, Attention, and Learning Skills (GOALS) Program: Impact on an objective measure of inattention for treatment completers and treatment responders. Poster presented at the Association for Behavioral and Cognitive Therapies ADHD Sig Pre-Con, 2021 Virtual Annual Convention.
- Harris, T. G.**, Walbridge, F., Ramsey, K. L., & Smith, S.D. (2021, April). Predictors of Intensive Supervision Placements Among Detained Youths Within a Maximum-Security Residential Facility Poster presented at the 2021 Susan A. Siltanen Graduate Student Research Symposium. Hattiesburg, MS.
- Harris, T. G.**, Walbridge, F., Ramsey, K.L., & Smith, S.D. (2021, April). Predictors of Intensive Supervision Placements Among Detained Youths Within a Maximum-Security Residential Facility. Poster presented at the 2021 Society for Research in Child Development Biennial Meeting.
- Walbridge, F., Ramsey, K. L., **Harris, T.**, & Smith, S.D. (2020, November). Proposed Subtypes of Anger Rumination: Brooding and Reflection and their Associations with Aggression. Poster presented at the Association for Behavioral and Cognitive Therapies, 54th Annual Convention. Philadelphia, PA.
- Ramsey, K. L., Walbridge, F., **Harris, T.**, & Smith, S.D. (2020, November). Subscales of the Anger Rumination Scale as Predictors of Aggression. Poster presented at the Association for Behavioral and Cognitive Therapies, 54th Annual Convention. Philadelphia, PA.
- Lester, T.**, Carey, A. A., & Valencia, R. (2016, April). The Effects of a Fatal Vision Goggles Intervention on Middle School Children's Attitudes toward Drinking and Driving and Texting and Driving as Related to Impulsivity: A Between-Subjects Design. Paper presented at the Brenau University Research Symposium
- Crossley, S. A., Kim, Y., **Lester, T.**, & Clark, S. (2015, July). Embodied cognition and passive processing: What hand-tracking tells us about syntactic processing in L1 and L2 speakers of English. Poster presented at the 37th Annual Cognitive Science Society Meeting. Pasadena, CA.

- Crossley, S. A., **Lester, T.**, Clark, S. & Kim, Y. (2014, March). Embodied cognition and passive processing: What hand-tracking tells us about syntactic processing in L1 and L2 speakers of English. Paper presented at the Annual American Association for Applied Linguistics Conference, Portland, OR.
- Frishkoff, G., Hodges, L., **Lester, T.**, & Niazov, M. (2013, October). Beyond cloze probability: Clustering cloze responses to estimate broad and narrow semantic constraint. Poster presented at the 13th Annual Psychology Undergraduate Research Conference, Atlanta, GA
- Crossley, S., Kim, Y., & **Lester, T.** (2012, July). Assessing the Comprehension of the English Passive Voice by L2 Learners in Comparison to L1 Speakers. Paper presented at the 21st Annual California McNair Scholars Symposium, Berkley, CA

RESEARCH EXPERIENCE

- 09/2023 – Present **A Prospective, Multi-Center Study of Dynamic Quantification of Social-Visual Engagement (DQSVE) in Autism Spectrum Disorder (ASD): Diagnosis and Assessment For Children Ages 31 - 84 Months**
UNMC – Munroe-Myer Institute – Clinical Research Assistant
Principal Investigator: Alice Shillingsburg, Ph.D.
Duties: Currently administering developmental, cognitive, and autism specific measures to research participants (i.e., the Mullens, DAS-II, ADOS-2) and administering the EarliPoint Evaluation for ASD (a medical device which employs Dynamic Quantification of Social-Visual Engagement [DQSVE] to aid clinicians in the diagnosis of ASD) to participants.
- 08/2023 – Present **Increasing Compliance with Hygiene Tasks Using Virtual Reality in Individuals with Autism Spectrum Disorder**
UNMC -Munroe-Myer Institute –Virtual Reality Lab – Research Assistant
Principal Investigator: James Gehringer, Ph.D.
Duties: Currently assisting in designing a single-case study to investigate the impact of a virtual reality haircutting desensitization procedure on haircutting phobias in children with autism spectrum disorder.
- 08/2019 – Present **Factors Impacting Parents’ Decision Making About Seeking Treatment for Their Children with Autism Spectrum Disorder (Dissertation)**
Childhood Neurodevelopmental Disorders Lab
Principle Investigator: Tiffany Harris, M.A., M.S.
Description of Duties: Designed a cross-sectional study to investigate the impact of parental cognitions of ASD, parental resolve with the ASD diagnosis, and parental coping skills on treatment seeking behaviors for their child diagnosed with ASD.
- 08/2022 – Present **The Development of New Technology to Promote the Fidelity and Sustainability of a Universal Preventative Intervention in Real-World Educational Settings (Institute of Educational Sciences - \$1,365,000)**
Childhood Neurodevelopmental Disorders Lab – Graduate Lab Member
Principal Investigator: Stephanie Smith, Ph.D.
Duties: Assisted in the collection of data, publication of manuscripts, and preparation of conference presentations; conducted trainings for teachers about the implementation of good behavior game technology in an educational setting; Conducted fidelity ratings regarding the implementation of Good Behavior Game

Technology in an educational setting; Created training and implementation materials

- 08/2020 – Present **The Good Behavior Game (GBG) as a Preventative Intervention**
Childhood Neurodevelopmental Disorders Lab – Graduate Lab Member
Principal Investigator: Stephanie Smith, Ph.D.
Duties: Assisted in conducting a systematic review of the extant literature regarding the impact of the Good Behavior Game (GBG) on distal outcomes for students who receive the intervention in their early elementary school years.
- 08/2020 – Present **Group for Organization, Attention, and Learning Skills: Pilot Study**
Childhood Neurodevelopmental Disorders Lab – Graduate Lab Member
Principal Investigator: Stephanie Smith, Ph.D.
Duties: Assisted in the execution of a manualized treatment for college students with executive function deficits; completed assessments to determine if potential participants met inclusion criteria for the study; co-led group therapy sessions; administered post-treatment measures to assess treatment change; de-identified pre- and post-program data and entered data into database
- 08/2019 – Present **Neural Correlates of Rumination and their Prediction of Subsequent Behavior**
Childhood Neurodevelopmental Disorders Lab – Graduate Lab Member
Principal Investigator: Stephanie Smith, Ph.D.
Duties: Underwent training to work with electroencephalography (EEG) equipment; administered measures (e.g., WASI-II, STAXI, CERQ, ARS, BRIEF-A) and created a database for data entry; fitted participants with EEG cap; consistently checked impedances of electrodes; administered experimental paradigms through E-prime software
- 08/2019 – Present **Predictors of Intensive Supervision Placement among Committed Youths within a Maximum-Security Residential Facility (Master of Arts Thesis)**
Childhood Neurodevelopmental Disorders Lab – Graduate Lab Member
Principal Investigator: Tiffany Harris, M.A., M.S.
Duties: Designed a study evaluating variables that predict intensive supervision placement among committed youths in a maximum-security residential facility
- 09/2018 – 05/2019 **Parent-Assisted Social Skills Intervention for Preschoolers: Examining Behavioral Synchrony between Parents and Children with ASD in the PEERS® for Preschoolers Program**
Department of Psychology, Virginia Tech
 Clinical Research Assistant
Principal Investigator: Angela Scarpa, Ph.D., L.C.P.
Student Peer Supervisor: Reina Factor, M.S.
Description of Duties: Co-led groups for preschool aged children with ASD utilizing the PEERS for Preschoolers program, which aims to teach social skills to preschoolers with Autism Spectrum Disorder; Attended training to learn protocol; Assisted in assessing the fidelity of Peers for Preschoolers implementation
- 08/2014 – 05/2016 **The Effects of a Fatal Vision Goggles Intervention on Middle School Aged Children's Attitudes toward Drinking and Driving and Texting and Driving as Related to Impulsivity: A Between Subjects Design (Master of Science Thesis)**

Department of Psychology, Brenau University

Graduate Research Assistant

Principal Investigator: Julie Battle, Ph.D.

Description of Duties: Assisted in planning, designing, and conducting a between-subjects study to assess middle school-aged children's attitudes toward drinking and driving and texting and driving; Assisted in scoring measures and organizing and inputting data into SPSS; Performed descriptive and inferential statistical analyses in SPSS; Evaluated relevant literature and co-authored literature review; Presented findings for faculty and peer critique during thesis defense; Presented at the Brenau University Research Symposium

07/2013 – 07/2014

Brain Electrophysiology of Language & Literacy Systems Lab

Georgia State University, Department of Applied Linguistics

Undergraduate Research Assistant

Principal Investigator: Gwen Frishkoff, Ph.D.

Description of Duties: Assisted in acquisition and processing of electroencephalogram data; Obtained informed consent from participants; Aided in electroencephalogram net application on participants; Presented findings at 13th Annual Psychology Undergraduate conference at GSU

06/2012 – 07/2014

Assessing the Comprehension of the English Passive Voice by L2 Learners in Comparison to L1 Speakers (McNair Scholar Project)

Department of Applied Linguistics and ESL, Georgia State University

Undergraduate Research Assistant

Principal Investigator: Scott Crossley, Ph.D.

Description of Duties: Recruited participants from undergraduate classes at Georgia State University; utilized Mousetracker software to design a computer experiment to investigate the processing and comprehension of the English passive voice by native and non-native English speakers; Evaluated relevant literature and authored literature review; Assisted in computing descriptive and inferential statistical analyses of data; Presented findings at the 21st Annual California McNair Scholars Symposium

08/2012 – 07/2014

Improving Comprehension of Global Englishes Lab

Department of Applied Linguistics and ESL, Georgia State University

Undergraduate Research Assistant

Principal Investigator: Stephanie Lindemann, Ph.D.

Student Peer Supervisor: Nicholas Close Subtirelu, M.A.

Description of Duties: Assisted in recruiting and interviewing native English-speaking participants regarding attitudes, comprehension, and strategies used when interacting with non-native English speakers; Transcribed interviews; Assisted in collecting field notes and organizing data

PROFESSIONAL PRESENTATIONS AND INVITED LECTURES

Harris, T.G., & Tannehill, J. (2021, September). *Autism Spectrum Disorder*. Presentation to the faculty and staff at Collins Elementary School, Covington County School District (Collins, MS).

Harris, T.G., & Tannehill, J. (2021, September). *Autism Spectrum Disorder*. Presentation to the faculty and staff at Hopewell Elementary School, Covington Country School District (Collins, MS).

McRaney, K.D., **Harris, T.G.**, & Estrada, M. (2020, February). *Managing Deadlines and Stress: Tips and Tricks*. Presentation for the University of Southern Mississippi's Office for Disability Accommodations.

TEACHING EXPERIENCE

- 08/2019 – 05/2021 **Graduate Teaching Assistant**
The University of Southern Mississippi, Hattiesburg, MS
PSY 446, Abnormal Child Psychology
PSY 641, Adult Cognitive Assessment
- 07/2016 – 05/2019 **Adjunct Instructor**
Brenau University, Gainesville, GA
PSY 301, Research Methodology
PSY 301L, Research Methodology Lab
Developed online PY301 and PY301L courses
- 08/2015 – 05/2016 **Graduate Teaching Assistant**
Brenau University, Gainesville, GA
Instructor: Dr. Julie Battle, PhD
PSY 301L Research Methodology Lab

CERTIFICATIONS

- 08/2023 – Present **Provisionally Licensed Mental Health Practitioner**
Certification #13487
- 08/2023 – Present **Management of Assaultive Behavior Certification**
- 08/2023 – Present **Basic Life Support/AED/CPR**
American Heart Association
- 07/2021 – 07/2023 **Adult and Pediatric First Aid/CPR/AED**
Issuer: American Red Cross
- 06/2021 – 08/2023 **Registered Behavior Technician (RBT)**
Issuer: Behavior Analyst Certification Board (BCBA)

SERVICE

- 08/2019 – 05/2021 **Out of the Darkness Campus Walk**
The University of Southern Mississippi
Role: Volunteer
Duties: Communicate with the American Foundation for Suicide Prevention, obtain sponsors, and aid in completing paperwork necessary for putting together the Out of the Darkness Campus Walk fundraiser for suicide prevention.

HONORS AND AWARDS

Clinical Case Conference Award, 1st place, University of Southern Mississippi
Spring 2022

President's List, Brenau University

Fall 2014, Spring 2015, Summer 2015, Spring 2016

Dean's List, Brenau University

Fall 2015

President's List, Georgia State University

Fall 2009, Spring 2010, Summer 2010, Fall 2012

Dean's List, Georgia State University

Fall 2010, Fall 2011, Spring 2012

Ronald E. McNair Post-Baccalaureate Achievement Program, Georgia State University

January 2012 – January 2014

Hope Scholarship, Georgia State University

August 2009 – December 2013

LEADERSHIP POSITIONS

06/2020 – 07/2021

TreasurerClinical Psychology Graduate Student Organization
University of Southern Mississippi**ORGANIZATIONS**

02/2023 – Present

National Register of Health Service Psychologists

09/2022 – Present

Association for Behavioral and Cognitive Therapies

08/2019 – Present

Clinical Psychology Graduate Student Organization

08/2019 – Present

Society for a Science of Clinical Psychology

09/2019 – Present

Association for Psychological Science