

Curriculum Vitae

Stephanie Paulos

Austin Neuropsychology, PLLC
711-F2 West 38th Street
Austin, Texas 78705

(512) 637-5841 Office
(512) 637-5997 Fax
<http://www.neuroaustin.com>

Education

Doctor of Philosophy: August 2007

The University of Texas at Austin
Department of Educational Psychology
APA Accredited School Psychology Program
Dissertation Title: *Examining the Roles of Family Environment and Internalizing Symptoms on Early Adolescent Social Aggression: A One-Year Longitudinal Study*
Dissertation Co-Chairs: Timothy Keith, Ph.D. & Alexandra Loukas, Ph.D.

Master of Arts: May 2005

The University of Texas at Austin
Major: Educational Psychology
Master's Report Title: *Early Adolescent Female Aggression: Examining the Roles of Intent Attributions and Social Anxiety*
Master's Report Supervisor: Timothy Keith, Ph.D.

Bachelor of Arts: May 1999

The University of Utah
Majors: Psychology and Political Science
Graduated with Honors and with Special Honors in Psychology

Licenses

- Licensed Psychologist in the state of Texas: April 2011
- Licensed Psychologist in the State of New York: October 2009

Professional Clinical Experience

Clinical Neuropsychologist

Dates: March 2011 – Present

Private Practice: Austin Neuropsychology, PLLC, Austin, Texas

Responsibilities: Provide outpatient neuropsychological evaluations and intervention to self- and community-referred patients in a private practice setting. Intervention includes cognitive rehabilitation to individuals with neurological conditions, as well as computer-based working memory training (Cogmed). The goal of rehabilitation is to help an individual progress to the most independent level of functioning possible. Intervention focuses on regaining lost skills, as well as learning ways to compensate for abilities that have been permanently changed because of an acquired injury, a degenerative process, or longstanding cognitive difficulties. Family therapy intervention and education is also provided for those with a family member diagnosed with a neurological condition. The goal of family therapy intervention is to educate the family regarding the neurological condition of the family

member, to assist the family in creating problem-solving strategies to appropriately identify and overcome challenges resulting in family stress and conflict, increase positive family interaction, advocate for the family in negotiating with other systems and to ensure that therapeutic recommendations are appropriately implemented across settings and time, and to support the interventions recommended by other providers working with the patient/family.

Clinical Neuropsychologist

Dates: February 2011 – Present

Private Practice: Rehab Without Walls, Austin, Texas

Responsibilities: Provide cognitive rehabilitations and neuropsychological evaluations in the home-setting following acquired injury. These services are provided within the context of a multi-disciplinary team (speech-language therapy, physical therapy, occupational therapy, nutrition, social work, and medicine) to assist the individual to progress to the most independent level of functioning possible. Intervention may also include family therapy and counseling to assist with treatment compliance and positive adjustment.

Clinical Neuropsychologist

Dates: October 2009 – February 2011

Private Practice: Adirondack Neuropsychological Associates, Saratoga Springs, New York

Responsibilities: Provided outpatient neuropsychological assessments and consultations to self- and community-referred patients as an independent contractor. The patient population varied and included individual's with developmental disabilities, autism spectrum disorders, significant prematurity, epilepsy, traumatic brain injury, genetic conditions, Lyme's encephalopathy, and psychiatric conditions.

Neuropsychology Post-Doctoral Fellowship

Dates: September 2007 – August 2009

Site: Kennedy Krieger Institute, Johns Hopkins School of Medicine Department of Psychiatry, Baltimore, Maryland

Director: E. Mark Mahone, Ph.D., ABPP

Responsibilities: Approximately 70% of time was spent in the delivery of clinical services and 30% of time was spent in educational/didactic and research experiences. Major clinical rotations lasting six months were in the following four areas: Pediatric Inpatient Rehabilitation, Outpatient Neuropsychological Assessment, Kennedy Krieger School, and Autism Center. In addition to the major rotations, minor elective rotations comprising 20% of clinical time were completed in the Child and Family Therapy Clinic, Pediatric Rehabilitation Follow-Up Clinic, and Johns Hopkins Hospital Medical Psychology Clinic.

Site Description: The post-doctoral fellowship at Kennedy Krieger Institute provides training experiences in accordance with the Houston Conference guidelines and is a participating member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN).

Pre-Doctoral Clinical Psychology Internship

Dates: July 2006 – June 2007

Site: Kennedy Krieger Institute, Johns Hopkins School of Medicine Department of Psychiatry, Baltimore, Maryland

Director: SungWoo Kahng, Ph.D.

Responsibilities: Clinical training experiences were divided between two rotations: Child and Family Therapy Clinic and Neuropsychology.

Child and Family Therapy Clinic: Provided outpatient clinical services to families of children exhibiting a wide range of emotional and behavioral difficulties, including oppositional/defiant disorder, parent-child conflicts, attention deficits, school disruption/truancy, aggression, verbal abuse,

tantrums, inappropriate sexual behavior, mood disturbances, phobias and social skills deficits. Treatment utilized a systems approach working with the individual child/adolescent, their families, and any external systems with which the child and family are involved, including school, social services, pediatrics and psychiatry. Clients served consist of many family constellations (e.g., multi-generational, grandparent-headed, foster, two-parent, single parent) and frequently present with multiple stressors (poverty, substance abuse, lack of social support, separation of caregivers). Neuropsychology: Clinical training in two primary settings: Inpatient Rehabilitation and Outpatient Neuropsychological Assessment. Pediatric Inpatient Rehabilitation focused on evaluation and treatment of children following traumatic or acquired brain injuries who are admitted for intensive neurorehabilitation. Responsibilities included conducting neuropsychological evaluations, providing education and recommendations to family and staff, providing cognitive rehabilitation, providing supportive psychological services, and assisting with treatment and discharge planning. Outpatient Neuropsychological Assessment responsibilities included the evaluation of individuals (infancy through young adulthood) with a wide range of congenital and acquired neurological disorders (i.e., cerebral palsy, spina bifida, epilepsy, brain injury).

Graduate Clinical Training

Neuropsychology Practica

Title: Practicum Diagnostician

Course Title: Advanced Neuropsychology Practicum/Assessment Consultation

Dates: May 2005 – May 2006

Professor: Margaret Semrud-Clikeman, Ph.D., University of Texas at Austin

Site: Austin Neurological Clinic, Austin, Texas

Site Supervisor: Nancy Nussbaum, Ph.D., ABPP, Pediatric Neuropsychologist

Responsibilities: Responsibilities included conducting comprehensive neuropsychological assessments, producing integrated reports, and developing appropriate intervention recommendations at a private outpatient clinic in Austin, Texas. Hispanic and European-American children and adults were primary populations served and commonly posed questions for assessment included issues of developmental delay, developmental disabilities, and acquired brain injury.

Title: Practicum Diagnostician

Course Title: Neuropsychological Assessment

Dates: August 2005 – December 2005

Professor: David Tucker, Ph.D., ABPP, Neuropsychologist

Sites: Austin Neurological Clinic & Austin State Hospital, Austin, Texas

Responsibilities: Received advanced training in the theory and practice of clinical neuropsychology with an emphasis on clinical presentations of human brain dysfunction. Didactic instruction focused on developmental and acquired memory, language and movement disorders, recovery of function and rehabilitation, neuropathology, and imaging techniques. Mastered administration and scoring rules for selected neuropsychological measures; focused on test interpretation, case conceptualization, and report writing in a neurological clinic and state hospital setting.

Title: Practicum Diagnostician

Course Title: Advanced Field Experience in Neuropsychology

Dates: August 2004 – December 2004

Professor: Margaret Semrud-Clikeman, Ph.D., University of Texas at Austin

Site: University of Texas at Austin

Responsibilities: Responsibilities included administering, scoring, and interpreting a variety of assessment instruments, completing comprehensive integrated written reports and developing

appropriate intervention recommendations. Assessment batteries were designed to address referral questions using the Boston Process Approach and included measures of motor, sensory-perceptual, language, attention, memory, cognitive, behavioral, and emotional functioning.

Title: Practicum Diagnostician

Course Title: Advanced Field Experience in Neuropsychology

Dates: May 2004- October 2004

Professor: Margaret Semrud-Clikeman, Ph.D., University of Texas at Austin

Site: Texas NeuroRehab Center

Site Supervisor: Walt Mercer, Ph.D., Neuropsychologist

Responsibilities: Responsibilities included administering the Halstead-Reitan Neuropsychological Test Battery and allied procedures, completing comprehensive integrated reports, and developing appropriate intervention recommendations at an inpatient rehabilitation hospital. Referred patients had diverse neurological profiles (i.e., traumatic brain injury, dementia, movement disorders, stroke, coma and other awareness disorders, aphasia, and mood disorders).

Title: Practicum Diagnostician

Course Title: Neuropsychology Assessment and Intervention

Dates: January 2004 – May 2004

Professor: Margaret Semrud-Clikeman, Ph.D., University of Texas at Austin

Site: University of Texas at Austin

Responsibilities: Received training in neuropsychological assessment within the context of developmental sequence using the Boston Process Model and Halstead-Reitan neuropsychological test batteries. Didactic instruction covered functional neuroanatomy, central nervous system development, neurological disorders, and psychopathology. Responsibilities included the administration, scoring, and interpretation of assessment measures and the completion of an integrated report. Cases from clinical practice were presented and students were required to generate assessment strategies and diagnostic hypotheses based on presenting symptoms.

Therapy Practica

Title: Integrated Practicum Therapist

Course Title: Interpersonal Intervention with Children and Adolescents

Dates: August 2004 – May 2005

Professor: Deborah Tharinger, Ph.D., University of Texas at Austin

Site: Austin State Hospital

Site Supervisor: Chris Laguna, Ph.D.

Responsibilities: Responsibilities included conducting individual therapy sessions, play therapy sessions, and family therapy sessions. Treatment modalities included interpersonal, psychodynamic, attachment/object relations, and systemic therapy. Additional responsibilities included co-facilitating an adolescent process group and a cognitive-behavioral group for younger children. Referral problems included suicidality, homicidality, arson, and substance abuse. Many of these clients were coping with teen pregnancy, parental divorce, abuse, neglect, and exposure to violence.

Title: Practicum Family Therapist

Course Title: Practicum in Family Assessment and Intervention

Dates: January 2004 – May 2004

Professor: Cindy Carlson, Ph.D., University of Texas at Austin

Site: Bailey Middle School, Austin Independent School District

Site Supervisor: Diane Wright, M.Ed.

Responsibilities: Completed a comprehensive pre- and post-assessment of family functioning and conducted weekly therapy sessions with live supervision. Structural and solutions oriented family therapy techniques were employed. Also conducted family-school meetings and assisted in a school intervention program.

Title: Practicum Therapist

Course Title: Cognitive-Behavioral Assessment and Intervention

Dates: January 2003 – May 2003

Professor: Kevin Stark, Ph.D., University of Texas at Austin

Site: Georgetown Independent School District

Site Supervisor: Rhonda Smith, MS

Responsibilities: Provided weekly audio-taped individual therapy sessions utilizing cognitive-behavioral techniques including affective education, visual imagery, relaxation, systematic desensitization, social skills and assertiveness training, interpersonal problem solving, self-evaluation, role-playing and self-monitoring techniques.

Consultation Practicum

Title: Practicum Consultant

Course Title: School Consultation Theory and Process

Dates: August 2002 – December 2002

Professor: Sheri Robinson, Ph.D., University of Texas at Austin

Site: Austin Area Charter School Cooperative

Site Supervisor: Jonathan Hoyle, Ph.D., LSSP

Responsibilities: Received training and instruction in the theory and practice of consultation. Provided consultation to local charter elementary school teachers. Utilized a collaborative behavioral problem-solving approach with the consultees to generate intervention ideas for students with behavior problems.

Assessment Practica

Title: Practicum Diagnostician

Course Title: The Rorschach Child

Dates: May 2004 – July 2004

Professor: Margaret Semrud-Clikeman, Ph.D., University of Texas at Austin

Responsibilities: Received instruction on the history, administration, and interpretation of the Rorschach Inkblot Test using Exner's Comprehensive Scoring System- 3rd Edition. Administered, scored, and interpreted assessments and completed written reports.

Title: Practicum Diagnostician

Course Title: Affective Assessment of Children and Adolescents

Dates: January 2003 – May 2003

Professor: Deborah Tharinger, Ph.D., University of Texas at Austin

Site: The Griffin School

Site Supervisor: Kathy Roemer, LMSW

Responsibilities: Completed comprehensive assessments and received instruction on techniques for reviewing records, observation, interviewing, assessment question gathering, administration, scoring, interpreting, and reporting of behavior rating scales, cognitive measures, achievement measures, self-report measures, and projective techniques that address social, emotional and personality functioning.

Title: Practicum Diagnostician

Course Title: Practicum in Assessment and Consultation
Dates: August 2002 – December 2002
Professor: Timothy Keith, Ph.D., University of Texas at Austin
Site: Austin Area Charter School Cooperative
Site Supervisor: Jonathan Hoyle, Ph.D., LSSP
Responsibilities: Received instruction and supervision in psychoeducational diagnosis and intervention. Completed comprehensive psychoeducational assessments and reports.

Title: Practicum Diagnostician

Course Title: Psychoeducational Diagnosis and Intervention
Dates: January 2002 – May 2002
Professor: Timothy Keith, Ph.D., University of Texas at Austin
Site: University of Texas at Austin
Responsibilities: Received instruction and training in psychoeducational diagnosis and intervention. Conducted a comprehensive psychoeducational assessment and integrated report with recommendations.

Title: Practicum Diagnostician

Course Title: Individual Intelligence Testing
Dates: August 2001 – December 2001
Professor: Timothy Keith, Ph.D., University of Texas at Austin
Site: University of Texas at Austin
Responsibilities: Received instruction on individual intelligence and achievement testing for children and adolescents.

Research Experience

Research Co-Coordinator

Study: Examining a Family Therapy Intervention for Children with Acquired Brain Injuries
Date: September 2007 – August 2009
Primary Investigator: Beth Slomine, Ph.D., ABPP
Research Study: Due to increased parent burden, stress, and development of new family psychiatric disorders after acquired brain injury, a family therapy intervention was implemented to increase family coping and functioning, as well as to improve the child's functioning. This intervention was evaluated pre-, post-, and 3-month follow-up to determine the efficacy of the intervention.
Responsibilities: Created an intervention to assist families of children with an acquired brain injury, provided the therapeutic intervention, collected and scored measures of child and family functioning, and analyzed data collected to date.

Research Assistant

Study: Nonverbal Learning Disabilities (NVLD) and Autism Spectrum Disorders
Date: January 2004 – May 2006
Supervisor: Margaret Semrud-Clikeman, Ph.D., University of Texas at Austin
Research Study: The project was designed to provide teachers, administrators, and parents with assessment and intervention information to assist with managing the educational and social needs of students with suspected learning disabilities, ADHD, and learning delays. Subgroup population of primary interest was children with NVLD and autism spectrum.
Responsibilities: Responsible for administering neuropsychological assessments and providing brief reports to parents of study participants.

Research Group Leader

Study: Bullying Intervention

Date: August 2002 – May 2003

Supervisor: Sheri Robinson, Ph.D., University of Texas at Austin

Research Study: The project was designed to educate sixth grade students about bullying and intervene with bullying behaviors.

Responsibilities: Responsible for planning and leading the intervention groups, supervising undergraduate research assistants, and collecting data on the efficacy of the intervention.

Research Assistant

Study: Relational and Overt Aggression

Date: August 2001 – May 2006

Supervisor: Alexandra Loukas, Ph.D., University of Texas at Austin

Research Study: This project was a three year longitudinal study measuring variables that contribute to relational and overt aggression, such as empathy, social anxiety, parenting styles, and school climate. Questionnaires attempting to measure these variables were administered to participating sixth through eighth graders in three middle schools.

Responsibilities: Analyzing the data and drafting presentations and publications. Other responsibilities included preparing the questionnaires and permission forms and administering the questionnaires to the students.

Research Assistant

Study: NIMH Sponsored School-Based Treatment for Depressed Girls

Date: August 2001 – December 2002

Supervisor: Kevin Stark, Ph.D., University of Texas at Austin

Research Study: This project was a five year longitudinal study focused on treating depression in middle schools by running cognitive-behavioral therapy treatment groups aimed at decreasing depressive symptoms in depressed girls. The study also had a parent-training component directed at teaching the same skills to the parents of the depressed girls.

Responsibilities: Administered measures for screening purposes, pre- and post- data collection, and recurrent monitoring of treatment. Other responsibilities included assisting with the creation of the therapist manual, learning the KSADS semi-structured diagnostic interview, serving as a liaison for two of the schools in the study, and organizing school information and treatment materials.

Undergraduate Research Assistant

Study: Functional Family Therapy

Date: August 1998 – May 1999

Supervisor: James Alexander, Ph.D., University of Utah

Research Study: This study assisted in establishing the effectiveness of Functional Family Therapy, an outcome-driven prevention/intervention program for youths whom have demonstrated a range of maladaptive acting out behavior and related syndromes. The program targeted youth, ages 11 to 18, at risk for and/or presenting delinquency, violence, substance abuse, Conduct Disorder, Oppositional Defiant Disorder, or Disruptive Behavior Disorder.

Responsibilities: Coded the valence and the direction of each speech act in transcripts of family therapy sessions while achieving desired interrater reliability coefficients.

Teaching and Supervisory Experience

Title: Teaching Assistant

Course Title: Correlation and Regression Methods

Professor: Timothy Z. Keith, Ph.D., University of Texas at Austin

Dates: January 2006 – May 2006

Responsibilities: Served as a teaching assistant for a class of graduate students in the social sciences. Duties included grading course assignments, creating exam questions, administering exams, grading exams, attending class, and assisting students with class objectives.

Title: Supervisor

Course Title: Interpersonal Intervention with Children and Adolescents

Professor: Deborah Tharinger, Ph.D., University of Texas at Austin

Dates: August 2005 – May 2006

Responsibilities: Supervised 2 graduate students placed at Austin State Hospital. Responsible for helping the student therapists develop and test hypotheses, explore transference and countertransference, and identify relational patterns and core beliefs. Met with each student therapist individually for an hour per week.

Title: Supervisor

Course Title: Practicum in Family Assessment and Intervention

Professor: Cindy Carlson, Ph.D., University of Texas at Austin

Dates: January 2005 – May 2005

Responsibilities: Supervised 2 graduate students conducting weekly family therapy sessions. Provided live supervision behind a one-way mirror for all family therapy sessions. Responsible for helping the student therapists develop and test hypotheses, critiquing therapist performance, assisting with reframes of family concerns, and problem-solving.

Title: Teaching Assistant

Course Title: Adolescent Development

Professor: Sheri Robinson, Ph.D., University of Texas at Austin

Dates: August 2002 – December 2003

Responsibilities: Served as a teaching assistant for two classes of 75 undergraduate students. Duties included planning and teaching the class twice during the semester, grading bi-weekly papers, creating tests, administering tests, grading tests, examining test items using item analysis, and assisting students with class objectives.

Title: Teaching Assistant

Course Title: Human Sexuality

Professor: Karol Kaye Harris, Ph.D., University of Texas at Austin

Dates: March 2002 – May 2002

Responsibilities: Served as a teaching assistant for a class of 150 undergraduate students. Duties included conducting and leading weekly labs, grading weekly reaction papers, administering tests, creating test items, and assisting students with class objectives.

Professional Affiliations and Activities

- American Psychological Association
- American Psychological Association: Division 40
- International Neuropsychological Society
- Texas Psychological Association
- Austin Neuropsychological Society
- Brain Injury Association of Texas

Publications

Cole, W.R., **Paulos, S.K.**, Cole, C.S., & Tankard, C. (2009). A review of family intervention guidelines for CNS Injuries. Invited manuscript submitted for a special issue on acquired central nervous system injuries in *Developmental Disabilities Research Review*.

Loukas, A., **Paulos, S. K.**, & Robinson, S. (2005). Early Adolescent Social and Overt Aggression: Examining the Roles of Social Anxiety and Maternal Psychological Control. *Journal of Youth and Adolescence*.

Robinson, S. & **Paulos, S. K.** (2004). Peer relations. *Comprehensive Encyclopedia of School Psychology*. Kluwer Press.

Presentations/Published Abstracts

Cole, C., Cole, W. & **Paulos, S.K.** (2009, April). Guidelines for Working with Families of Children with Brain Injury. Invited presentation at the Brain Injury Association of Maryland Conference, Baltimore, Maryland.

Paulos, S.K. (2009, April). Family Therapy for Brain Injury. Invited presentation at the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Seminar, Kennedy Krieger Institute, Baltimore, Maryland.

Paulos, S. K., Cole, W., Tankard, C., Salorio, C., & Slomine, B. (2009, February) Examining a family intervention for adolescent brain injury on parenting stress and family functioning: Two case studies. Poster session presented at the International Neuropsychological Association Annual Conference, Atlanta, Georgia.

Cole, W.R., **Paulos, S.K.**, Tankard, C., Salorio, C., & Slomine, B.S. (2009, February). Impact of a family intervention for adolescent brain injury on behavior and executive functioning: Two Case Studies. Poster accepted for presentation at the International Neuropsychological Association Annual Conference, Atlanta, Georgia.

Zabel, T.A., **Paulos, S.K.**, Jallo, G., Ahn, E., & Johnston, M. (2009, February). Neuropsychological outcomes following acquired obstructive hydrocephalus and endoscopic third ventriculostomy: Three adolescent case reports. Poster accepted for presentation at the International Neuropsychological Association Annual Conference, Atlanta, Georgia.

Cole, W. & **Paulos, S.K.** (2008, April). Family Therapy for Children with Brain Injuries. Invited presentation at the Kennedy Krieger Institute Annual Neuropsychology Research Forum, Baltimore, Maryland.

Cole, W. & **Paulos, S.K.** (2008, April). A Model of Family Therapy for Families of Children with Brain Injury (BI). Invited presentation at the Brain Injury Association of Maryland Conference, Baltimore, Maryland.

Paulos, S. K. (2004, July) The Relation of Empathy to Early Adolescent Social and Overt Aggression. Poster session presented at the American Psychological Association Annual Conference, Honolulu, Hawaii.

Paulos, S. K. (2003, April). The Relations of Fear of Negative Evaluation and Maternal Psychological Control to Early Adolescent Relational Aggression. Poster session presented at the Society for Research in Child Development biennial meeting, Tampa, Florida.

Academic Honors and Awards

- **Christine Warren Anderson Memorial Fellowship**, Department of Educational Psychology, 2004.
Awarded for exemplifying high standards of scholarship and service to children, families, and schools.
- **Joseph L. Henderson and Katherine D. Henderson Fellowship**, College of Education, 2002.
Awarded for academic potential and achievements in the field of school psychology.

References

E. Mark Mahone, Ph.D., ABPP

Director, Department of Neuropsychology, Kennedy Krieger Institute
Associate Professor, Johns Hopkins School of Medicine
1750 E. Fairmount Avenue, Baltimore, Maryland 21231
Mahone@kennedykrieger.org
(443) 923-4446

Beth S. Slomine, Ph.D., ABPP

Director of Training, Department of Neuropsychology, Kennedy Krieger Institute
Assistant Professor, Johns Hopkins School of Medicine
1750 E. Fairmount Avenue, Baltimore, Maryland 21231
Slomine@kennedykrieger.org
(443) 923-2725

Timothy Keith, Ph.D.,

Director and Professor, School Psychology Program, University of Texas at Austin
Department of Educational Psychology
Sanchez Building, Room 254, Austin, Texas 78712
tim.keith@mail.utexas.edu
(512) 471-4407