Trisha Katz

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**EDUCATION**

Boston University September 2015-May 2019 Overall GPA: 3.80

Boston, Massachusetts Major: Behavior and Health Psychology GPA: 4.0

**RESEARCH INTERESTS**

Cognitive Development, Social Cognition, Abstract Reasoning, Causal Reasoning, Autism Spectrum Disorders.

**HONORS AND AWARDS**

 **Undergraduate Research Opportunities Award,** Mentor: Dr. Helen Tager-Flusberg. Boston University Department of Psychological and Brain Sciences, Summer 2018.

 **Sargent College Honor Society**, Boston University, students in Sargent College of Health and Rehabilitation Sciences are invited to join if they fall within the top 10% of their graduating class.

 **Deans List**, Boston University, Sargent College of Health and Rehabilitation Sciences, Fall 2015, Spring 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2019, Spring 2019.

 **Magna Cum Laude**, Boston University, Sargent College of Health and Rehabilitation Sciences, B.S in Behavior and Health.

**PRESENTATIONS**

Katz, T., Krol, M.A., Plesa-Skwerer, D., Tager-Flusberg, H. (2018). The Efficacy of the JASPER Intervention in Improving Imitation, Turn-Taking, and Symbolic Play in Children with Autism Spectrum Disorders. Poster session presented at Boston University’s annual undergraduate research symposium.

Katz, T., Krol, M.A., Plesa-Skwerer, D., Tager-Flusberg, H. (2019). JASPER Intervention to Improve Play, Imitation, and Turn-Taking in Children with Autism. Poster session to be presented at the Eastern Psychological Association’s annual meeting in March of 2019.

**RESEARCH EXPERIENCE**

**Research Assistant (January 2018-May 2019)**

Boston University, Center for Autism Research Excellence, Boston, Massachusetts

Supervisor: Helen Tager-Flusberg, PhD.

 Served as a research assistant on a 5-year grant that aims to investigate changes in the mirror neuron system and social cognition in children with Autism over the course of a behavioral intervention. Learn to code play skills throughout the Structured Play Assessment, imitative behaviors throughout the Elicited Imitation Battery, and spontaneous imitation and play throughout the JASPER intervention. Enter data from and familiarize myself with the Mullen, ESCS, and ADOS assessments. Develop a coding scheme for analyzing spontaneous imitation and turn-taking throughout the intervention. Use this coding scheme to code imitation and turn-taking throughout the Parent-Child Interactions as well. Help with recording assessments, and work on weekends to help with visits. Complete an independent, funded research project during the summer of 2018 and an Honors Thesis starting in the Fall of 2018 to be presented in Spring 2019.

**Research Assistant (September 2018-Present)**

Boston University, Child and Family Health Lab, Boston, Massachusetts

 Supervisor: Kristin Long, Ph.D

Served as a research assistant for Siblings FORWARD, a study that aims to develop an intervention to involve siblings of individuals with Autism in future planning for the affected sibling. Assist with data extraction for a systemic literature review of racial and socioeconomic differences in transitions to adulthood for individuals with Autism. Familiarize myself with the National Longitudinal Transition Study data. Assist with data management and prepare surveys in Qualtrics. Manage the transcription log and assign tasks to undergraduates through Asana. Use Adobe to help create a communication manual for siblings of adults with Autism. Help with the preparation of questionnaires for a study on the psychosocial functioning of children with sickle cell anemia.

**Research Assistant (May 2018-September 2018)**

Northeastern University**,** Center for Cognitive and Brain Health, Boston, Massachusetts

Supervisor: Charles Hillman, Ph.D

Administer the Kaufman Brief Intelligence Test and the Wide Range of Achievement Test to children between the ages of five and ten. Take blood pressure and heart rate of adults aged 65 years and over after they perform exercise, and learn to fill an EEG cap properly (on adult and child subjects) through an understanding of impedances. Organize and run data through SPSS. Participate in a weekly cardiovascular exercise program for elderly adults currently prescribed beta-blockers, and record heart rate and wellness data throughout the sessions.

**Research Assistant (January 2016-May 2016)**

Boston University, Motor Development Lab, Boston, Massachusetts

Supervisor: Simone Gill, Ph.D

Assist Professor Simone Gill in crafting a meta-analysis research paper regarding the risk of falls in elderly patients after undergoing bariatric surgery. Navigate large databases such as PsychInfo, PubMed, and Medline. Summarize and properly cite articles and organize them in excel. Recruit patients for research, and learn from graduate students about the process of writing grant proposals. Participate in weekly meetings, and learn about and observe the sorts of technology used to track different gait patterns in humans.

**CLINICAL EXPERIENCE**

**Registered Behavior Technician (May 2018-September 2018)**

Key Autism Services, Boston, Massachusetts

Pass qualification exam testing principles of Applied Behavior Analysis in order to work as a Registered Behavior Technician. Travel to homes of children with ASD and work with them to improve emotional regulation, social skills, play skills, and communication. Work under the supervision of a Board Certified Behavior Analysis. Help to carry out treatment plans and to create Antecedent-Behavior-Consequence charts in order to identify the causes of problematic behaviors.

**Mental Health Associate (September-December 2017)**

Cluain Mhuire Mental Health Services, Blackrock, Ireland

Became familiar with Choice Theory and Reality Therapy. Practiced Reality Therapy with clients suffering from Schizophrenia, Bipolar Disorder, and Unspecified Personality Disorders. Helped to teach patients activities of daily living, such as cooking, computer skills, and cleaning. Participated in and observed mindfulness therapy. Shadow a psychiatric nurse and learn about white-blood-cell monitoring in patients taking clozapine for the treatment of schizophrenia.

**Ages 4-7 Lead Teacher and Curriculum Developer (May-August 2017)**

Philips Brooks House Association, Cambridge, Massachusetts

Responsible for the design and implementation of seven weeks of 1st grade curriculum involving mathematics, reading, writing, and science. Developed strong cultural competence in order to work with families experiencing homelessness and/or families of low income. Conducted home visits for all of my students and administered structured interviews to assess the child’s academic strengths and weaknesses and to determine if he or she has a history of significant disciplinary issues. Accommodate students learning needs according to their IEPs. Collaborate with an experienced art therapist in order to meet the needs of children with Emotional-Behavior Disorders. Responsible for weekly letters to parents describing their child’s progress in the classroom

**Recreation Therapist (September 2016-August 2017)**

The Neville Center at Fresh Pond-Cambridge, Massachusetts

Organize and instruct activities geared towards the treatment of Parkinson’s Disease and Alzheimer’s Disease. Activities include wheelchair exercise classes, and verbal and visual memory recall. Communicate empathetically and warmly with patients and their families. Work as part of a team of recreational therapists, participate in weekly meetings regarding patient behavior and discuss ways to make activities more engaging.

**Camp Counselor (May 2015-August 2015, May 2016-August 2016)**

Everwood Day Camp, Sharon, Massachusetts

Responsible for the well being of twenty five-year-old boys throughout an eight-hour camp day. Communicate with parents weekly, settle camper disputes, evaluate and help train my two assistant counselors. Work with two children on the Autism spectrum. Supervisor commended me for my patience and sensitivity with these two boys.

**VOLUNTARY EXPERIENCE**

**Tutor (September 2015, May 2017)**

Artists for Humanity, Dorchester, Massachusetts

Worked one-on-one with high school students to prepare for the writing and critical reading sections of the SAT. Worked with three students all from various socioeconomic backgrounds.

**Materials Coordinator (September 2016-December 2016)**

Framingham State Penitentiary

Prepared reading materials for volunteers to bring to Framingham State Penitentiary for a

monthly book club session. These sessions involved reading and analyzing poetry and short stories aloud. Excellent experience working with an incarcerated and at-risk population.