

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 the development of interventions addressing issues of intervention attendance and adherence for families of children from low-income backgrounds; culturally competent interventions for families from Latino/Hispanic 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

- 2014—present **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 **Classroom Trainer, Supervisor, & Developmental Specialist**, Summer Treatment Program, Center for Children & Families, University at Buffalo
- & 2008
- 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

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:

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. \$96,923.00 (direct costs annually, renewed yearly). This grant supports clinical services and program evaluation for preschoolers with disruptive behavior problems.

Reading Explorers Program. Principal Investigator. The Children's Trust. 05/2016-04/2019. \$682,168.00 (direct costs annually, renewed yearly). 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 Treatment Program for Prekindergarteners with Behavior Problems (STP-PreK). Co-Investigator. The Children's Trust. 03/2016-09/2018. \$172,000.00 (direct costs annually, renewed yearly). 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 (direct costs). 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.

Completed Research Support:

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 (direct costs). 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 (direct costs). 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 (direct costs). 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 (direct costs). Dissertation award that funds additional aspects of the study of kindergarten transition program outcomes.

PUBLICATIONS

Note. * Indicates students or trainees under my supervision.

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*. Advance online publication. doi: 10.1037/pas0000113
- 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.** (in press). Examining mechanisms of parent training for young children with behavior problems: The role of parental knowledge and homework completion. *Journal of Early Intervention*.
- Ramos, E., *Walker-Angel, S., **Hart, K. C.**, & Graziano, P. A. (in press). Spontaneous language use by parents and their preschool children at risk for ADHD with or without LI. *International Journal of Communication Sciences and Disorders*.
- Manuscripts Under Review:**
- Graziano, P., *Landis, T., **Hart, K.**, & *Garcia, A. (2017). *Self-Regulation Profile of Preschoolers with Externalizing Behavior Problems with and without Callous-Unemotional Traits*.
- *Poznanski, B., **Hart, K. C.**, & Cramer, E. *Are teachers ready? Preservice teacher knowledge of classroom management and ADHD*.
- Hart, K. C.**, *Ros, R., *Gonzalez, V., & Graziano, P. A. *Parent Perceptions of Medication Treatment for Preschool Children with ADHD*
- *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.**, Graziano, P., *Ros, R. & *Hernandez, K. *A Review of Early Intervention Programs Targeting School Readiness: Implications for Young Children with Disruptive Behavior Problems*
- Graziano, P., *Ros, R., **Hart, K. C.**, & Slavec, J. *Summer Treatment Program for Preschoolers with Externalizing Behavior Problems: An Examination of Parenting Outcomes*.
- *Ros, R., Graziano, P. A., & **Hart, K. C.** *Treatment Response among Preschoolers with EBP: The Role of Social Functioning*.
- *Ros, R., *Gregg, D., **Hart, K. C.**, Graziano, P. A. *The Association between Self-Regulation and Symptoms of Autism Spectrum Disorder in Preschoolers with Externalizing Behavior Problems*
- *Garcia, A. M., Graziano, P. A., & **Hart, K. C.** *Response to Time-out Among Preschoolers with Disruptive Behavior Problems: The Role of Callous-Unemotional Traits*

*Garcia, A. M., *Ros, R., **Hart, K. C.**, & Graziano, P. A. *Comparing Executive Functioning in Bilingual and Monolingual Hispanic/Latino Preschoolers with Disruptive Behavior Disorders*

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. (2011-2016). 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:

*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.

Bahrck, 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 SRCDD 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 SRCDC 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 SRCDC 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 SRCDC 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.
- *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 presentation 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). 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*. Symposium to be presented at the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.
- Graziano, P., *Ros, R., & **Hart, K.** (2015). Comparing the Self-Regulation Profile of Bilingual vs. Monolingual Latino Children Identified as Having Behavior Problems. Paper to be presented to the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.
- *Garcia, A., *Corley, C., *Mondino, P., Graziano, P., & **Hart, K.** (2015). Behavioral impairment and treatment response of preschoolers with behavior problems exhibiting callous-unemotional traits. Poster to be presented to the Society for Research in Child Development Biannual Meeting, Philadelphia, PA.
- *Garb, L., Graziano, P., & **Hart, K.** (2015). Moderating effects of student-teacher relationship on executive functioning and academic performance in young children with behavior problems. Poster to be presented to 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 to be 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 to 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 to 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 to be presented to 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. & 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

Co-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 35-40 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

<i>Florida International University – Primary Instructor</i>	<i>Term & Enrollment</i>
Independent Field Experience (PSY 4941)	Fall 2014 (3 undergraduate students)
Honors Research (PSY 4914)	Fall 2014 (1 undergraduate student)
Independent Field Experience (PSY 4941)	Spring 2015 (5 undergraduate students)
Honors Research (PSY 4914)	Spring 2015 (1 undergraduate student)
Foundations Practicum (CLP 6947)	Fall 2015 (9 graduate students)
Independent Field Experience (PSY 4941)	Fall 2015 (9 undergraduate students)
Advanced Clinical Practicum (CLP 6943)	Fall 2015 (1 graduate student)
Independent Field Experience (PSY 4941)	Spring 2016 (15 undergraduate students)
Advanced Clinical Practicum (CLP 6943)	Spring 2016 (1 graduate student)
Foundations Practicum (CLP 6947)	Fall 2016 (6 graduate students)
Advanced Clinical Practicum (CLP 6943)	Fall 2016 (1 graduate student)
Honors Research (PSY 4914)	Fall 2016 (2 undergraduate students)
Independent Field Experience (PSY 4941)	Fall 2016 (15 undergraduate students)
Honors Research (PSY 4914)	Spring 2017 (1 undergraduate student)
Independent Field Experience (PSY 4941)	Spring 2017 (14 undergraduate students)
<i>Postdoctoral Fellows</i>	Anabelle Andon (2015-2016) Andre Maharaj (2016 – present) Sarah Mikhail (2016 – present)
<i>Graduate Faculty Status (Since 2014)</i>	Randi Cheatham-Johnson (Clinical Science) Bridget Poznanski (Clinical Science) Katherine Zambrana (Clinical Science)
<i>NIGMS Research Initiative for Scientific Enhancement (NIGMS RISE) Mentor (Since 2015)</i>	Randi Cheatham-Johnson (Clinical Science)
<i>Dissertation Advisor Status (Since 2015)</i>	
Dissertation Committee Chair	--
Dissertation Committee Member	Danielle Cornacchio (Clinical Science) Rosmary Ros (Clinical Science) Alexis Garcia (Clinical Science) Tommy Chou (Clinical Science) Jennifer Coto (Clinical Science)
Masters Thesis Committee Chair	Randi Cheatham-Johnson (Clinical Science) Bridget Poznanski (Clinical Science)
Masters Thesis Committee Member	Rosmary Ros (Clinical Science) Alexis Garcia (Clinical Science)
Honors Thesis Committee Chair	Morgan Crawley (Psychology) Victoria Gonzalez (Psychology)

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

DEPARTMENT/UNIVERSITY SERVICE

Teaching Mentor – Department of Psychology Fall 2016
 (2 Developmental Doctoral Students)

Practicum Committee – Clinical Science Fall 2014 – present

Diversity Committee – Clinical Science Fall 2016 – present

Job Search Committee – Clinical Science Fall 2016 – present

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: Disruptive Behavior, Violence Prevention, and Social and Character Development Workgroup 2012 – present

COMMUNITY INVOLVEMENT/OUTREACH

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

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

MEDIA COVERAGE

Helplessness Turns to Hope (2016, September 8). FIU College of Arts, Sciences & Education Magazine. Retrieved from https://issuu.com/fiupublications/docs/15741_case_magazine_2015-16_091916

The Reading Explorers Program (2015, July). Go! Latinos Bilingual Magazine. Retrieved from https://issuu.com/golatinos/docs/go_latinosmagazine-july2015

Tres ideas para motivarlos a leer (2015, September 4). Univision. Retrieved from <http://www.univision.com/estilo-de-vida/asi-se-vive-mejor-familia/tres-ideas-para-motivarlos-a-leer>

FIU Camp Preparing Pre-Kindergarten Kids (2015, August 5). NBC 6 South Florida. Retrieved from <http://www.nbcmiami.com/news/local/FIU-Preparing-Pre-Kindergarten-Kids-in-Camp-320823831.html>

‘Check list’ del regreso a clases (2015, August 31). Univision. Retrieved from <http://www.univision.com/estilo-de-vida/asi-se-vive-mejor-familia/check-list-del-regreso-a-clases>

Summer Reading Explorers: Spurring Young Readers to Success (2013, August 21). The Children's Trust Spotlight. Retrieved from <https://www.thechildrenstrust.org/parents/news/program-spotlight/78-news/program-spotlight/812-summer-reading-explorers-spurring-young-readers-to-success>

FOREIGN LANGUAGE ABILITIES

Comprehend and conversational in Spanish