

CURRICULUM VITAE

HOPE I. WHITE

hopewhit@buffalo.edu

EDUCATION

- Ph.D. **University at Buffalo – SUNY**, Buffalo, NY
2018 – Clinical Psychology, APA and APCS accredited
 Advisor: Julie Bowker, Ph.D.
- B.S. **New York University**, New York, NY
2012 - 2016 Applied Psychology, *summa cum laude* with Honors
- Honors Thesis Title: The Combined Influence of Parenting and Early Puberty on
Disruptive Behavior Problems in African American Girls
Advisors: Shabnam Javdani, Ph.D., Chloe Greenbaum, Ph.D.
GPA: 3.94

AWARDS AND HONORS

- 2018 **Presidential Fellowship**, University at Buffalo
- 2016 **John W. Withers Memorial Award**, New York University
In recognition of outstanding scholastic attainment, service, loyalty, and devotion to
NYU Steinhardt and the Department of Applied Psychology
- 2016 **President's Service Award**, New York University
In recognition of distinguished achievement for commitment to civic engagement in
service across the University and for the promotion of learning, leadership, and quality of
student life at New York University
- 2016 **Departmental Service Award**, New York University
In recognition of dedication and service to the Department of Applied Psychology
- 2016 **University Honors Scholar, Founder's Day Award**, New York University
Awarded to top-ranking baccalaureate scholars at commencement
- 2015 **Mary Brabeck Scholarship**, Inaugural Scholar
- 2012-2016 **Dean's List**, New York University

PUBLICATIONS

- McCormick, M. P., **White, H. I.**, Horn, E. P., Lacks, R., O'Connor, E. E., Cappella, E., & McClowry, S. (2018). Instructional support and academic skills: Impacts of *INSIGHTS* in classrooms with shy children. *Early Education & Development, 29*(5), 691-715.
- White, H. I.**, Javdani, S., Greenbaum, C. A., Emerson, E., & Donenberg, G. R. (under review). The combined influence of parenting and early puberty on disruptive behavior problems in African American girls.
- Javdani, S., Sadeh, N., **White, H. I.**, Emerson, E., & Donenberg, G. R. (under review). Contextualizing pubertal development: The combination of sexual partners' age and girls' pubertal development confers risk for externalizing but not internalizing symptoms among girls in therapeutic day schools.

- O'Connor, E. E., Horn, E. P., & **White, H. I.** (under review). Shyness: Helping handout for the school and home. In G. Bear & K. Minke (Eds.), *Helping children handouts*. Bethesda, MD: National Association of School Psychologists.
- McCormick, M. P., Horn, E. P., Neuhaus, R., O'Connor, E.E., **White, H. I.**, Harding, S., Cappella, E., & McClowry, S. (under review). Social-emotional learning, special education referral, and grade retention from kindergarten through fifth grade: Long-term effects of early intervention on “foot in the door” outcomes.
- Harding, S., **White, H. I.**, O'Connor, E. E., McCormick, M.P., & McClowry, S. (in preparation). Supporting learning in early childhood through classroom context: The role of social emotional interventions.

PRESENTATIONS

- White, H. I.**, O'Connor, E. E., McClowry, S. G., Harding, S. H., & McCormick, M. P. (2018). An examination of the long-term efficacy of INSIGHTS on shy children. Symposium at the Occasional Temperament Conference, Murcia, Spain.
- Harding, S., **White, H. I.**, O'Connor, E. E., McCormick, M.P., & McClowry, S. (2018). Supporting learning in early childhood through classroom context: The role of social emotional interventions. Paper presented at the American Education Research Association Conference, New York, NY.
- McCormick, M. P., **White, H. I.**, Horn, E. P., Lacks, R., O'Connor, E. E., Cappella, E., & McClowry, S. (2018). Instructional support and academic skills: Impacts of INSIGHTS in classrooms with shy children. Paper presented at the American Education Research Association Conference, New York, NY.
- McCormick, M. P., Horn, E. P., O'Connor, E.E., **White, H. I.**, Harding, S., Cappella, E., & McClowry, S. (2018). Social-emotional learning, special education referral, and grade retention from kindergarten through fifth grade: Long-term effects of early intervention on policy-relevant outcomes. Paper presented at Society for Research on Educational Effectiveness, Washington, D.C.
- White, H. I.**, Javdani, S., Greenbaum, C. A., Emerson, E., & Donenberg, G. R. (2016). The combined influence of parenting and early puberty on the development of disruptive behavior problems in African American girls. Poster presented at NYU Applied Psychology Undergraduate Conference & PACE University Psychology Conference.

RESEARCH EXPERIENCE

6/2016 – present

Research Analyst & Project Coordinator

INSIGHTS Follow Up Study

Institute of Human Development and Social Change

New York University

Supervisors: Erin O'Connor, Ph.D., Meghan McCormick, Ph.D., Elise Capella, Ph.D., & Sandee McClowry, Ph.D., RN, FAAN

- Conduct data analyses for the dissemination of study findings, including mixed level modeling using Stata
- Lead data cleaning efforts for a large, administrative dataset from the Department of Education, including programming using Stata
- Design and program Qualtrics surveys for the collection of teacher and child data using advanced features, such as branching, embedded data, and logic statements
- Responsible for the training and supervision of a data team of three undergraduate students and two doctoral students
- Develop research-community partnerships with over 170 public middle schools to facilitate recruitment and data collection

- Conduct assessments with adolescents ages twelve to sixteen using the Woodcock-Johnson Tests of Achievement (WJ-III) and the Leiter-R Test of Sustained Attention
- Assist with management of \$1.1 million federal award, including maintaining IRB approval, tracking expenditures, purchasing, and preparation of progress reports

9/2014 – present

Senior Research Assistant

Researching Inequalities in Society Ecologically (R.I.S.E.) Team
New York University

Supervisors: Shabnam Javdani, Ph.D., Corianna Sichel, Ph.D. Candidate

- Assist with data management of longitudinal databases for an evaluation of an ongoing intervention for youth involved in the juvenile-justice system; including database creation, cleaning, and writing syntax using SPSS
- Collaborate with data manager on the development of data management protocols and training manuals
- Train and supervise team of ten undergraduate research assistants on data cleaning and syntax using SPSS
- Contribute to the development and revision of IRB applications
- Assist with measure selection for ROSES, a Randomized Controlled Trial of an advocacy program for girls involved in the juvenile justice system and their parents

1/2014 – 5/2014

Research Extern

Family Translational Research Group
New York University

Supervisors: Michael Lorber, Ph.D., Amy Smith Slep, Ph.D., Richard Heyman, Ph.D.

- Contributed to the creation of a clinical manual for a Randomized Controlled Trial of a parenting intervention for low-income mothers and their partners (Couple Care for Parents)
- Recruited new mothers for participation in Couple Care for Parents
- Assisted with the development of grant proposals for federal funding

CLINICAL EXPERIENCE

5/2014 – 8/2014

Summer Program for Kids Counselor/Intern

Child Study Center, Hassenfeld Children's Hospital at NYU Langone

Supervisors: Yamalis Diaz, Ph.D.; Stephanie Wagner, Ph.D.; Karen Fleiss, Psy.D.

- Implemented an empirically-supported behavioral treatment in a camp setting for children ages 8-12 with ADHD, Oppositional Defiant Disorder, and Autism Spectrum Disorders
- Accumulated approximately 400 direct clinical hours and participated in daily group supervision with Ph.D.-level clinical supervisors
- Completed an intensive four-week behavioral therapy training program in a comprehensive behavior modification system, including time out, group problem solving, and social skills training
- Responsible for the implementation of individualized programs for two children with dual diagnoses of ADHD and ASD

- Completed daily progress reports for each child's individualized treatment goals

8/2013 – 5/2014

Team Coordinator

Parent-Child Interaction Therapy Team

Child Study Center, Hassenfeld Children's Hospital at NYU Langone

Supervisors: Yamalis Diaz, Ph.D.; Stephanie Wagner, Ph.D.; Timothy Verduin, Ph.D.

- Observed and coded live treatment sessions using the Dyadic Parent-Child Interaction Coding System (D-PICS III)
- Participated in team meeting discussions of active cases, treatment adaptation, and didactic coding practice
- Completed a two-day training on implementation of PCIT for clinicians
- Facilitated Teacher Child Interaction Therapy (TCIT) training workshops at a New York City Public School as an Assistant Coach

2/2013 – 6/2013

Classroom Volunteer

Keswell School (formerly known as McCarton School)

- Assisted teachers with implementation of ABA therapy in a classroom with children ages 8-10 with ASD
- Documented therapy sessions and achievement of student goals
- Created classroom activities for students with diverse levels of functioning
- Supervised students on community outings

TEACHING EXPERIENCE

9/2017 – 5/2018

Course Assistant

Seminar in Applied Psychology I

Department of Applied Psychology, New York University

Faculty Supervisors: Laura Schneebaum, LMHC; Adina Schick, Ph.D.

9/2017 – 12/2017

Curriculum Assistant

Intro to Early Childhood Education (Fall 2017)

Department of Teaching & Learning, New York University

Faculty Supervisor: Erin O'Connor, Ph.D.

1/2017 – 5/2017

Course Assistant

Developmental Psychology Across the Lifespan (Spring 2017)

Department of Applied Psychology, New York University

Faculty Supervisor: Christina Medellin, Ph.D.

LEADERSHIP EXPERIENCE

9/2015- 5/2016

Co-Editor-In-Chief

Online Publication of Undergraduate Studies (OPUS)

Department of Applied Psychology

New York University

Supervisors: Adina Schick, Ph.D.

- Selected student-authored papers for publication in the Applied Psychology Undergraduate Program's online journal of student work
- Served as Editor for three Contributing Writers and one Senior Staff Writer's APA-style literature reviews
- Advised a team of two students preparing a case study for publication, under the mentorship of Mary Brabeck, Ph.D. (Editor of *Psychology of Women Quarterly*)

9/2014 – 5/2016

President

Applied Psychology Undergraduate Club
Department of Applied Psychology
New York University
Supervisors: Gigliana Melzi, Ph.D.

- Planned and implemented professional development, community service, and social programs for undergraduate students interested in the field of applied psychology
- Supervised an executive board of five students; assigned tasks and managed group dynamics

TECHINICAL PROFICIENCIES

- Proficient in Stata and SPSS, familiar with SAS
- Proficient in advanced programming using Qualtrics Survey Software

PROFESSIONAL AFFILIATIONS

- *Psi Chi*, International Honor Society in Psychology
- American Education Research Association