

**AMY E. HEBERLE, PH.D.**

Department of Psychology  
Clark University  
950 Main St.  
Worcester, MA 01610

**ACADEMIC APPOINTMENTS:**

2018- **Assistant Professor of Clinical Psychology**  
Clark University, Worcester, MA

**EDUCATION:**

2017-2018 **Post-doctoral Research Fellow**  
Boston College, Lynch School of Education

2016-2017 **Doctoral Fellow, Clinical Psychology (APA-accredited clinical internship)**  
Yale University, The Consultation Center and West Haven Mental Health Clinic

2013-2017 **PhD, Clinical Psychology**  
University of Massachusetts, Boston, Department of Psychology  
*Thesis:* "Cognitive Aspects of Children's Experience of Economic Disadvantage."  
*Committee:* Alice S. Carter, PhD; Stephanie Jones, PhD; Abbey S. Eisenhower, PhD

2011-2013 **MA, Clinical Psychology**  
University of Massachusetts, Boston, Department of Psychology  
*Thesis:* "A Person-Oriented Approach to Understanding Parenting Style in Mothers of Early School Age Children."  
*Committee:* Alice S. Carter, PhD; Jean Rhodes, PhD; Abbey S. Eisenhower, PhD

2005-2009 **Bachelor of Arts, English Literature**  
Harvard University

**RESEARCH INTERESTS:**

- Effects of poverty and social inequality on young children's development.
- Effects of traumatic experiences on young children, and the overlap of traumatic experiences and socioeconomic risk.
- Development of critical consciousness in pre-adolescent children.
- School- and community-based interventions, particularly to ameliorate the effects of socioeconomic disadvantage on young children's development, reduce children's rates of exposure to traumatic experiences, and help families thrive despite traumatic and marginalizing experiences.

**GRANTS AND AWARDS:**

2018- Institute for Education Sciences (IES) Grant: "Assessing the Efficacy and Implementation of City Connects: A Systemic Approach to Student Support."  
(Member of the Expert Advisory Board; PI: Mary Walsh)

2013 – 2016	National Science Foundation Graduate Research Fellowship (NSF GRF)
2014	Society for Research in Child Development (SRCD) Student and Early Career Council (SECC) Dissertation Research Funding Award
2013	Society for Research in Child Development (SRCD) Student Travel Grant
2012, 2013	Graduate Student Association (GSA) Professional Development Grant
2012	APAGS Forest Honaker Master's Grant for Research in Psychology
2012	National Institute of Mental Health (NIMH) Summer Training Grant
2011 – 2012	Leadership in Neurodevelopmental and Related Disabilities (LEND) Fellowship

### PEER-REVIEWED PUBLICATIONS:

Lee-St. John, T., Walsh, M.E., Raczek, A.E., Vuilleumier, C.E., Foley, C, **Heberle, A.E.**, Sibley, E. & Dearing, E. The Long-Term Impact of Systemic Student Support in Elementary School: Reducing High School Dropout. *AERA Open* (in press).

**Heberle, A. E.**, Kaplan-Levy, S.A., Neuspiel, J., Carter, A. S. (2018). Young Children's Reasoning About the Effects of Poverty on People Experiencing it: A Qualitative Thematic Analysis. *Children and Youth Services Review*, 86. doi: <https://doi.org/10.1016/j.childyouth.2018.01.036>

Ben-Sasson, A., Soto, T. W., **Heberle, A. E.**, Carter, A. S., Briggs-Gowan, M. J. (2017). Early and Concurrent Features of ADHD and Sensory Over-Responsivity Symptom Clusters. *Journal of Attention Disorders*, 21 (10). doi: 1087054714543495.

Mian, N. M., Godoy, L., Eisenhower, A.S., **Heberle, A.E.**, Carter, A.S. (2016) Prevention Services for Externalizing and Anxiety Symptoms in Low-Income Children: the Role of Parent Preferences in Early Childhood. *Prevention Science*, 17 (1). doi: 10.1007/s11121-015-0601-8.

**Heberle, A. E.** & Carter, A.S. (2015) Cognitive Aspects of Young Children's Experience of Economic Disadvantage. *Psychological Bulletin*, 141 (4).

**Heberle, A. E.**, Briggs-Gowan, M. J., & Carter, A.S. (2014). A Person-Oriented Approach to Identifying Parenting Styles in Mothers of Early School Age Children. *Infant and Child Development*, 24 (2). doi: 10.1002/icd.1888

**Heberle, A. E.**, Thomas, Y.T., Wagmiller, R. L., Briggs-Gowan, M. J., & Carter, A. S. (2014). The Impact of Neighborhood, Family, and Individual Risk Factors on Toddlers' Disruptive Behavior. *Child Development*, 85 (5). doi: 10.1111/cdev.12251.

**Heberle, A. E.**, Krill, Sarah K, Briggs-Gowan, M. J., & Carter, A. S. (2014). Predicting Externalizing and Internalizing Behavior in Kindergarten: Examining the Buffering Role of Early Social Support. *Journal of Clinical Child and Adolescent Psychology*, 44 (4). doi: 10.1080/15374416.2014.886254

Rogines-Velo, M. P., **Heberle, A. E.**, & Joffe, H. (2011). Effect of Medroxyprogesterone on

Depressive Symptoms in Depressed and Nondepressed Perimenopausal and Postmenopausal Women After Discontinuation of Transdermal Estradiol Therapy. *Menopause*, 19 (4). doi:10.1097/gme.0b013e3182333847

### **BOOK CHAPTERS AND INVITED MANUSCRIPTS:**

Godoy, L., Davis, A., Briggs-Gowan, M.J., **Heberle, A.E.**, & Carter, A.S. (2017) Caregiver Report Measures of Early Childhood Psychopathology. In C. Zeanah (Ed.) *Handbook of Infant Mental Health*, 4<sup>th</sup> Edition.

Briggs-Gowan, M. J., Godoy, Leandra, **Heberle, A.E.**, & Carter, A. S. (2016). Assessment of Psychopathology in Young Children. In D. Cicchetti (Ed.), *Developmental Psychopathology, Volume One, Theory and Method*, 3<sup>rd</sup> Edition. New Jersey: John Wiley & Sons, Inc.

Gray, S.A.O, **Heberle, A.**, & Carter, A.S (2012). Social-Emotional School Readiness: How do We Ensure Children are Ready to Learn? *Zero to Three*, 33 (1), 4-9.

**Heberle, A.** (2012). Retrieval of Information. In F. R. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*. Springer.

### **PUBLICATIONS IN PROGRESS:**

**Heberle, A.E.**, Ní Sheanáin, U., Walsh, M.E., Hamilton, A.N., Chung, A.H., & Eells Lutas, V.L. Experiences of Clinicians Implementing Comprehensive Student Support in High-Poverty Schools (under review).

Glackin, E.L, Forbes, D., **Heberle, A.E.**, Carter, A.S., & Gray, S.A.O. Convergent validity of assessment methods for preschoolers' exposure to trauma (under review).

Carreras, J., Carter, A.S., Forbes, D., **Heberle, A.E.**, & Gray, S.A.O. Emotion Regulation and Parent Distress: Getting at the Heart of Sensitive Parenting in Low-Income Parents of Preschool Children. (under review).

**Heberle, A.E.**, Strambler, M., Matlin, S., Ward, N, & Tebes, J.K. A Trauma Informed Approach to Addressing Racial Disparities in Educational Outcomes (in progress).

### **PRESENTATIONS (underlined names indicate a trainee/mentee who I supervised):**

Carreras, J., Carter, A.S., **Heberle, A.E.**, Forbes, D., Gray, S.A.O. (2018, August). Parental Emotion Regulation: Relations with Sensitive Parenting and Psychological Distress. Poster Presented at the American Psychological Association (APA) Annual Meeting. San Francisco, CA.

**Heberle, A.E.**, Vuilleumier, C., Dearing, E., & Walsh, M. (2018, June). Influences of Preschool Attendance and Elementary School Integrated Student Support on Children's Academic Skills. Poster Presented at the National Research Conference on Early Childhood (NRCEC) Annual Meeting. Washington, D.C.

- Strambler, M., Matlin, S., **Heberle, A.E.**, & Tebes, J.K. (2017, June) *Building Trauma-Informed Schools using Social and Emotional Learning*. In J.K. Tebes (chair), Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences (ACEs). Symposium conducted at the Society for Community Research in Action Conference, Ottawa, Ontario.
- Tebes, J.K., Champine, R., Matlin, S., Strambler, M, Hoffman, E., **Heberle, A.E.**, O'Brien, C. *Multi-Level Processes and Impacts of Two Trauma-Informed Community Initiatives*. In J.K. Tebes (chair), Building Trauma-Informed Communities to Promote Well-Being: A Community Response to Adverse Childhood Experiences (ACEs). Symposium conducted at the Society for Community Research in Action Conference, Ottawa, Ontario.
- Haddock, A. & **Heberle, A.E.** (2017, February). *Promoting equity and justice through structural analysis and systems intervention with schools*. Roundtable discussion co-led at the Columbia University Winter Roundtable on Cultural Psychology and Education. New York, NY.
- Glackin, E., Gray, S.A.O, Forbes, D., **Heberle, A.E.**, Carter, A.S. (2016, August). *Convergent validity of assessment methods for preschoolers' exposure to trauma*. Poster presented at the American Psychological Association (APA) Annual Meeting, Denver, CO.
- Connors, L. & **Heberle, A.E.** (2016, May). *Evidence for Felt Disadvantage as a Meaningful Measure of Poverty*. Poster presented at the Pace University Psychology Conference. New York, NY.
- Heberle, A. E.** & Carter, A. S. (2014, August). *He Doesn't Even Have a Big Brain to Read: Children's Stereotypes About People Living in Poverty*. Paper presented at the American Psychological Association (APA) Annual Meeting, Washington, DC.
- Heberle, A. E.** & Carter, A. S. (2014, May). *"Because His Family Is Poor, That Makes Them Mad": Perceptions of Poverty Among Young Children Living in Poverty*. Poster presented at the Society for Prevention Research (SPR) 2014 Annual Meeting, Washington, DC.
- Krill, S.C., **Heberle, A.E.**, Mian, N, Briggs-Gowan, M.J., & Carter, A.S. (2013, May). *Examining the Buffering Role of Early Parent Social Support in the Relationship Between Early Parent Psychological Distress and Child Internalizing Symptoms in the School Transition*. Poster presented at the Anxiety and Depression Association of America (ADAA) 2013 Annual Conference, La Jolla, CA.
- Heberle, A.E.**, Krill, S.C., Briggs-Gowan, M.J., & Carter, A.S. (2013, April). *Preventing Kindergarten Externalizing Behaviors: Examining Opportunities for Intervention with Families of Toddlers*. In A.S. Carter (Chair), Parent Psychopathology and Child Externalizing Behaviors: Trajectories, Contextual Influences, and Predictors of Service Receipt. Poster presented at the Society for Research in Child Development (SRCD) 2013 Conference, Seattle, WA.
- Krill, S.C., **Heberle, A.E.**, Briggs-Gowan, M.J., & Carter, A.S. (2013, April). *It Takes a Village:*

*The Protective Role of Social Support in the Relation Between Parent Emotional Distress and Parenting Behavior.* In A.S. Carter (Chair), Parent Psychopathology and Child Externalizing Behaviors: Trajectories, Contextual Influences, and Predictors of Service Receipt. Poster presented at the Society for Research in Child Development (SRCD) 2013 Conference, Seattle, WA.

Gray, S.A.O., **Heberle, A.E.**, Forbes, D., Briggs-Gowan, M.J., & Carter, A.S. (2013, April). *An Ecological Exploration of Trauma-Related Symptomatology: Relation of Poverty, Potentially Traumatic Experiences, and Psychopathology in Mothers and Their Young Children.* Poster presented at the Society for Research in Child Development (SRCD) 2013 Conference, Seattle, WA.

Soto, T., Kaplan-Levy, S., **Heberle, A. E.**, Carter, A. S., & Eisenhower, A. S. (2012, June). *Parental psychopathology as a risk factor for child internalizing and externalizing behaviors in a low-income sample.* Poster presented at the Society for Prevention Research (SPR) 2012 Annual Meeting, Washington, DC.

**Heberle, A. E.**, Briggs-Gowan, M. J., & Carter, A. S. (2012, August). *Parent Language Quality and Amount Predict Adaptive Social Behavior in Early School Age Children.* Poster presented at the American Psychological Association (APA) Annual Meeting, Orlando, FL.

## **TEACHING:**

### **Undergraduate**

Qualitative Methods (Clark University)

Children with Disorders (Clark University)

Counseling Theories (Boston College)

Undergraduate Research Apprenticeship (University of Massachusetts, Boston)

Introduction to Research Methods (University of Massachusetts, Boston)

## **CLINICAL EXPERIENCE:**

- 2016 – 2017      **Psychology Fellow, West Haven Clinic at Yale University (15 hrs./wk.)**  
Setting: A publically funded mental health clinic providing services to children and adolescents, with priority given to uninsured clients.  
Duties: Conducted individual and family therapy and psychological assessment with child and adolescent clients, many of whom had involvement with the child welfare and juvenile justice systems.  
Supervisor: Christy Olesezki, PhD (Licensed Psychologist) and Annita Sawyer, PhD (Licensed Psychologist).
- 2015 – 2016      **Psychology Extern, Boston Neuropsychological Services (16 hrs./wk.)**  
Setting: Multiple urban and suburban K-12 charter schools.  
Duties: Conducted psycho-educational, attention, social-emotional, and neuropsychological assessments as well as functional behavior assessments. Responsibilities included all aspects of the assessment process, including administering tests; interviewing children, parents, teachers, and others involved with the child's education; writing reports; and communicating my findings in IEP/504 meetings.  
Supervisor: Kevin Domingos, PhD (Licensed Psychologist).

2013 – 2014      **Psychology Extern, Human Services, Martha Eliot Health Center (24 hrs./wk.)**  
Setting: A department within a community health center providing mental health services to socio-economically diverse, predominantly Latino, children, adolescents, and young adults.  
Duties: Conducted individual child and family psychotherapy; worked with interpreters as needed; consulted with social work, psychiatric, medical, and school personnel; wrote process notes and termination summaries; participated in clinical team meetings and didactic training; and participated in 2 hours/week of individual supervision.  
Supervisors: Martin LaRoche, PhD (Licensed Psychologist), Yvonne Nieves, PhD (Licensed Psychologist).

2012 – 2013      **Graduate Clinician, University Counseling Center, University of Massachusetts Boston (15 hrs./wk.)**  
Setting: A university-based counseling center providing mental health services for racially and socio-economically diverse undergraduate and graduate students.  
Duties: Conducted short- and long-term individual psychotherapy; wrote initial visit notes, interview and process notes, clinical intake summaries, and termination summaries. Participated in individual (2 hours/week) and group (1 hours/week) supervision.  
Supervisors: Sarah Hayes-Skelton, PhD (Licensed Psychologist), Deborah Cohen, LICSW (Licensed Clinical Social Worker).

### **SPECIALTY TRAINING:**

8/2013      **Preschool Age Psychiatric Assessment (PAPA) Administration Training**  
*Tufts University Medical Center*  
Instructor: Brian Small

10/2012      **Insightfulness Assessment Coding Workshop**  
*Hunter College*  
Instructors: David Oppenheim, PhD and Nina Koren-Karie, PhD

6/2012      **Structural Equation Modeling**  
*Kansas University Summer Institute of Statistics*  
Instructors: Todd Little, PhD and Noel Card, PhD

### **PROFESSIONAL AFFILIATIONS:**

2011 – Present      American Psychological Association  
2011 – Present      Society for Research in Child Development

### **PROFESSIONAL SERVICE:**

Editorial Experience  
*Ad Hoc Reviewer*

- *Developmental Psychology*
- *Journal of Family Psychology*
- *Early Childhood Research Quarterly*
- *Journal of Clinical Child and Adolescent Psychology (JCCAP)*
- *Learning and Individual Differences*
- *American Journal of Community Psychology*
- *Child Development*

National Service

2017 – PRESENT

**Member**

*Early Career Scholars Committee, Society for the Psychological Study of Social Issues (SPSSI)*

2016

**Reviewer**

*Student Grant Competition, Association for Psychological Science (APS)*

**MENTORING AND ADVISING:**

UMass Boston (supervision of undergraduate research assistantships):

Kamil Adbullah, Amelia Flater, Brian Jones, Julie Czaplá, Cassandra Volpe, Andreina Tuccella, Mona Chung, Asha Abdullahi, Esthanette Reid, Danielle Krobath, Lucy Connor, and Danubia Camargos Silva