**Curriculum Vitae**

**Kathryn M. Hauschild, PhD**

Postdoctoral Research Fellow

Department of Psychology

Stony Brook University

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Stony Brook University

Psychology A-140

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**Education**

**University of Pittsburgh**, August 2018

PhD, Developmental Psychology

Dissertation: A Novel Gaze Based Measure of Receptive Vocabulary and Category Knowledge in Toddlers at a Heightened Familial Risk for Autism Spectrum Disorder

Committee: Mark S. Strauss, PhD; Jana M. Iverson, PhD; Melissa Libertus, PhD; Diane L. Williams, PhD, CCC-SLP.

**University of Pittsburgh**, December 2014

Masters of Science in Psychology

Thesis: Distribution of Visual Attention When Comparing Paired Faces in Typically Developing Infants and Infants at Risk of Developing Autism

Committee: Mark. S. Strauss, PhD; Kirsten O’Hearn, PhD; Diane L. Williams, PhD, CCP-SLP.

**University of Massachusetts**, June 2011

Bachelors of Science in Psychology, magna cum laude

Neuroscience Track Certificate

Honors Thesis: Neural Correlates of Sustained Attention to Multimodal Events During Infancy

Committee: Lisa S. Scott, PhD; Neil E. Berthier, PhD

**University of Minnesota**, Summer 2010

Participant in the University of Minnesota Research Experience for Undergraduates (REU) Program

Mentor: Kathleen M. Thomas, PhD

**Academic Honors and Awards**

The Kenneth P. Dietrich School of Arts & Sciences Dean’s Tuition Scholarship 2018

The Kenneth P. Dietrich School of Arts & Sciences GSO Travel Grant 2018

Nominated for the A&S GSO Elizabeth Baranger Teaching Award 2012, 2018

Dr. Ruth L. Myers Memorial Award in Mentoring Excellence 2015

Presidential Scholarship 2007-2011

John and Abigail Adams Scholarship 2007-2011

Bausch and Lomb Honorary Science Award 2006

**Research Experience**

**Stony Brook University-SUNY,** Summer 2018- Present

Program of Research: Exploration of the connection between early cognitive and social communicative deficits associated with ASD and the potential cascading effects these deficits may have on social functioning and interaction later in life.

Research Topics: Investigation of the factors that influence “real world” social functioning for children and adolescents across multiple contexts; examining the electrophysiological correlates of social information processing in youth with and without ASD; assessment of a performance-based social skills intervention for youth with ASD; survey of primary care providers’ knowledge of ASD.

Primary Investigator:Matthew D. Lerner, PhD

**University of Pittsburgh**, Fall 2011-Summer 2018

Research Topics: The development of visual scanning patterns and attention distribution relative to face and object processing during the first year of life; the impact of ASD on the development of cognitive processes in infants and children; examining face processing skills as predictors of social functioning in adults with ASD; identification of structural brain differences in toddlers with and without ASD; the development of a novel gaze based measure of receptive vocabulary and object knowledge in toddlers with and without ASD.

Primary Advisor: Mark S. Strauss, PhD

Collaborating Investigators: Thomas Conturo, M.D., PhD; Diane L. Williams, PhD, CCC-SLP

**University of Massachusetts**, Amherst, Research Assistant, 2008-2011

Research Topics: The development of face and object perception across the first year of life; the development of multimodal processing over the first year of life (an ERP study)

Advisor: Lisa S. Scott, PhD

**University of Minnesota**, Twin Cities, REU Participant, June 2010-August 2010

Research Topic: Developmental differences in amygdala response to emotionally salient faces (an fMRI study).

Mentors: Kathleen M. Thomas, PhD.; Celia Wolk-Gershenson, PhD; Dr. Herbert L. Pick, Jr., PhD

**Postsecondary Teaching Experience**

**Course Instructor**- *Introduction to Psychology Recitation*

Fall 2017-2018, enrollment: 24 students

Fall 2017-2018, enrollment: 23 students

Fall 2017-2018, enrollment: 26 students

Fall 2017-2018, enrollment: 25 students

**Course Instructor**- *Developmental Psychology*

Fall 2013-2014, enrollment: 65 students

Spring 2013-2014, enrollment: 90 students

Fall 2016-2017, enrollment: 89 students

Spring 2016-2017, enrollment: 89 students

Summer 2016-2017, enrollment: 15 students

Spring 2017-2018, enrollment: 90 students

**Course Instructor**- *Introduction to Psychology*

Summer 2013-2014, enrollment: 22 students

Fall 2014-2015, enrollment: 89 students

Spring 2014-2015, enrollment: 89 students

**Course Instructor**- *Sensation and Perception*

Summer 2012-2013, enrollment: 10 students

**Course Instructor**- *Learning and Motivation Laboratory*

Fall 2012-2013, enrollment: 23 students

**Invited Guest Lecturer**- *Experimental Child Psychology*

Instructor: Celia Brownell, PhD

Invited guest lecture on *Infant Research Methodology*

February 10, 2014

February 17, 2016

**Invited Guest Lecturer**- *Honors Developmental Psychology*

Instructor: Celia Brownell, PhD

Invited guest lecture on *Developmental Assessment Administration* (Bayley Scales of Infant Development and Mullen Scales of Early Learning)

September 18, 2013

September 23, 2015

February 15, 2016

**Invited Guest Lecturer**- *Experimental Child Psychology*

Instructor: Jennifer Ganger, PhD

Invited guest lecture on *Infant Research Methodology*

January 23, 2014

**Invited Guest Speaker**- *Teaching of Psychology*

Instructor: Barbaba J. Kucinski, PhD

Invited to participate as a guest speaker/panelist for a course designed to aid and support new graduate student instructors.

November 17, 2014

December 7, 2015

**Undergraduate Mentorship**

**Supervision of Students Enrolled in the Directed Research Program**, University of Pittsburgh, Infant and Toddler Development Center, Primary Investigator: Mark S. Strauss, PhD

During my graduate career I directly supervised and mentored approximately 3 students a semester within a Laboratory setting.

**Undergraduate Honors Thesis Committee Co-Chair**, University of Pittsburgh

Committee Co-Chair: Mark S. Strauss, PhD

Anamiguel Pomales-Ramos, 2017, Thesis: A Visual Attention Based Measure of Receptive Language and Categorization in Typically Developing Toddlers and toddlers at a Heightened Familial Risk for Autism Spectrum Disorder

**Undergraduate Honors Thesis Committee Co-Chair**, University of Pittsburgh

Committee Co-Chair: Mark S. Strauss, PhD

Emily L. Faust, 2015, Thesis: Distribution of Visual Attention to Paired Faces Across Late Infancy: A Study of Infants at Risk of Developing Autism

**Undergraduate Honors Thesis Committee Member**, University of Pittsburgh

Committee Chair: Mark S. Strauss, PhD

Christopher M. Feghali, 2015, How Typically Developing Infants and Infants At-Risk for Autism process Faces and Objects: An Eye-Tracking Study

**Undergraduate Honors Thesis Committee Member**, University of Pittsburgh

Committee Chair: Mark S. Strauss, PhD

Danielle Wexler, 2013, Thesis: An Eye-Scanning Approach to Studying Receptive Language in Infants at High and Low Risk for Autism

**Manuscripts**

**\*** student author¥ joint first-authorship

**Hauschild, K.M.**, Pomales-Ramos, A.,\* & Strauss, M.S. (*in preparation 2019*). The visual array task: A novel gaze-based measure of object knowledge.

**Hauschild, K.M.**, Pomales-Ramos, A.,\* & Strauss, M.S. (*in preparation 2019*). Distribution of visual attention to paired faces in infancy.

Frazier, T.W., **Hauschild, K.M**., Klingemier, E., Strauss, M.S., Hardan, A.Y., & Youngstrom, E.A. (*under review 2018*). Rapid Eye-Tracking Evaluation of Language in Youth Referred for Evaluation of Autism.

Marro, B.M.,¥ Kang, E.,¥\* **Hauschild, K.M.**, Normansell, K.M.,\* Abu-Ramadan, T.M.,\* & Lerner, M.D. (*under review 2018*). Social performance-based interventions promote gains in social knowledge in the absence of explicit training for youth with autism spectrum disorder.

Keifer, C.\*, Hajcak, G., **Hauschild, K.M.**, & Lerner, M.D. (*under review 2018*). Differences in the late positive potential and P300 to emotional faces in individuals with autism spectrum disorder.

Kathryn M. Hauschild, Doctoral Dissertation, August 2018

*A Novel Gaze Based Measure of Receptive Vocabulary and Category Knowledge in Toddlers at a Heightened Familial Risk For Autism Spectrum Disorders*

Kathryn M. Hauschild, Comprehensive Exam, December 2015

*Face Scanning and Autism: A Comprehensive Review of the Eye-Tracking Literature*

Kathryn M. Hauschild, Masters Thesis, October 2014

*Distribution of Visual Attention When Comparing Paired Faces in Typically Developing Infants and Infants at Risk of Developing Autism*

Kathryn M. Hauschild and Dr. Kathleen M. Thomas, Final Program Manuscript, August 2010

*Developmental Differences in the Amygdala Response to Emotional Faces*

**Research Talks**

**Hauschild, K.M.**, Pomales-Ramos, A.,\* & Strauss, M.S. (2018). *A Novel Gaze-Based Measure of Object Label Knowledge in Toddlers at a Heightened Familial Risk for Autism Spectrum Disorder*. Flash Talk at the International Congress of Infant Studies XXI Biennial Congress, Philadelphia, PA, June 30- July 3.

**Hauschild, K.M.** (2018). *New Approaches to the Study of Face and Object Knowledge in Infancy*. Research Talk at the Center for Autism and Related Disorders at the Kennedy Krieger Institute, Baltimore, MD, March 16.

**Hauschild, K.M.** (2018). *Visual Scanning Patterns of Paired Faces in Autism Spectrum Disorder- Abbreviated*. Research Talk at the Social Competence and Treatment Laboratory at Stony Brook University-SUNY, Stony Brook, NY, March 5.

**Hauschild, K.M.** (2016). *Visual Scanning Patterns of Paired Faces in Autism Spectrum Disorder*. University of Pittsburgh Developmental Brown Bag Series, Pittsburgh, PA, November 17.

**Presentations**

Abu-Ramadan, T.M.,\* Noor, F.,\* **Hauschild, K.M.**, & Lerner, M.D. (2019). *Effects of Sibling Status on Social Skills and Sociometrics Among Youth with Autism Spectrum Disorder.*Poster at the 2019 Biennial Meeting of Society for Research in Child Development, Baltimore, MD, March 21-23.

**Hauschild, K. M**.&Lerner, M. D. (2019).*The Own-Age Face Bias is Present in Autism, but Contingent on Other-Age Faces.* Poster at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD, March 21-23.

Normansell, K. M., Hauschild, K. M., Kang, E., & Lerner, M. D. (2019). *Parent- and self-reported discrepancies in autism spectrum disorder: Magnitude and differences across development*. Poster at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD, March 21-23.

Abu-Ramadan, T.M.,\* Noor, F.,\* **Hauschild, K.M.**,**&** Lerner, M.D. (2018). *Impact of Sibling Status on Social Functioning and Intervention Response in Youth with Autism Spectrum Disorder.* Poster at the Autism Spectrum and Developmental Disabilities (ASDD) Special Interest Group (SIG) at 52nd Annual Convention of the Association for Behavioral and Cognitive Therapies, Washington, D.C, November 15-18.

**Hauschild, K.M.**, Pomales-Ramos, A.,\* & Strauss, M.S. (2017). *An alternative to forced choice: The incorporation of a multiple item array into the intermodal preferential looking paradigm*. Poster at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX, April 6-8.

**Hauschild, K.M.**, & Strauss, M.S. (2015). *Distribution of visual attention when comparing paired faces in typically developing infants and infants later diagnosed with autism*. Poster at the International Meeting for Autism Research, Salt Lake City, UT, May 13-16

**Hauschild, K.M.**, & Strauss, M.S. (2015). *Distribution of visual attention to paired faces in 11-month-olds*. Poster at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia, PA, March 19-21.

**Hauschild, K.M.**, & Scott, L.S. (2011). *Neural correlates of sustained attention to multimodal events during infancy*. Poster at the 17th Annual Massachusetts Statewide Undergraduate Research Conference, Amherst, MA, April 22.

**Hauschild, K.M.**, & Thomas, K.M. (2010). *Developmental Differences in Amygdala Response to Emotional Faces*. University of Minnesota REU Poster Session, Minneapolis, MN.

**Service**

**University of Pittsburgh Undergraduate Education Committee Member**, Fall 2017- Spring 2018. Committee commissioned to develop, review, and evaluate undergraduate education programs, policies, and curriculum within the psychology department.

**University of Pittsburgh TA/TF Mentor (Department of Psychology)**, Fall 2017-Spring 2018. The position is reserved for a senior graduate student with substantial teaching experience within the psychology department.

**University of Pittsburgh Teaching and Mentoring Committee Member**, Spring 2014-Fall 2015. Committee commissioned to review graduate student teaching, mentoring practices, and policies.