



Curriculum Vitae
Kathryn M. Hauschild, Ph.D.

Postdoctoral Research Fellow
Associate Director, Social Competence
and Treatment Lab
Department of Psychology
Stony Brook University

Office Location:
Stony Brook University
Psychology A-140
Stony Brook, NY 11794-2500
kathryn.hauschild@stonybrook.edu

Education

Ph.D., Developmental Psychology
August 11, 2018

University of Pittsburgh, Department of Psychology, Pittsburgh, PA
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, Ph.D.; Jana M. Iverson, Ph.D.; Melissa Libertus, Ph.D.; Diane L. Williams, Ph.D., CCC-SLP.

M.S., Psychology
December 13, 2014

University of Pittsburgh, Department of Psychology, Pittsburgh, PA
Thesis: *Distribution of Visual Attention When Comparing Paired Faces in Typically Developing Infants and Infants at Risk of Developing Autism*
Committee: Mark S. Strauss, Ph.D.; Kirsten O'Hearn, Ph.D.; Diane L. Williams, Ph.D., CCP-SLP.

B.S., Psychology
Neuroscience Track Certificate
May 13, 2011

University of Massachusetts, Department of Psychology, Amherst, MA
Honors Thesis: *Neural Correlates of Sustained Attention to Multimodal Events During Infancy*
Committee: Lisa S. Scott, Ph.D.; Neil E. Berthier, Ph.D.

Academic Honors and Awards

2021	Special Educator (Student Nominated), Stony Brook University
2019	INSAR Student/Trainee Travel Award. International Society for Autism Research Annual Meeting in Montreal, May 1-4, 2019. \$500
2019	Stony Brook University Postdoctoral Travel Award. \$1,200
2018	The Kenneth P. Dietrich School of Arts & Sciences Dean's Tuition Scholarship. \$500.
2018	The Kenneth P. Dietrich School of Arts & Sciences GSO Travel Grant. \$200
2018	Nominated for the A&S GSO Elizabeth Baranger Teaching Award, University of Pittsburgh
2015	Dr. Ruth L. Myers Memorial Award in Mentoring Excellence, University of Pittsburgh. \$500
2012	Nominated for the A&S GSO Elizabeth Baranger Teaching Award, University of Pittsburgh

Positions and Employment

2018- present **Postdoctoral Research Fellow, Department of Psychology, Stony Brook University, Stony Brook, NY**
Associate Director, Social Competence and Treatment Lab
Program of Research: Exploration of the connection between early cognitive and social communicative deficits associated with autism spectrum disorder (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; understanding the psychosocial impact of COVID-19-induced social isolation on youth with ASD

Primary Investigator: Matthew D. Lerner, Ph.D.

- 2021-2021** **Lecturer, Department of Psychology, Stony Brook University, Stony Brook, NY**
- 2020-2021** **High School Teacher, School of Professional Studies, Columbia University, New York, NY**
- 2011-2018** **Graduate Student Researcher, Department of Psychology, University of Pittsburgh, Pittsburgh, PA**
Teaching Fellow, Department of Psychology, University of Pittsburgh, Pittsburgh, PA
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, Ph.D.
Collaborating Investigators: Thomas Conturo, M.D., Ph.D.; Diane L. Williams, Ph.D., CCC-SLP
- 2010-2010** **Research Experience for Undergraduates (REU) Program Participant, University of Minnesota, Minneapolis, MN**
Research Topic: Developmental differences in amygdala response to emotionally salient faces (an fMRI study).
Mentors: Kathleen M. Thomas, Ph.D.; Celia Wolk-Gershenson, Ph.D.; Dr. Herbert L. Pick, Jr., Ph.D.
- 2008-2011** **Research Assistant, Department of Psychology, University of Massachusetts, Amherst, MA**
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, Ph.D.

Other Experience and Professional Memberships

- 2021-** Member, Society for the Teaching of Psychology
2019- Ad hoc Reviewer, Psychological Assessment
2018- Ad hoc Reviewer, Journal of Autism and Developmental Disorders
2018- ADOS-2 Research Reliability, all modules
2017- Member, International Congress of Infant Studies
2014- Member, Society for Research in Child Development
2014- Member, International Society for Autism Research

Currently Funded Research Grants

COVID-19 Research Grant, Autism Science Foundation (ASF). Hauschild, Kathryn (PI)
06/15/2021-06/14/2022. Examining the effects of pandemic-induced isolation on the mental health of adolescents with ASD. **Role:** Primary Investigator. \$5,000 (direct costs)

Other Research Support

1R01MH110585, *National Institute of Mental Health*. Lerner, Matthew (PI)

07/18/16-04/30/21. Optimizing Prediction of Social Deficits in Autism Spectrum Disorders. To assess how within-child behavioral and neural factors predict real world social functioning in ASD. **Role:** Postdoctoral Research Fellow

5R21MH105822, *National Institute of Mental Health*. Conturo, Thomas (PI), Strauss, Mark (PI)

04/17/2015-02/29/2020. Brain Microstructure and Behavior in Newly-Diagnosed Toddlers/Preschoolers With ASD. To assess developmental characteristics and analysis of neuronal pathways in autism measured using MRI diffusion tensor imaging. **Role:** Graduate Student Researcher

5P50HD055748, *National Institute of Health, Autism Center of Excellence (ACE) Grant*. Minshew, Nancy (PI)

08/06/2007-07/31/2014. Biological and Information Processing Mechanisms Underlying Autism. To assess and characterize underlying cognitive processes contributing to “real world” social deficits in ASD through the utilization of a developmental perspective. **Role:** Graduate Student Researcher

Manuscripts

* student author † joint first-authorship

Day, T.C.,* Malik, I.,* Boateng, S.,* **Hauschild, K.M.**, & Lerner, M.D. (*under review*). Vocal Emotion Recognition in Autism: Behavioral Performance and Event-Related Potential (ERP) Response.

Hauschild, K. M., Pomales-Ramos, A.,* & Strauss, M. S. (*under review*). Object Label and Category Knowledge Among Toddlers at Risk for Autism Spectrum Disorder: An Application of the Visual Array Task

Libsack E.J.,* Trimber, E., **Hauschild, K.M.**, Hajcak G., McPartland, J.C., Lerner, M.D. (*in press*). An electrocortical measure associated with metarepresentation mediates the relationship between autism symptoms and theory of mind. *Clinical Psychological Science*. <https://doi.org/10.1177/21677026211021975>

Mayor Torres, J.M. †,* Clarkson, T. †,* **Hauschild, K.M.**, Luhmann, C.C., Lerner, M.D., Riccardi, G. (*in press*). Facial emotions are accurately encoded in the neural signal of those with autism spectrum disorder: A deep learning approach. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging*. <https://doi.org/10.1016/j.bpsc.2021.03.015>

Keifer, C.M.,* Day, T.C.,* **Hauschild, K.M.**, & Lerner, M.D. (2021). Social and Non-social Reward Anticipation in Typical Development and Autism Spectrum Disorders: Current Status & Future Directions. *Current Psychiatry Reports*, 23(6), 1-6. <https://doi.org/10.1007/s11920-021-01247-7>

Hauschild, K. M., Pomales-Ramos, A.,* & Strauss, M. S. (2021). The visual array task (VAT): A novel gaze-based measure of object label and category knowledge. *Developmental Science*, 24(2), e13015. <https://doi.org/10.1111/desc.13015>

Hauschild, K.M., Felsman, P., Keifer, C.M.,* & Lerner, M.D. (2020). Evidence of an own-age bias in facial emotion recognition for individuals with and without autism spectrum disorder. *Frontiers in Psychiatry*, 11, 428. <https://doi.org/10.3389/fpsy.2020.00428>

Frazier, T.W., **Hauschild, K.M.**, Klingemier, E., Strauss, M.S., Hardan, A.Y., & Youngstrom, E.A. (2020). Rapid Eye-Tracking Evaluation of Language in Children and Adolescents Referred for Assessment of Neurodevelopmental Disorders. *Journal of Intellectual & Developmental Disability*, 45(3), 222-235. <https://doi.org/10.3109/13668250.2019.1698287>

Keifer, C.M.,* **Hauschild, K.M.**, Nelson, B.D., Hajcak, G., & Lerner, M.D. (2019). Differences in the late positive potential and P300 to emotional faces in individuals with autism spectrum disorder. *Journal of autism and developmental disorders*, 49(12), 5009-5022. <https://doi.org/10.1007/s10803-019-04207-6>

Marro, B.M.,* Kang, E.,* **Hauschild, K.M.**, Normansell, K.M.,* Abu-Ramadan, T.M.,* Lerner, M.D. (2019). Social performance-based interventions promote gains in social knowledge in the absence of explicit training for youth with autism spectrum disorder. *Bulletin of the Menninger Clinic*, 83(3), 301-325. <https://doi.org/10.1521/bumc.2019.83.3.301>

Other Published Work and Academic Writings

* student author

Gioia, A.,* **Hauschild, K.M.**, Lerner, M.D. (2019). What's Up at the Stony Brook SCTL? *On the Spectrum*, Spring 2019 Issue.

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 REU Program Manuscript, August 2010
Developmental Differences in the Amygdala Response to Emotional Faces

Research Talks

* student author

Hauschild, K.M. & Lerner, M.D. (2020). *Overall Cognitive Functioning Partially Mediates the Relationship between Facial Emotion Recognition Accuracy and Social Impairment Related to Autism Spectrum Disorder Among Adolescents*. Oral Presentation at the 2020 International Society for Autism Research Annual Meeting (INSAR 2020), Seattle, WA, May 6-9.

Hauschild, K.M., Gioia, A.N.,* & Lerner, M.D. (2019). *Age Moderates the Relationship Between IQ and Facial Emotion Recognition at Low but Not High Levels of Autism Spectrum Disorder Symptom Severity*. Oral Presentation at the 2019 International Society for Autism Research Annual Meeting (INSAR 2019), Montreal, QC, Canada May 1-4.

Mayor Torres, J.M.,* Clarkson, T.,* **Hauschild, K.M.**, Luhmann, C., Lerner, M.D. & Riccardi, G. (2019). *Distinct but Effective Neural Networks for Facial Emotion Recognition in Individuals with Autism: A Deep Learning Approach*. Oral Presentation at the 2019 International Society for Autism Research Annual Meeting (INSAR 2019), Montreal, QC, Canada May 1-4.

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

* student author

Medina-DeVilliers, S.E., Day, T.C.,* **Hauschild, K.M.**, & Lerner, M.D. (2021, April). *Autism Spectrum Disorder Moderates the Effect of Age on N170 Latency to Faces in Middle Childhood*. Poster accepted for the Society for Research in Child Development Biennial Conference (SRCD 2021), Online, April 7-9.

Felsman, P., **Hauschild, K.M.**, Gerber, A.H.,* & Lerner M.D. (2020). *Training in-Vivo Social-Emotional Attention Improves Social Cognition: RCT of a Low-Cost EMA-Delivered Intervention*. Poster presented at the 2020 International Society for Autism Research Annual Meeting (INSAR 2020), Seattle, WA, May 6-9.

Day, T. C.,* **Hauschild, K. M.**, & Lerner, M. D. (2020). *Variation in early vocal emotion ERPs by age and autism symptom severity*. Poster accepted for presentation at the International Society for Autism Research Annual Meeting (INSAR 2020), Seattle, WA, May 6-9.

Santore, L.A.,* Gerber, A.,* **Hauschild, K.M.**, Halevy-Mizrahi, N., Denmon, C.L., Lerner, M.D. (2020, March). *Direct experience and increased knowledge, not formal training, predict primary care providers' confidence in addressing autism spectrum disorder specific needs*. Poster presented at the 14th Annual Women in Medicine Research Day Symposium, Stony Brook, NY.

Vogel, R.A.,* **Hauschild, K.M.**, & Lerner, M.D. (2019, June). *The Influence of Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder Symptom Severity on the N170 Event-Related Potential*. Poster presented at the JCCAP 3rd Future Directions Forum, Washington, D.C.

Santore, L.A.,* Gerber, A.,* **Hauschild, K.M.**, Halevy-Mizrahi, N., Kumar,* D., Gombert, A.,* & Lerner, M.D. (2019, April). *Direct Experience and Increased Knowledge, not Formal Training, Predict Primary Care Providers' Confidence in Addressing Autism Spectrum Disorder-Specific Needs*. Poster presented at the Undergraduate Research & Creative Activities (URECA) Annual Symposium, Stony Brook, NY.

Normansell, K. M.,* **Hauschild, K. M.**, Kang, E.,* & Lerner, M. D. (2019, May). *Parent- and Self-Reported Discrepancies in Autism Spectrum Disorder: Magnitude and Treatment Differences*. Poster presented at the International Society for Autism Research Annual Meeting, Montréal, QC, Canada, May 1-4.

Marro, B.,* Kang, E.,* **Hauschild, K.M.**, Normansell, K.,* Abu-Ramadan, T.,* & Lerner. M.D. (2019). *Social Performance Interventions Improve Social Knowledge in Youth with ASD*. Poster at the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada, May 1-4.

Halpern, C.,* **Hauschild, K.M.**, Roussos, A., Lerner, MD., & Zelinsky, G. (2019). *Self-Reported Autism Characteristics Differentially Relate to Target-Decision Time for Object Targets and Non-Object Targets*. Poster presented at the INSAR 2019 Annual Meeting, Montreal, QC, Canada, May 1 - 4.

Vogel, R.A.,* **Hauschild, K.M.**, & Lerner, M.D. (2019, May). *The Influence of Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder Symptom Severity on the Facial Emotion Recognition Skills of Adolescents*. Poster presented at the INSAR 2019 Annual Meeting, Montreal, QC, Canada.

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.

Postsecondary Teaching Experience

Role: Independent Course Instructor of Record

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

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

Spring 2020-2021, enrollment: 246 students

Introduction to Psychology

Summer 2013-2014, enrollment: 22 students
 Fall 2014-2015, enrollment: 89 students
 Spring 2014-2015, enrollment: 89 students

Sensation and Perception

Summer 2012-2013, enrollment: 10 students

Learning and Motivation Laboratory

Fall 2012-2013, enrollment: 23 students

Role: Graduate Teaching Assistant

Experimental Child Psychology; Instructor: Jennifer Ganger, Ph.D.
 Fall 2015-2016

Developmental Psychology; Instructor: Jennifer Ganger, Ph.D.

Fall 2011-2012

Spring 2011-2012 (two course sections)

Fall 2012-2013

Spring 2012-2013

Fall 2015-2016

Developmental Psychology; Instructor: Mark S. Strauss, Ph.D.

Spring 2012-2013

Role: Invited Guest Lecturer

Experimental Child Psychology; Instructor: Celia Brownell, Ph.D.

Invited guest lecture on *Infant Research Methodology*

February 10, 2014

February 17, 2016

Honors Developmental Psychology; Instructor: Celia Brownell, Ph.D.

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

Experimental Child Psychology; Instructor: Jennifer Ganger, Ph.D.

Invited guest lecture on *Infant Research Methodology*

January 23, 2014

Teaching of Psychology (Graduate Level Course); Instructor: Barbaba J. Kucinski, Ph.D.

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

Additional Teaching Experience

Role: Co-Instructor of Record

The Science of Psychology (Online); Columbia University, Summer Immersion Program for High School Students

Summer 2020, Session II

Summer 2021, Session I & Session II

Instructional Training and Workshops

Symposium on Advancing Equity in Higher Education on Long Island, *Stony Brook University Libraries*, Stony Brook University (Virtual), 04/09/2021

Online Teaching Certificate (OTC) Program, *Center for Excellence in Learning & Teaching*, Stony Brook University, 10/27-11/12/2020

Teaching International Students: Workshop, *University Center for Teaching and Learning*, University of Pittsburgh, 03/21/2018

Teaching Inclusivity: Workshop, *University Center for Teaching and Learning*, University of Pittsburgh, 02/09/2018

Best Practices in Online Teaching: Workshop, *University Center for Teaching and Learning*, University of Pittsburgh, 01/23/2018

Using Blackboard to Engage Your Students: Communication and Collaboration, *University Center for Teaching and Learning*, University of Pittsburgh, 01/11/2018

Undergraduate Mentorship

Supervision of Students Enrolled in a Directed Research Program, Stony Brook University, Social Competence and Treatment Lab (SCTL), Primary Investigator: Mathew D. Lerner, Ph.D.

In my role as the Associate Director of the SCTL, I supervise and mentor approximately 40-50 students and volunteers a semester within a laboratory setting.

Supervision of Students Enrolled in a Directed Research Program, University of Pittsburgh, Infant and Toddler Development Center, Primary Investigator: Mark S. Strauss, Ph.D.

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, Ph.D.

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, Ph.D.

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, Ph.D.

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, Ph.D.

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

University Service

- 2017-2018** **University of Pittsburgh Undergraduate Education Committee Member.** Committee commissioned to develop, review, and evaluate undergraduate education programs, policies, and curriculum within the psychology department.
- 2017-2018** **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.
- 2014-2015** **University of Pittsburgh Teaching and Mentoring Committee Member.** Committee commissioned to review graduate student teaching, mentoring practices, and policies.
-