

EDUCATION & TRAINING

Postdoctoral Fellowship, July 2020 – June 2021

University of Colorado, School of Medicine
JFK Partners/Children's Hospital Colorado

PhD, Clinical Psychology, August 2020

APA & PCSAS Accredited Program

Stony Brook University, State University of New York

Dissertation: The structure of co-occurring anxiety and depression symptoms in youth with autism spectrum disorder

Advisor: Matthew D. Lerner, PhD

Predoctoral Psychology Internship, July 2019 – June 2020

APA Accredited Program

University of Colorado, School of Medicine

JFK Partners/Children's Hospital Colorado

MA, Psychology, May 2016

Stony Brook University, State University of New York

Thesis: Externalizing and internalizing symptoms moderate longitudinal patterns of facial emotion recognition in autism spectrum disorder

Advisor: Matthew D. Lerner, PhD

BA, Psychology, Summa Cum Laude, May 2008

Binghamton University, State University of New York

Cumulative GPA: 3.98

CLINICAL EXPERIENCE

JFK Partners

Children's Hospital Colorado, University of Colorado School of Medicine Aurora, CO

Postdoctoral Faculty Fellow, LEND fellow

July 2020 – June 2021

Supervisors: Audrey Blakeley-Smith, PhD; Judy Reaven, PhD; Lindsey Devries, PhD

Supervisory Experience

- Supervise predoctoral interns in delivering Facing your Fears, a cognitive-behavioral group program for children and adolescents with ASD or social challenges and anxiety
- Serve as primary assessment supervisor for advanced practicum doctoral student within the JFK Partners interdisciplinary evaluation team

- Provide weekly supervision to advanced practicum doctoral student and predoctoral intern on assessment, integrated report writing, and diagnostic conceptualization
- Provide consultation to speech-language pathology, occupational therapy, and psychiatry fellows within interdisciplinary evaluation team

Assessment

- Provide diagnostic evaluations for adults referred for ASD evaluation via hybrid telehealth/in-person model
- Participate on interdisciplinary team to provide diagnostic evaluations for toddlers, children, and adolescents referred for ASD evaluation via hybrid telehealth/in-person model
- Administer and score diagnostic assessments and interviews, including the ADOS-2 and IQ tests, and conduct record review as part of diagnostic evaluation assessing for ASD and co-occurring psychiatric and/or neurodevelopmental challenges
- Share and discuss evaluation results with parents during feedback session and provide recommendations
- Write psychoeducational reports integrating testing results, diagnostic impressions, and recommendations

Therapy

- Lead and coordinate Facing your Fears; Develop and implement strategies to facilitate adaptation to telehealth format; Lead and coordinate recruitment efforts for multiple concurrent groups
- Provide individual and family therapy via telehealth for children, adolescents, and young adults with ASD and co-occurring challenges, including PTSD, anxiety, depression, and ADHD
- Consult with providers and schools of child clients and attend IEP meetings as clinically appropriate
- Receive extensive training and/or supervision in cognitive-behavioral therapy, trauma-focused cognitive behavioral therapy, interpersonal therapy, and family-systems therapy

JFK Partners

Children's Hospital Colorado, University of Colorado School of Medicine Aurora, CO
Predoctoral Psychology Intern, LEND Fellow (Major Rotation) July 2019 – June 2020
 Supervisors: Audrey Blakeley-Smith, PhD; Judy Reaven, PhD; Nuri Reyes, PhD

Assessment

- Participate on interdisciplinary team to provide diagnostic evaluations for children and adolescents referred for ASD evaluation (transitioned to hybrid telehealth/in-person model in April 2020)
- Administer and score diagnostic assessments and interviews, including the ADOS-2 and IQ tests, and conduct record review as part of diagnostic evaluation assessing for ASD and co-occurring psychiatric and/or neurodevelopmental challenges
- Share and discuss evaluation results with parents during feedback session and provide recommendations

- Write psychoeducational reports integrating testing results, diagnostic impressions, and recommendations

Therapy

- Co-facilitate Facing your Fears group, a cognitive-behavioral program for children and adolescents with ASD or social challenges and anxiety
- Provide individual and family therapy for children, adolescents, and young adults with ASD and co-occurring challenges, including anxiety, depression, and ADHD (transitioned to telehealth in March 2020)
- Consult with providers and schools of child clients and attend IEP meetings as clinically appropriate
- Receive extensive training and/or supervision in cognitive-behavioral therapy, interpersonal therapy, and family-systems therapy

Supervisory Experience

- Provide weekly supervision to advanced practicum doctoral student on assessment, integrated report writing, and diagnostic conceptualization
- Provide consultation to speech-language pathology, occupational therapy, and psychiatry fellows

Reaching HOPE Trauma Services

Commerce City, CO

Predoctoral Psychology Intern (Minor Rotation)

January 2020 – June 2020

Supervisors: Aubrey Austin, PhD; Ambra Born, PhD

Therapy

- Provide individual therapy to youth and families who have survived complex trauma in community mental health setting (transitioned to telehealth in March 2020)
- Provide Psychological First Aid treatment to COVID-19 first responders
- Receive training in trauma-focused cognitive behavioral therapy, and family-systems and attachment-based conceptualizations

Assessment

- Provide comprehensive diagnostic evaluations for individuals with complex trauma histories

Community Outreach

- Compile and develop resources to support Reaching Hope community members and clients impacted by racism and/or domestic violence during COVID-19

Attention, Behavior, and Learning Clinic, University of Colorado Boulder

Boulder, CO

Predoctoral Psychology Intern (Minor Rotation)

July 2019 – December 2019

Supervisor: Nomita Chhabildas, PhD

Assessment

- Provide neuropsychological evaluations for children and adolescents referred for learning or attentional challenges
- Conduct intake and mental health interviews, administer IQ and achievement tests, tests of reading fluency and phonological processing, and attentional measures
- Share and discuss evaluation results with parents and provide recommendations

Supervisory Experience

- Provide consultation to clinic trainees on cases with questions of ASD or social skills challenges

CBT Spectrum

Predoctoral Psychology Extern

Supervisor: Rebecca Sachs, PhD

New York, NY
August 2018 – June 2019

Therapy

- Provide individual and family psychotherapy to an adolescent with ASD, ADHD, and OCD in home and private practice settings
- Receive supervision in cognitive-behavioral therapy and social skills interventions

Skinner Psychological Services, PLLC

Predoctoral Psychology Extern

Supervisor: Alyson Skinner, PhD

Huntington, NY
September 2017 – June 2019

Assessment

- Provided full psychoeducational evaluations for youth with complex symptom presentation/diagnostic history and suspected diagnosis of ASD in private practice setting
- Administered and scored diagnostic assessments and interviews, including the ADOS-2 and ADI-R, as well as IQ and achievement tests
- Shared and discussed evaluation results with parents during feedback session and provided recommendations
- Wrote psychoeducational reports with a focus on differential diagnosis of ASD and co-occurring psychiatric conditions, which integrated testing results, diagnostic impressions, and recommendations

Therapy

- Provide individual and family psychotherapy to youth with ASD and co-occurring anxiety
- Received extensive training and/or supervision in cognitive-behavioral therapy, interpersonal therapy, and social skills interventions

Developmental Stress and Prevention Lab, Stony Brook University

Graduate Student Clinician

Supervisor: Kristen Bernard, PhD

Stony Brook, NY
June 2017 – August 2018

- Provided parent-child interaction therapy (PCIT) to parent-child dyads with a history of maternal depression and/or authoritative parenting style
- Trained to reliability in Dyadic Parent-Child Interaction (DPICS) coding system

Krasner Psychological Center, Stony Brook University

Graduate Student Clinician

Supervisors: Deena Abbe, PhD; Kristen Bernard, PhD; Joanne Davila, PhD; Nicholas Eaton, PhD; Marv Goldfried, PhD; K. Dan O’Leary, PhD; Dina Vivian, PhD

Stony Brook, NY
August 2015 – August 2018

Assessment

- Administered IQ tests and achievement tests as part of full psychoeducational evaluations, administered and scored diagnostic assessments and interviews as part of treatment intake and progress monitoring

- Prepared formal psychoeducational reports and provided feedback to clients

Therapy

- In Specialized Anxiety Disorders & Depressive Disorders Clinics, provided individual and family psychotherapy to adults and children with a range of diagnoses, including anxiety and mood disorders, bipolar disorder, personality disorder, and psychosis, ASD, ADHD, learning disability, as well as challenges related to unassertiveness, emotional dysregulation, problem behaviors, and executive functioning
- Consulted with providers and schools of child clients and attend IEP meetings as clinically appropriate
- Co-facilitated social anxiety, mood disorder, and ADHD adult therapy groups
- Received extensive training and/or supervision in cognitive-behavioral therapy, mindfulness, cognitive behavioral analysis system of psychotherapy, transdiagnostic treatment for mood disorders, and parent management training

Supervisory Experience

- Supervised 3rd and 4th year clinical psychology doctoral students on child and adult therapy cases

Social Competence and Treatment Lab, Stony Brook University

Stony Brook, NY

Graduate Student Clinician

August 2014 – June 2019

Supervisor: Matthew Lerner, PhD

Assessment

- Write integrated reports on response to treatment at the individual level based on pre- and post- intervention clinical assessments, as well as self- and parent-report measures
- Administer autism assessments, including diagnostic instruments (ADOS-2, ADI-R) and IQ tests (WASI-2, KBIT-2, EVT-2) for children, adolescents, and adult participants with a question of ASD

Therapy

- Co-facilitate social skills groups for youth with ASD using socio-dramatic affective relational intervention (SDARI)
- Receive extensive training and supervision in SDARI

Supervisory Experience

- Train undergraduate- and Master's- level research assistants in administration of IQ tests, including WASI-2, KBIT-2, EVT-2, NEPSY-2
- Lead weekly supervision meetings focusing on IQ test administration and behavior management strategies

Department of Psychiatry, Stony Brook University

PET/MRI Brain Imaging Study of Adults with Autism

Stony Brook, NY

Graduate Student Clinician

August 2014 – June 2019

Supervisors: Kenneth Gadow, PhD; Nehal Vadhan, PhD

- Administer diagnostic assessments for ASD and co-occurring psychiatric conditions, including the ADOS-2 and SCID-I/P, to adults with ASD

RESEARCH EXPERIENCE

JFK Partners, University of Colorado School of Medicine

Postdoctoral Faculty Fellow, LEND fellow

Predoctoral Psychology Intern, LEND fellow

Aurora, CO

July 2020 – June 2021

July 2019-June 2020

Supervisors: Audrey Blakeley-Smith, PhD; Judy Reaven, PhD

- Conduct investigations using data from Facing your Fears research projects, prepare first-author manuscripts, posters, and presentations
- Provide grant submission support by writing and reviewing grant sections

Department of Psychology, Stony Brook University

Social Competence and Treatment Lab

Graduate Research Assistant

Stony Brook, NY

August 2014 – June 2019

Supervisor: Matthew Lerner, PhD

- Coordinate ASD Usual Care Study, a multi-site study developing a comprehensive overview of specific practices used in mental health community settings serving youth with ASD
- Attend meetings with local school administrators to increase school engagement and participation in research studies
- Administer EEG paradigms to children, adolescents, and adults with and without ASD
- Write IRB and research protocols for various studies examining the social deficits of individuals with ASD

A.J. Drexel Autism Institute, Drexel University

Early Autism Risk Longitudinal Investigation (EARLI)

Study Coordinator

Philadelphia, PA

July 2011 – July 2014

Supervisors: Craig Newschaffer, PhD; Nora Lee, PhD

- Coordinated EARLI Study, a national multi-site cohort study of pregnant women and their risks for having a second child with ASD
- Supervised and trained research assistants in data collection, created and led trainings in implementation, conducted quality control checks for all four study sites

Study Visit Coordinator

February 2009 – June 2011

- Conducted participant data collection interviews and surveys
- Trained in phlebotomy, collected and processed biological samples from participants during pregnancy, coordinated with hospitals and obstetricians to collect biological samples at delivery

Drexel Autism Support Program (DASP), Drexel University

Co-investigator

Philadelphia, PA

February 2012 – July 2014

Supervisor: Felicia Hurewitz, PhD

- Collaborated with DASP team to implement evaluation study on the efficacy of the program, which provides college support services for students with ASD and social anxiety
- Developed study forms and implemented study procedures, conducted data quality control checks, contacted organizations to recruit participants

CERTIFICATION AND TRAINING

- **American Psychological Association Telepsychology Best Practice 101 Series**, completed May 2020
- **Psychological First Aid Online**, completed May 2020
- **TF-CBTWeb2.0, a course for Trauma-Focused Cognitive Behavioral Therapy**, completed January 2020
- **Bayley Scales of Infant and Toddler Development, Fourth Edition Introductory Training** by Pearson, attended October 2019
- **Research Reliable for Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)**, achieved August 2016
- **Research Reliable for Autism Diagnostic Interview-Revised (ADI-R)**, achieved March 2019
- **Anxiety Disorders Interview Schedule—Child/Parent, Parent Version, with Autism Spectrum Addendum (ADIS/ASA) Introductory Training**, attended May 2017

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

- Rosen, T.**, Pickard, K., Ponomaryova, A., Kerns, C., & Reaven, J. (in press). From clinic to classroom: Two case studies of youth with ASD and anxiety from the school-based Facing Your Fears program. *Journal of Cognitive Psychotherapy*.
- Rodriguez-Seijas, C., Gadow, K. D., **Rosen, T.E.**, Kim, H., Lerner, M. D., & Eaton, N. R. (2019). A Transdiagnostic Model of Psychiatric Symptom Co-occurrence and Autism Spectrum Disorder. *Autism Research, 13*(4), 579-590.
- Kang, E., Clarkson, T., Keifer, C.M., **Rosen, T.E.**, Lerner, M.D. (2019). Discrete electrocortical predictors of anxiety and anxiety-related treatment response in youth with autism spectrum disorder. *Biological Psychology, 146*, 107710.
- Rosen, T.E.**, Spaulding, C.J., Gates, J.A., & Lerner, M.D. (2019). Autism severity, co-occurring psychopathology, and intellectual functioning predict supportive school services for youth with ASD. *Autism, 23*(7), 1805-1816.
- Kerns, C.M., Moskowitz, L., **Rosen, T.E.**, Drahota, A., Wainer, A., Josephson, A., Soorya, L., Cohn, E., Chacko, A., & Lerner, M.D. (2018). A multi-site, multidisciplinary Delphi consensus study describing "usual care" intervention practices for school- to transition-age youth with autism. *Journal of Clinical Child and Adolescent Psychology, 1-22*.
- Rosen, T.E.**, Mazefsky, C.A., Vasa, R.A., & Lerner, M.D. (2018). Co-occurring psychiatric conditions in autism spectrum disorder. *International Review of Psychiatry, 1-22*.
- Rosen, T.E.**, & Lerner, M.D. (2017). Error-related brain activity and anxiety symptoms in youth with autism spectrum disorder. *Autism Research, 11*(2), 342-354.

Rosen T.E., & Lerner, M.D. (2016). Externalizing and internalizing symptoms moderate longitudinal patterns of facial emotion recognition in autism spectrum disorder. *Journal of Autism and Developmental Disorders*. 46(8), 2621-2634.

Rosen, T.E., Connell, J.E., & Kerns, C.M. (2016). A review of behavioral interventions for anxiety-related behaviors in lower-functioning individuals with autism. *Behavioral Interventions*. 31(2), 120-143.

MANUSCRIPTS IN PREPARATION

Rosen, T.E., Rodriguez-Seijas, C., Gadow, K.D., Eaton, N.R., & Lerner, M.D. The structure of co-occurring anxiety and depression symptoms in youth with autism spectrum disorder.

Day, C., **Rosen, T.E.**, Kim, H., Kerns, C.M., & Lerner, M.D. Clinician and client characteristics as predictors of familiarity with novel groups of discrete treatment strategies: A Delphi consensus study of expert ASD providers.

BOOK CHAPTERS

Lerner, M.D., **Rosen, T.E.**, Kang, E., Keifer, C.M., & Gerber, A. (2018). Autism spectrum disorder. In Ollendick, T.H., White, S.W., & White, B.A. (Eds.), *Oxford Handbook of Clinical Child and Adolescent Psychology*. New York: Oxford University Press.

Moskowitz, L. J., **Rosen, T.E.**, Lerner, M.D., & Levine, K. (2016). Assessment of anxiety in youth with autism spectrum disorder. In C. Kerns, E. Storch, P. Kendall, J. J. Wood, & P. Renno (Eds.), *Evidence Based Assessment and Treatment of Anxiety in Children and Adolescents with Autism Spectrum Disorder*. Elsevier.

Gabriel, J., Angevin, E., **Rosen, T.E.**, & Lerner, M.D. (2016). Use of theatrical techniques and elements as interventions for autism spectrum disorders. In C. Falletti, G. Sofia, V. Jacono, & J. Lutterbie (Eds.), *Theater and Cognitive Neuroscience*. London, UK: Bloomsbury Academic.

OTHER SCHOLARLY PRODUCTS

Rosen, T.E., & Reaven, J. (2020). The evolution of Facing Your Fears: Where we've been and where we are going. Sean Inderbitzen – Where Autism Meets Mental Health.
<http://seaninderbitzen.com/blog/>

Reaven, J., Hayutin, L., Middleton, C., DeVries, L., **Rosen, T.E.**, & Reyes, N. (2020). Facing Your Fears: Adaptation for telehealth appendix. Accessible at https://medschool.cuanschutz.edu/docs/librariesprovider95/default-document-library/telehealth-version-of-fyf-appendix-2020.pdf?sfvrsn=f36bcb9_0

EDITORIAL & REVIEW EXPERIENCE

- Ad hoc reviewer
 - *Journal of Applied Research in Intellectual Disabilities*, 2021
 - *Assessment*, 2018
 - *Motivation and Emotion*, 2018
 - *Review Journal of Autism and Developmental Disorders*, 2018
 - *Autism*, 2017, 2018

- Conference abstract reviewer, Annual Convention of the Association for Behavioral and Cognitive Therapies, 2021
- Conference abstract reviewer, Society for a Science of Clinical Psychology poster competition for Association for Psychological Science 29th Annual Convention, 2017

ORAL PRESENTATIONS

* = mentored student as first author

Sachs, R. & **Rosen, T.E.** (2021, April). *A practitioner's guide to understanding and utilizing ASD assessment: A strengths-based approach*. Oral presentation in preparation for the virtual PESI, Inc. Autism Symposium.

Sachs, R., Albano, A.M., Kerns, C.M., Lerner, M.D., Moskowitz, L., Pimentel, S., & **Rosen, T.E.** (2020, November). *Not an ASD Expert? Not a problem! Watch and learn how you can use the fundamentals of CBT to treat patients with Autism and increase access to care*. Clinical Round Table at the virtual Annual Convention of the Association for Behavioral and Cognitive Therapies.

Lerner, M.D., Kang, E., **Rosen, T.E.**, Weber, R., Keifer, C.M., Gerber, A.H. (2019). *A single-blind RCT of an evidence-based social skills intervention for youth with ASD: Effects on behavioral and neural indices of social functioning*. In S. Bolte (Chair). Social skills training in autism: Yesterday's challenges and tomorrow's solutions. Symposium at the annual meeting of the International Society for Autism Research, Montreal, QC, Canada.

Gaus, V., Brodtkin, E., Brookman-Frazee, L., Mitchell, Z., Sachs, R., & **Rosen, T.E.** (2018, November). *Community-Based mental health treatment for co-occurring psychiatric conditions and ASD: Where we are and where we need to go*. In B. Maddox (Chair). Panel at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Washington, D.C.

Clarkson, T., Kang, E., Keifer, C.M., **Rosen, T.E.**, & Lerner, M.D. (2018, May). *Discrete electrophysiological indices of anxiety differentially predict anxiety symptom reduction following group social skills interventions*. In T. Clarkson & J. Shafali (Chairs). Translational electrophysiological predictors of individualized treatment response in school-age and adolescent individuals with ASD. Symposium at the annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.

Lerner, M.D., Kang, E., **Rosen, T.E.**, Keifer, C., & Weber, R. (2017, April). *Electrophysiological markers of social information processing predict friendship-making in youth with autism spectrum disorder*. In M.D. Lerner & J.M. Jarcho (Chairs). Neural correlates of peer relations in atypical youth populations. Symposium at the Biennial Meeting of Society for Research in Child Development, Austin, TX.

Rosen, T.E. (2017, May). *Error-related brain activity and anxiety symptoms in youth with ASD*. Oral presentation at the Anxiety in ASD Special Interest Group pre-conference meeting of the International Meeting for Autism Research, San Francisco, CA.

Day, C., **Rosen, T.E.**, Kim, H., Lerner, M. D., Kerns, C. M., Wainer, A., Cohn, E., Moskowitz, L., Soorya, L., Drahota, A., & Chacko, A. (2017, November). *Clinician and client characteristics as predictors of familiarity with treatment strategies: A Delphi consensus*

study of expert ASD providers. Oral presentation at the Autism Spectrum and Developmental Disabilities Special Interest Group of the Annual Convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA.

Kang, E., **Rosen, T.E.**, Keifer, C. M., Weber, R. J., & Lerner, M. D. (2017, November). *Electrophysiological and Sociometric Outcomes in a RCT of a Performance-based Social Competence Intervention for Youth with ASD.* In E. Kang & M. D. Lerner (Chairs), *Electrophysiological Correlates of Treatment Outcomes for Youth Populations.* Symposium at the Annual Convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA.

*Sommer, S., Kang, E., **Rosen, T.E.**, O'Brien, M., Mulhall, A., & Lerner, M.D. (2016, October) *Separation anxiety moderates social skills intervention outcomes in youth with autism spectrum disorder (ASD).* Oral presentation at the Autism Spectrum and Developmental Disabilities Special Interest Group meeting of the Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

POSTER PRESENTATIONS

* = mentored student as first author

Rosen, T.E., Rodriguez-Seijas, C., Gadow, K.D., & Lerner, M.D. (2021, May). *Incorporating ASD symptoms into a transdiagnostic model of internalizing symptoms results in an improved model for youth with ASD.* Poster submitted to the annual meeting of the international society for Autism Research, to be held in Boston, MA.

Rosen, T.E., Pickard, K. & Reaven, J.A. (2020, June). *CBT Treatment of traditional and autism-specific anxiety symptoms in youth with ASD: Three Case Studies from the Facing your Fears Program.* Virtual poster at the University of Colorado School of Medicine Psychiatry Department Annual Poster Session, Aurora, CO.

Rosen, T.E., Rodriguez-Seijas, C., Gadow, K.D., & Lerner, M.D. (2020, May). *A comparison of the DSM structure of anxiety and depression symptoms across ASD and non-ASD youth.* ePoster for virtual annual meeting of the international society for Autism Research.

Kang, E., **Rosen, T. E.**, Weber, R. J., Keifer, C. M., & Lerner, M. D. (2019, November). *Examining Specificity of Effects on Spontaneous Peer Interaction in a Drama-based Intervention for Youth with ASD.* In M. D. Lerner (Chair). *Act Well Your Part: Using Theater to Disseminate Evidence-based Practices to Treat Core Deficits in Autism Spectrum Disorder.* Symposium at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Atlanta, GA.

*Marro, B., **Rosen, T.E.**, Bungert, L., Girard, R.M., Lerner, M.D. (2019, May). *The structure of co-occurring depression in youth with ASD living in residential care.* Poster at the annual meeting of the International Society for Autism Research, Montreal, QC, Canada.

Rosen, T.E., Marro, B., Bungert, L., Girard, R.M., Lerner, M.D. (2019, May). *Anxiety symptom structure in youth with ASD receiving residential care is distinct and varies by informant.* Poster at the annual meeting of the International Society for Autism Research, Montreal, QC, Canada.

- Rosen, T.E.,** Tudor, M.E., & Lerner, M.D. (November, 2018). *Structural differences of BASC-2 anxiety symptoms in youth with and without Autism Spectrum Disorders*. Poster at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Washington, D.C.
- Rosen, T.E.,** & Lerner, M.D. (2018, May). *Heightened neural processing of errors uniquely relates to social anxiety symptoms in youth with ASD*. Poster at the annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.
- Rosen, T.E.,** Spaulding, C., Gates, J.A., Gadow, K.D., & Lerner, M.D. (2018, May). *Supportive school services for youth with ASD and their relation to ASD symptoms, intellectual functioning, and co-occurring psychiatric symptoms*. Poster at the annual meeting of the International Society for Autism Research, Rotterdam, Netherlands.
- *Tena, K.T., Santore, L.A., **Rosen T.E.,** Esposito, C.M., Watson, H.J., Lerner, M.D. (2018, April). *School-based service receipt relates to ASD severity and age*. Poster at the Undergraduate Research and Creative Activity Symposium, Stony Brook, NY.
- *Simson, C.E., **Rosen, T.E.,** Kang, E., Lerner, M.D. (2017, November). *The relation between prosocial peer interactions and anxiety varies as a function of parent-reported social engagement in youth with ASD*. Poster at the Autism Spectrum and Developmental Disabilities Special Interest Group of the Annual Convention of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Day, C., **Rosen, T.E.,** Lerner, M., & Kerns, C. (2017, August). *Treatment strategies across clinical disciplines: A Delphi consensus study of expert ASD providers*. Poster at the American Psychological Association Annual Convention, Washington, D.C.
- Stewart, D., Gordon, L., Rauk, L., Kerns, C. M., **Rosen, T.E.,** Marro, B., Moskowitz, L., Wainer, A., Soorya, L., Cohn, E., Lerner, M., & Drahota, A. (2017, June). *You're doing what? Delphi study describing usual care for youth with autism and externalizing behaviors*. Poster at the Biennial Conference of the Society of Community and Research and Action, Ottawa, Ontario, Canada.
- Clarkson, T., **Rosen, T.E.,** Keifer, C.M., Lerner, M.D. (2017, May). *ERN as a predictor of treatment response to social skills interventions in ASD*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- Garman, H.D., Mulhall, A., Velia, B., Weber, R.J., **Rosen, T.E.,** Kang, E., & Gadow, K.D. (2017, May). *Relation of social anhedonia with social anxiety, depression and schizophrenia symptoms in ASD and psychiatry referrals*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- Kang, E., Keifer, C.M, **Rosen, T.E.,** Clarkson, T., & Lerner, M.D. (2017, May). *Hemispheric asymmetry as an electrophysiological marker of anxiety in youth with autism spectrum disorder*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- Rosen, T.E.,** Rodriguez-Seijas, C., Gadow, K., Kim, H., Lerner, M.D., & Eaton, N. (2017, May). *Is the latent structure of psychopathology the same in ASD and Non-ASD youths? Evidence from multi-group invariance testing*. Poster at the International Meeting for Autism Research, San Francisco, CA.

- Rosen, T.E.**, Weber, R.J., Marro, B., Kerns, C.M., Drahota, A., Moskowitz, L., Wainer, A., Sommer, S., Josephson, A., & Lerner, M.D. (2017, May). *Expert Provider Use of Empirically-Evaluated Treatment Elements for Anxiety in Youth with ASD*. Poster at the International Meeting for Autism Research, San Francisco, CA.
- Rosen, T.E.**, Marro, B., Josephson, A., Moskowitz, L., Kerns, C., Drahota, A., Wainer, A., & Lerner, M.D. (2017, April). *The effects of perceived research support on the use of anxiety treatment strategies for youth with ASD*. Poster at the Biennial Meeting of Society for Research in Child Development, Austin, TX.
- *Sommer, S., **Rosen, T.E.**, O'Brien, M., & Lerner, M.D. (2017, April). *The Unique trajectory of self-reported separation anxiety symptoms in youth with Autism Spectrum Disorders*. Poster at the Biennial Meeting of Society for Research in Child Development, Austin, TX.
- Rosen, T.E.**, Kang, E., Keenan, E., Jin, J., Weber, R.J., & Lerner, M. D. (2016, October). *Do affective processing impairments in ASD extend to non-social stimuli? Findings from an olfaction task*. Poster at the Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Rosen, T.E.**, Weber, R.J., Kang, E., Burns, A., & Lerner, M. D. (2016, October). *Effects of in-vivo social attention training: Improvements in empathy and moderation by EEG-indexed social processing*. Poster at the Annual Convention of the Association for Behavioral and Cognitive Therapies, New York, NY.
- *Keenan, E., **Rosen, T.E.**, Kang, E., & Lerner, M.D. (2016, May). *Sniff check! Adults with greater autism symptoms report odors as being more positive*. Poster at the International Meeting for Autism Research, Baltimore, MD.
- *Weber, R.J., Kang, E., **Rosen, T.E.**, Perlman, G., & Gadow, K.D. (2016, May). *Parent-reported developmental regression in autism spectrum disorder: Epilepsy, intellectual disability, schizophrenia symptoms, and special education*. Poster at the International Meeting for Autism Research, Baltimore, MD.
- Kang, E., **Rosen, T.E.**, Lerner, M. D., & Gadow, K.D. (2015, November). *Trajectories of atypical communication characteristics as early prognostic indicators of psychiatric comorbidity in children with autism spectrum disorders*. Poster at the Annual Convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- *Pichardo, J.M., **Rosen, T.E.**, Weber, R.J., Lerner, M.D. (2015, November). *Taking notice of perspective taking: the effects of attending to social interaction*. M.D. Lerner & C.M. Kerns (Chairs). Poster at the Autism Spectrum and Developmental Disabilities Special Interest Group of the Annual Convention of the Association for Behavioral and Cognitive Therapies Convention, Chicago, IL.
- Rosen, T.E.**, Weber, R.J., Rankin, J.A., Kang, E., Levine, K., Lerner, M.D. (2015, May). *Emotion recognition trajectories in autism spectrum disorders: Effects of internalizing and externalizing comorbidities*. Poster at the International Meeting for Autism Research, Salt Lake City, UT, and the Stony Brook Medicine Neurosciences Institute Meeting of the Minds Symposium, Stony Brook, NY, October 2015.
- *Spaulding, C.J., Marro, B.M., **Rosen, T.E.**, Gadow, K.D., & Lerner, M.D. (2015, March). *Different perspectives on symptom severity in autism spectrum disorders and their relative*

impacts on service frequency and specificity. Poster at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA, and the Stony Brook University Psychiatry Department Second Annual Research Poster Grand Rounds, Stony Brook, NY, June 2015.

*Rankin, J.A., Spaulding, C.S., Tudor, M. E., **Rosen, T.E.**, Jack, A., & Lerner, M.D. (2014, October). *Interventions for maladaptive behaviors: Predictors and implications for adolescents with autism spectrum disorder.* Poster at the Annual New York State Association for Behavior Analysis, Saratoga Springs, NY.

Kerns, C.M., **Rosen, T.E.**, Herrington, J., Miller, J., Schultz, R.T., & Connell, J.E. (2014, May). *The role of hypersensitivity in anxiety and specific phobia in autism.* Poster at the International Meeting for Autism Research, Atlanta, GA.

Rosen, T.E. & Connell, J.E. (2013, July). *Targeting anxiety in autism: The use of within-subject treatment design.* Poster at the Annual National Autism Conference of the Pennsylvania Department of Education, State College, PA.

Wright, S., **Rosen, T.E.**, Patrick, K., D'Argenio, D., & Hurewitz, F. (2013, July). *Social communication behaviors and attitudes in college students with autism.* Poster at the Annual National Autism Conference of the Pennsylvania Department of Education, State College, PA.

Rosen, T.E., Patrick, K., & Hurewitz, F. (2012, October). *Preliminary exploration of peer mentor supported goal setting through the Drexel Autism Support Program.* Poster at the Annual Conference of Autism New Jersey, Atlantic City, NJ.

HONORS & AWARDS

ACADEMIC

- Dean's List, Binghamton University, consecutive terms, Fall 2005 – Spring 2008
- Binghamton University Academic Excellence Award, 2008
Scholarship for outstanding academic achievement
- Joseph L. Cohen Memorial Scholarship, 2007
Scholarship for community service, involvement in the arts, superior academic performance
- Binghamton University Academic Scholarship, 2007
Scholarship for exceptional academic performance

RESEARCH AND TRAVEL

- Graduate Student Organization Distinguished Travel Award, May 2018
- International Meeting for Autism Research Student Travel Award, May 2017
- Psychology Department Travel Award, Stony Brook University, May 2015; November 2015; October 2016
- Graduate Student Organization Travel Award, Stony Brook University, May 2015; November 2015
- Graduate Student Employees Union Professional Development Award, Stony Brook University, May 2015

PROFESSIONAL SOCIETIES AND SERVICE

- Association for Psychological Science, Student Member
- Association for Behavioral and Cognitive Therapies, Student Member
Chair, Autism Spectrum and Developmental Disabilities SIG Graduate Training Committee (2014-2015)
- Society for a Science of Clinical Psychology, Student Member
Campus Representative, Stony Brook University (2014-2019)
- American Psychological Association, Student Member
- International Society for Autism Research, Student Member
- Phi Beta Kappa (National Honor Society), Member
- Psi Chi (The National Honor Society in Psychology), Member
Vice President, Binghamton University Chapter (2007-2008)

PRESS COVERAGE

- [*SBU's Tamara Rosen defends PhD with advisor, mom, dad, stepmom.*](#) TBR Newsmedia, May 2020.
- Halladay, Alicia. [*Do the rules apply in school?*](#) Autism Science Foundation, March 2019.
- *Study examines brain activity and anxiety symptoms in youth with autism spectrum disorder.* Anxiety & Depression Insights, Anxiety and Depression Association of America monthly newsletter, December 2017

TEACHING EXPERIENCE

JFK Partners, University of Colorado School of Medicine

Aurora, CO

Postdoctoral Faculty Fellow, LEND fellow

July 2020 – June 2021

Psychology Intern, LEND fellow

July 2019-June 2020

- Provided guest lectures and trainings to developmental pediatric fellows and practicum students at minor rotations on assessment of ASD and co-occurring conditions
- Deliver guest professional development lectures to predoctoral psychology interns
- Created family-friendly informational materials on co-occurring conditions in ASD for JFK annual community conference
- Coach first-year medical students in developing clinical interviewing skills within the Foundations of Doctoring program

Stony Brook University

Stony Brook, NY

PhD Graduate Student

August 2014 – August 2020

- Created and delivered training to clinical psychology graduate students and faculty on best practices for treatment of co-occurring conditions in ASD
- Provided invited lectures on neurodevelopmental disorders to Department of Family Medicine grand rounds and psychology undergraduate courses

A.J. Drexel Autism Institute, Drexel University
Early Autism Risk Longitudinal Investigation (EARLI)
Study Coordinator

Philadelphia, PA
July 2011 – July 2014

- Gave invited lectures to public health graduate courses on clinical presentation and epidemiology of ASD

COURSE INSTRUCTION

Stony Brook University, Department of Psychology
Course Instructor

Stony Brook, NY
Spring 2016

- Research and Writing in Psychology (24 students)
 - Prepared and delivered biweekly lectures, meet with students to provide feedback on research projects, grade writing assignments

Stony Brook University, Department of Psychology Stony Brook, NY
Teaching Assistant

- Human Development (107 students) Fall 2018
- Human Brain Function (89 students) Fall 2017
- Peer Victimization (83 students) Spring 2017
- Survey in Cognition and Perception (176 students) Fall 2015
- Statistical Methods in Psychology (58 students) Spring 2015
- Introduction to Psychology (383 students) Fall 2014
 - Develop and deliver lectures, lead review sessions, meet with students to answer questions on course material, grade and help write exams

REFERENCES

Judy Reaven, PhD, Clinical Psychology

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