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Apartment 2L  
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## **EDUCATION**

**New York University, Steinhardt School of Culture, Education, and Human Development;**  
New York, NY; Anticipated completion: May 2020

Ph.D. student in Counseling Psychology, Department of Applied Psychology

Advisor: Dr. Sandee McClowry, Ph.D., R.N., F.A.A.N.

Associate Director of Clinical Training: Kesia Constantine, Ph.D., kesia.constantine@nyu.edu

**Georgetown University;** Washington, DC; May 2011

Bachelor of Arts in Psychology

Minors in English and French

Graduated *Magna Cum Laude* with Honors in Psychology

**Université Paris X-Nanterre;** Paris, France; January 2010-June 2010

Study Abroad

*Coursework Included:* Psychology and Education

## **RESEARCH EXPERIENCE**

**New York University, Department of Applied Psychology,** September 2015-Present

**Counseling Psychology Ph.D. Program,** New York, NY

Advisor: Dr. Sandee McClowry, Ph.D., R.N., F.A.A.N.; Research Advisor: Dr. Erin O'Connor, M.Ed., Ed.D.

*Research Fellow for INSIGHTS into Children's Temperament*

- Work as a research fellow on the INSIGHTS follow-up project, which will assess the children involved in the initial randomized study to evaluate sustained effects of the intervention. Initial tasks included obtaining approval from the Institutional Review Boards at NYU and the New York City Department of Education.
- Co-authoring two papers on teacher-child relationships and child academic achievement with Dr. Erin O'Connor and Dr. Meghan McCormick.
- Conduct ongoing independent work on the relationship between teacher-child and parent-child relationships during the transition to kindergarten, as well as the predictive nature of parent-child and teacher-child relationships independently and conjointly on child outcomes.
- Co-authored an encyclopedia article examining how culture influences parenting.
- Completed course to become a tier 1 facilitator of INSIGHTS.

**MDRC,** New York, NY

June 2013-August 2015

Principal Investigator: Dr. Pamela Morris, Ph.D.; Research Associates: Dr. Shira K. Mattered, Ph.D. and Dr. Michelle Maier, Ph.D.

*Research Assistant II for Head Start CARES and Making Pre-K Count*

- Coordinated the production of two Head Start CARES (Head Start Classroom-based Approaches and Resources for Emotion and Social skill promotion) reports on the impacts of three social-emotional interventions on teachers and 3- and 4-year-old children, which consisted of creating data tables, fact-checking exhibits and text, editing, and corresponding with authors and the Publications department about deadlines.
- Assisted with the CARES add-on tracking project, which follows the CARES participants through elementary school.
- Created tables to track the survey firm's progress in contacting families.
- Organized check-in meetings with the CARES team and the survey firm.
- Prepared progress reports for the Office of Planning, Research, and Evaluation on the progress of the CARES project as well as the add-on tracking study.
- Aided in the production of proposals and abstracts for grants and conferences.
- Contributed to the Design and Management teams for Making Pre-K Count, a school-based mathematics intervention for prekindergarten programs in New York City. Researched measures to evaluate classrooms, teachers, and children. Collaborated with others on the team to create an impact analysis plan. Assisted with teacher professional development trainings.
- Helped coordinate the production of the Head Start CARES implementation report. Helped edit and prepare the report for publication.

**National Institute of Child Health and Human Development,  
Child and Family Research, Bethesda MD**

June 2011-June 2013

Section Chief: Dr. Marc Bornstein, Ph.D.; Principal Investigators: Dr. Clay Mash, Ph.D. and Dr. Nanmathi Manian, Ph.D.

*Intramural Research Training Award Postbaccalaureate Research Fellow*

- Conducted self-directed research on a 2-year longitudinal study concerned with the development of infants born to clinically depressed vs. nondepressed mothers. Presented findings at competitive NIH research conferences.
- Coded maternal facial expression and infant affect during a 9-minute face-to-face interaction for the lab's study of maternal depression; 48-month mother-child interactions for the lab's longitudinal study of child and adolescent development, in which we used mother, child, and dyadic teaching task scales to assess the functioning of the dyad; and looking time for preferential looking study.
- Contributed to 10-year teaching task data, which includes helping to refine scales so that the 10-year data can be used in connection to the 48-month data.
- Collaborated on a poster and manuscript concerning differences in relationship quality between adoptive and nonadoptive mothers and their four-year-old children.
- Helped Dr. Bornstein write a literature review of the determinants of parenting focused on the different ways that parents, children, and context contribute to parenting.
- Worked on infant perception studies with infants aged 3.5-13.5 months, including eye tracking, ERP indices, looking-times, and motion sensors used to detect infant positioning and location.
- Contacted and recruited participants for infant cognitive behavioral studies and 23-year data collection for the longitudinal study.

**Georgetown Early Learning Project, Georgetown University**      September 2009-May 2011

Principal Investigator: Dr. Rachel Barr, Ph.D.

*Research Assistant for Project FLIP*

- Worked on the pilot data with 12 participants for Project FLIP, an intervention project that follows infants of low-income families from 6 months until 3 years of age, using media as a means of intervention. Recruited participants through advertising and phone calls. Utilized Excel and SPSS to create coding spreadsheets, digitized films of visits, and assisted with trials of other projects run in the lab.
- Received a summer grant to continue collecting and analyzing data for Project FLIP in order to prepare for my senior honors thesis. Became a reliable coder and administer of the rapid auditory processing (RAP) and path manner habituation tasks, using SuperCoder to train for live coding. Involved in writing a grant proposal for the project. Trained another student to code the path manner habituation task.
- Completed honors thesis, “Factors associated with rapid auditory processing in 6-month-olds: Risk and potential buffering factors,” with Dr. Rachel Barr. Focused on how media exposure, family medical history, and factors associated with living in poverty such as maternal depression, household density, parent stress index, and chaos within the household affect performance on an auditory-visual habituation task that assesses RAP in infants at 6 months of age. Analyzed data using SPSS, SAS, and Excel. Presented thesis at the Association for Psychological Science conference and at an Honors Symposium at Georgetown University.

## **CLINICAL EXPERIENCE**

### **Birth to Five Program**

July 2015-Present

Montefiore Medical Center, The Children’s Evaluation and Rehabilitation Center, Bronx, NY

Supervisor: Anne Murphy, Ph.D.

*Psychology Extern*

- Conduct group-based dyadic work with primary caregivers and children, as well as group-based work with parents.
- Conduct intakes, which includes the Adverse Childhood Experiences (ACEs) questionnaire and the Adult Attachment Interview (AAI).
- Completed training in the AAI.
- Completed training in the Group Attachment Based Intervention (GABI) program.

### **Child Life and Charna’s Kids Club Sibling Program,**

June 2014-June 2015

New York-Presbyterian Morgan Stanley Children’s Hospital, New York, NY

*Volunteer*

- Spent four hours every other week with children who are currently patients at the children’s hospital and their siblings.
- Visited the children who are patients at their bedside to provide them with companionship, toys, games, crafts, etc.
- Facilitated activities for therapeutic play in the playroom for siblings, aged four to fifteen, of children who are in the hospital. Provide individualized attention to children when time allows.

**DC Autism Buddies, Washington, DC**

November 2011-June 2013

*Volunteer*

- Spent two hours every other week with child on the autism spectrum, assisting with all activities including circle time, running time, snack time, free play, play outside, and other special activities.
- Spoke with parents before and after each session to both understand specific problems the child needs to work on and relate the events of the day to the parent.
- Attended events for program outreach and autism awareness.

**A Wider Circle, Silver Spring, MD**

January 2011-May 2011

*Intern for Well Mother, Well Baby*

- Helped to create and facilitate relationships with expecting teenagers and teenage mothers at Cardozo Senior High School in Washington, DC. Visited the school and managed a class, along with guest lecturers, for approximately ten to twenty students once a week. Classes consisted of teaching the students about the financial costs of a child, health issues, nutritional advice, pregnancy, and what life will be like with a child.
- Aided with other projects organized by A Wider Circle, such as helping low-income families obtain furniture and food while they transitioned to new households.
- Developed an independent study project with Dr. Rebecca Ryan about the efficacy of intervention programs, specifically focused on assessing Well Mother, Well Baby compared to other prevention and intervention programs for low-SES pregnant adolescents.

**MANUSCRIPTS**

McClowry, S. G., **Horn, E. P.**, & Lacks, R. S. (2016). Cultural differences in discipline. In E. Braaten, and B. Willoughby (Eds), *The SAGE Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: Sage Publications.

Fenstermacher, S. K., Barr, R., **Horn, E. P.**, Linebarger, D. L., Benasich, A. A., & Choudhury, N. (in prep). Do patterns of home media use predict Rapid Auditory Processing at six months? Findings from a low-income sample. Manuscript in preparation.

Suwalsky, J. T. D., Padilla, C. M., Yuen, C. X., **Horn, E. P.**, Bradley, A. L., Putnick, D. L., & Bornstein, M. H. (2015). Adoptive and nonadoptive mother-child behavioral interaction: A comparative study at 4 years of age. *Adoption Quarterly*.

**PRESENTATIONS**

**Horn, E. P.**, McClowry, S. G., O'Connor, E. E., & McCormick, M. P. (submitted to SRCD). Stability and Change in the Quality of Parent-Child and Teacher-Child Relationships during Kindergarten and First Grade. Submitted to the 2017 Society for Research in Child Development Biennial Meeting. Austin, TX.

**Horn, E. P.**, Mancini, P., Castells, N., Mattera, S. K., & Morris, P. (2015, April). The stability of CLASS scores across academic school years in a large-scale randomized controlled trial. Poster presented at the 2015 Society for Research in Child Development Biennial Meeting. Philadelphia, PA.

- Padilla, C. M., Mahler, A. R., **Horn, E. P.**, Putnick, D. L., & Bornstein, M. H. (2013, May). Maternal parenting cognitions and behavior: Similarities and discrepancies with first and second children. Poster presented at the National Institutes of Health Spring Research Festival. Bethesda, MD.
- Horn, E. P.**, Padilla, C. M., Manian, N., Putnick, D. L., & Bornstein, M. H. (2012, October). The effects of maternal depression on children's language development. Poster presented at 2012 National Institutes of Health Research Festival. Bethesda, MD.
- Padilla, C. M., **Horn, E. P.**, Putnick, D. L., Manian, N., & Bornstein, M. H. (2012, October). Gender differences and comorbidity of child behavioral adjustment and temperament in families with and without depressed mothers. Poster presented at 2012 National Institutes of Health Research Festival. Bethesda, MD.
- Barr, R., **Horn, E. P.**, Oot, E., Fenstermacher, S. K., Zachary, C., Ramirez, J., Bengoechea, P., Benasich, A., Choudhury, N., & Linebarger, D. (2012, October). Factors associated with poor rapid auditory processing in low income minority families. Presented at the 45<sup>th</sup> Annual Meeting of the International Society for Developmental Psychobiology, New Orleans, LA.
- Horn, E. P.**, Padilla, C. M., Manian, N., Putnick, D. L., & Bornstein, M. H. (2012, April). Difficult temperament predicts later behavioral problems for children with depressed mothers. Poster presented at the National Institutes of Health Research Festival. Bethesda, MD.
- Padilla, C. M., **Horn, E. P.**, Putnick, D. L., Manian, N., & Bornstein, M. H. (2012, April). Continuity, stability, and mother-father agreement about child behavioral adjustment in families with and without depressed mothers. Poster presented at the National Institutes of Health Research Festival. Bethesda, MD.
- Manian, N., **Horn, E. P.**, & Bornstein, M. H. (2012, January). Postpartum depression in immigrant and U.S.-born mothers: Impact on family functioning and child outcomes. Presentation given at the Society for Social Work and Research. Washington, DC.
- Horn, E. P.**, Linebarger, D., Fenstermacher, S. K., Benasich, A. A., Choudhury, N., & Barr, R. (2011, May). Preliminary findings on factors associated with rapid auditory processing in 6-month-olds: Risk and potential buffering factors. Presented at the 23rd Annual Convention of the Association for Psychological Science. Washington, DC.
- Barr, R., **Horn, E. P.**, Fenstermacher, S. K., Linebarger, D., Alvarez, A., Martire, J., Sauerhoff, E., Benasich, A. A., & Choudhury, N. (2011, March). The influence of environmental and familial factors on rapid auditory processing in 6-month-olds. Presented at the 74<sup>th</sup> Annual Meeting of the Eastern Psychological Association. Cambridge, MA.

### **HONORS AND AWARDS**

Institute of Education Sciences Predoctoral Interdisciplinary  
Training Award

September 2015-Present

National Institutes of Health Intramural Research Training Award	June 2011-June 2013
Psi Chi Honors Society	Inducted Fall 2010
University Honors	2007-2011
Georgetown Undergraduate Research Opportunities Program Summer Fellowship	June-September 2010

### **CONTINUING EDUCATION**

**CASA**, Washington, DC September 2012  
Completed training and was sworn in by a judge at the Superior Court of Washington, DC to be a Court Appointed Special Advocate for Children.

**National Institutes of Health Foundation for Advanced Education in the Sciences**, Fall 2011  
Bethesda, MD  
Statistics for Biomedical Scientists 1

### **SKILLS**

- Languages: French, proficient comprehension, conversational speech

Computer:

- Proficient in Stata, SPSS, and Excel
- Advanced knowledge of Microsoft Word, Visio, and Powerpoint
- Proficient in SuperCoder and Elan
- Proficient in PsycInfo and Google Scholar databases
- Familiar with Minitab and SAS
- Familiar with Habit and Noldus

**REFERENCES ARE AVAILABLE UPON REQUEST**