

Alyssa I. Pintar Breen

CURRICULUM VITAE

New York University
Steinhardt School of Culture,
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EDUCATION

- 2012 – 2018 (planned) Ph.D., New York University, Steinhardt School of Culture,
Education, and Human Development
Advisors: Prof. Clancy Blair, Prof. Catherine Tamis-Lemonda
Current GPA: 3.78
- 2008 – 2012 B.S., Child Psychology and Art History, *Summa Cum Laude*,
University of Minnesota
Advisors: Prof. Megan Gunnar, Prof. Stephanie Carlson
Cumulative GPA: 3.95

PUBLICATIONS

- Sulik, M. J., Daneri, M. P., **Pintar Breen, A. I.**, & Blair, C. (2015). Self-regulation in early childhood: Theory and measurement. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child Psychology: A Handbook of Contemporary Issues (3rd Ed.)*. Psychology Press/Taylor & Francis.
- Pintar Breen, A. I.**, Tamis-Lemonda, C. S., Kahana Kahlman, R. K. (Accepted). *Infant and Child Development*. Latina mothers' emotion socialization and child expressive emotion knowledge.
- Macon, T. A., **Pintar-Breen, A. I.**, C. S. Tamis-LeMonda. (Revise and Resubmit). *Child Development*. Toddlers' delay of gratification: Associations with regulation strategies and parental hostile conflict resolution strategies in an ethnically diverse sample.

MANUSCRIPTS IN PREPARATION

- Pintar-Breen, A. I.**, Sulik, M. J., Blair, C., Greenberg, M., The Family Life Project Key Investigators. The relation between maternal depression and child anxiety is moderated by child effortful control.

Pintar Breen, A. I., Blair, C., & The Family Life Project Key Investigators. Measurement equivalence of the “Coping with Children’s Negative Emotions Scale” across low-income, European and African American mothers.

Pintar Breen, A. I., Blair, C., & The Family Life Project Key Investigators. Maternal emotion socialization and child adjustment: Testing model equivalence across race and child gender.

CONFERENCE PRESENTATIONS

Pinna, K., Yaylaci, F. T., Koss, K., **Pintar Breen, A. I.,** Hoye, J., Rogosch, F., & Cicchetti, D. (2017, April). Variations in Cortisol-DHEA Coupling in relation to Pubertal Timing, Gender, & Maltreatment Chronicity. In M. Natsuaki (Chair), *Multiple Levels of Analyses of Puberty Effects*. Symposium conducted at the Biennial Meeting of the Society for Research on Child Development, Austin, TX.

Pintar, A. I., Blair, C. (2015, May). *Child executive function moderates the relation between emotion socialization and internalizing symptoms*. Poster presentation at the 27th Association for Psychological Science Annual Convention, May 2015, New York, NY.

Pintar, A. I. (2015, March). Chair, *The role of self-regulation in the emergence of internalizing and externalizing symptoms*. Symposium presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Pintar, A. I., & Blair, C., (2015, March). *Child effortful control moderates the relation between maternal depression and anxiety in early childhood*. Presentation at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Pintar, A. I., & Blair, C., (2015, March). *Predictors of maternal emotion socialization in a low-income, rural sample*. Presentation at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Pintar, A. I., Sulik, M. J., Blair, C., (2014, November). *Parental emotional socialization and children's internalizing symptoms at age 5: Moderation by race in a low-income, rural sample*. Presented at the Society for Research in Child Development Special Topic Meeting: New Conceptualizations in the Study of Parenting-At-Risk, San Diego, California.

Pintar, A. I., & Blair, C., (2014, June). *Parenting and internalizing symptoms in five-year-olds: Differential associations with race*. Presentation at the 14th Annual Cross-University Collaborative Mentoring Conference, New York, NY.

Pintar, A. I., & Blair, C., (2013, November). *Race, risk, cortisol, and child behavior problems at four years of age*. Presentation at the 46th Annual Meeting of the International Society for Developmental Psychobiology, San Diego, CA.

Pintar, A. I., & Blair, C., (2013, June). *Positive parenting partially mediates the effect of maternal depression on preschool anxiety.* Presentation at the 13th Annual Cross-University Collaborative Mentoring Conference, New York, NY.

Pintar, A. I., Blair, C. (2014, May). *Maternal depression's influence on childhood anxiety: Buffered by child effortful control?.* Poster presented at the 44th annual meeting of the Jean Piaget Society, San Francisco, CA.

Pintar, A. I., Hostinar, C. E., Frenn, K. A., Donzella, B., Gunnar, M. R. (2013, April). *EEG Power and Behavioral Measures of Self-Regulation in Post-Institutionalized Children.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Pintar, A. I., Gunnar, M. (2011). *Initiative/passivity in post-institutionalized children.* Available for viewing online at: <http://purl.umn.edu/115895>

HONORS AND AWARDS

February 2015	Society for Research in Child Development <i>SRCD Student Travel Award</i> \$300.00
January 2014 November 2013	Steinhardt Graduate Student Organization <i>Competitive Professional Development Reimbursement Fund</i> \$250.00
November 2013	International Society of Developmental Psychobiology <i>Travel Award</i> \$450.00
Fall 2012 - Spring 2016	New York University, New York, NY Steinhardt School of Culture, Education, and Human Development, Department of Applied Psychology <i>Doctoral Fellow</i>
Spring 2012	The University of Minnesota, Twin Cities, Minneapolis, MN <i>Graduated with High Distinction, Summa Cum Laude</i>
Summer 2011	Undergraduate Research Opportunities Program (UROP) <i>Stipend</i> \$1,400.00
Fall 2008-Spring 2012	University of Minnesota, Minneapolis, MN <i>Dean's List, all semesters</i>

RESEARCH EXPERIENCE

- Fall 2014 – present Department of Applied Psychology, New York University
Neuroscience and Education Lab
Project: *New Fathers and Mothers Study (New FAMS)*
Principal Investigator: Prof. Clancy Blair
Role: Data collector and research team member
Responsibilities: *I completed many 36-week prenatal and 4-month postnatal visits with parents and children with different team members, as well as trained Master's and undergraduate interns on the visit protocol. I also have supervised and trained undergraduate interns, as well as managed their coding progress and data entry on two coding protocols: parenting sensitivity and interference, and mind-mindedness.*
- Fall 2014 – 2015 Department of Applied Psychology, New York University
Neuroscience and Education Lab
Project: *How does self-regulation relate to internalizing symptoms?: A meta-analysis*
Principal Investigator: Michael J. Sulik, Ph.D.
Role: Research assistant and volunteer coordinator
Responsibilities: *I helped manage a team of over 30 undergraduates, who coded over 5,000 articles. I provided training on how to code articles for including certain constructs of internalizing and self-regulation, and worked with Dr. Sulik to have the team maintain satisfactory inter-rater reliability.*
- 2009 – 2012 Institute of Child Development, University of Minnesota
Human Developmental Psychobiology Lab
Project: *Attachment behaviors of Post-institutionalized children*
Principal Investigator: Prof. Megan Gunnar
Role: Research assistant
Responsibilities: *I assessed attachment behaviors of post-institutionalized children utilizing the Q-sort method while remaining reliable with other researchers and managing data.*
- 2011 – 2012 Institute of Child Development, University of Minnesota
Human Developmental Psychobiology Lab
Honors Thesis: *Relations between Early Deprivation, EEG Power, and Disinhibited Social Approach in Post-Institutionalized Children*
Research mentors: Prof. Megan Gunnar, Camelia E. Hostinar Ph.D.
- 2010 – 2012 Institute of Child Development, University of Minnesota
Research topic: *A Developmental Account of Self-Regulatory Failure in Preschool and Middle Childhood*
Faculty mentor: Prof. Stephanie Carlson
Responsibilities: *I worked as a research assistant for Jason Cowell's dissertation researching Ego Depletion in 4-8 year olds, which included*

recruiting participants, running experimental sessions and managing data.

- 2010 – 2011 Institute of Child Development, University of Minnesota
Child Well-being Research Lab
Research topic: Efficacy of child protection services and interventions
Faculty mentor: Prof. Canan Karatekin
Responsibilities: *I read court cases of child maltreatment and helped developed a coding system for measuring the efficacy and diligence of the current child welfare system in Minnesota.*
- 2010 – 2011 Institute of Child Development, University of Minnesota
Research topic: Social and emotional development of homeless and highly-mobile children
Faculty mentor: Prof. Ann Masten
Responsibilities: *I volunteered for the on-site sessions at People Serving People, a Minneapolis homeless shelter, involved in a graduate student's dissertation. I took care of homeless and highly mobile children while their parents would be interviewed, as well as aiding with managerial tasks in between sessions.*

TEACHING EXPERIENCE

- Fall 2016 **Teaching Assistant**, Research Methods I (undergraduate)
Department of Applied Psychology, New York University
- 2015-2016 **Adjunct Instructor**, Seminar II (undergraduate)
Fall, Spring Department of Applied Psychology, New York University
- 2014, 2015 **Guest lecturer**, Developmental Psychology Across the Lifespan (undergraduate),
Honors Seminar (undergraduate)
Department of Applied Psychology, New York University
- 2014, 2015 **Grader**, Developmental Psychology Across the Lifespan (undergraduate)
Department of Applied Psychology, New York University
- 2010 **Course Developer**, Children, Youth, and Society (undergraduate)
Institute of Child Development, University of Minnesota

OTHER PROFESSIONAL EXPERIENCE

- 2016 **Research Consultant**, New York City Department of Education
Responsibilities: *I helped develop an observation protocol for a pilot study considering the feasibility of using electronic means (i.e. desktop computers or iPads) of assessing the city-wide preschool gifted and talented tests. I also analyzed and compiled a report of parent-reported qualitative responses,*

regarding their attitudes towards electronic testing for preschoolers, for the internal staff of the gifted and talented testing program.

DEPARTMENT SERVICE

- 2015-present **Applied Psychology Undergraduate Committee Member**
Department of Applied Psychology, New York University
- 2015-2016 **Applied Psychology Undergraduate Student Activities Coordinator**
Fall, Spring Department of Applied Psychology, New York University
- 2015-2016 **Interview Day Coordinator** (Developmental Psychology PhD program)
Department of Applied Psychology, New York University

COMMUNITY SERVICE

- 2014-2015 **Volunteer Librarian / Research consultant**, The Uni Project (portable libraries)
<http://www.theuniproject.org/>
Role and description: *I helped the founders of the Uni Project create an implement an interview protocol for children and parents who take advantage of their mini libraries. They deemed it an effective project that helped them accurately describe to possible funders how children and parents view the role of the mini libraries in their community.*
- 2014 **Parenting Class Facilitator**, Freedom House (domestic violence shelter)
Role and description: *I led bi-weekly parenting classes among women who are survivors of domestic violence, focusing on imparting simple mindfulness exercises to remain calm under stressful interactions with their children, whose ages range from infancy to the teen years. I also conducted engaging activities to explain how emotion regulation is comprised of both “top-down” and “bottom-up” processes.*

PROFESSIONAL AFFILIATIONS

- 2012-present Society for Research in Child Development (SRCD)
2012-present International Society for Developmental Psychobiology (ISDP)
2012-present The New York Academy of Sciences