

Tricia Diane Cassel

CURRICULUM VITAE

PERSONAL INFORMATION

Personal Data

Birthplace: Camp Hill, PA
Citizenship: United States

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HIGHER EDUCATION

Ph.D. Candidate

August 2008

University of Miami, Coral Gables, FL

APA Accredited Program: Clinical Psychology,
Children and Families Track

Dissertation defended: July 2008

Dissertation Title: *Examination of the communicative
deficits associated with the broad phenotype of
autism in infant siblings of children with autism
spectrum disorders*

Dissertation Chair: Daniel Messinger, Ph.D.

Master of Science

August 2004

University of Miami, Coral Gables, FL

APA Accredited Program: Clinical Psychology
Specialization in Children and Families

Thesis Title: *What features of infant smiles cause some
smiles to be perceived as more positive than others?*

Thesis Chair: Daniel Messinger, Ph.D.

Bachelor of Arts

May 2002

University of Delaware, Newark, DE

Majors: Psychology and Criminal Justice

Honors: Degree with Distinction, Cum Laude

Senior Thesis Title: *The relationship between foster child
self-esteem and foster mother assistance during
problem solving*

Senior Thesis Chair: Mary Dozier, Ph.D

PRE-DOCTORAL INTERNSHIP
(September 2007-August 2008)

FRANCISCAN HOSPITAL FOR CHILDREN
BOSTON, MA

Director of Training: Mary Ann Mullin, Ph.D.

Franciscan Hospital for Children, an APA approved pre-doctoral psychology internship training site, is the largest pediatric rehabilitative facility in the northeast. The hospital serves a multiethnic group of children between the ages of birth to twenty-one years of age and offers a wide variety of services, including inpatient and outpatient therapy, medical and dental care, genetics, psychological evaluations, neuropsychological evaluations, academic evaluations, and psychiatry services.

Inpatient Medical Units

Supervisor: Gloria Chiang, Ph.D.

Primary placement for the training year. Duties included providing supportive counseling and behavioral intervention to children hospitalized for a variety of medical reasons, including stroke and other traumatic brain injuries, spina bifida, lupus, cardiac abnormalities, pulmonary abnormalities, congenital and genetic syndromes, and children recovering from other illnesses or surgeries. Additional duties included helping families and children prepare for community reintegration following discharge and completing neuropsychological and academic evaluations with children suffering from a traumatic brain injury. All work included collaboration with the rehabilitation team, including physical, occupational, and speech therapists, as well as the medical team. Treatment orientation was primarily behavioral or cognitive behavioral, with children being seen as often as daily or as little as weekly, depending on individual needs. Attended medical and rehabilitation rounds twice a week with the entire treatment team.

Community Based Acute Treatment Program (CBAT)

Supervisor: Mary Ann Mullin, Ph.D.

The CBAT program provides crisis intervention, medication management and consultation, family therapy, individual and group counseling, and long-term planning for children who require an out-of-home placement due to psychiatric or safety concerns. Children presented with a range of disorders, including Depression, Bipolar Disorder, Obsessive Compulsive Disorder, Conduct Disorder, Oppositional Defiant Disorder, Schizophrenia, Psychotic Disorder, School Refusal, Anxiety, Posttraumatic Stress Disorder, ADHD, and Autism. Responsibilities included running a group twice a week for children between the ages of five and twelve. The groups focused on improving coping and social skills as well as staying safe in the community.

PRE-DOCTORAL INTERNSHIP, cont.
(September 2007-August 2008)

Multidisciplinary Evaluation Program
Outpatient Evaluation Program

Supervisor: Elizabeth Baker, Ph.D. and Joseph McCarty, Ph.D.

Provided psychological and neuropsychological evaluations to children between the ages of two to eighteen as part of a multidisciplinary team which included speech and language therapists, occupational therapists, physical therapists, audiologists, and educational specialist. Psychological evaluations included cognitive, developmental, and emotional testing. Neuropsychological evaluations included a variety of other instruments designed to assess neuropsychological functioning. Additional responsibilities included leading team meetings and writing summary documents outlining the teams' findings, in addition to full psychological/neuropsychological reports. Diagnoses included autism spectrum disorders (including, Autism, Asperger's Disorder, and PDD-NOS), Oppositional Defiant Disorder, Conduct Disorder, Gender Identity Disorder, Anxiety, Depression, Schizoaffective Disorder, Bipolar Disorder, Cognitive Disorder, Posttraumatic Stress Disorder, and Mental Retardation, as well as a variety of learning difficulties.

Outpatient Therapy Services

Supervisor: Gloria Chiang, Ph.D and Mary Ann Mullin, Ph.D.

Provided outpatient psychotherapy and behavioral consultation services to children between the ages of three and fifteen. Issues addressed in individual therapy included Posttraumatic Stress Disorder, Anxiety, and specific phobias. Issues addressed with a combination of individual and family therapy included a variety of behavioral concerns, such as school refusal. In addition, other sessions focused on providing parent consultation for parents of children with autism spectrum disorders and children in need of social skills training in order to help them to care for their children's adaptive needs (e.g., dressing and showering independently, making a simple meal). Treatment orientation was primarily cognitive-behavioral, but also included other orientations. In addition, I also was the co-leader of a socialization group for children between the ages of ten and fifteen with High Functioning Autism or Asperger's Disorder.

FORMAL CLINICAL PRACTICA

AUTISM SPECTRUM ASSESSMENT CLINIC (ASAC)

University of Miami

December 2004 to July 2007

Supervisor: Ketty Patiño González, Ph.D

Worked as a member of a 5-person team conducting evaluations of children (ages 2-18) suspected of having autism or an autism spectrum disorder (ASD). Many children also evidenced a variety of other difficulties, including mental retardation, early-onset psychotic disorders, bipolar disorder, anxiety, depression, and genetic syndromes. Parent interviews were both structured (i.e., Autism Diagnostic Interview – Revised) and unstructured. Autism diagnostic assessments completed with the child included the Autism Diagnostic Observation Schedule – Generic (ADOS-G) and the Early Social Communication Scales (ESCS) for children having a mental age younger than two. Cognitive testing was conducted with all children and full psychoeducational batteries were completed with school-aged children needing further assessment. Responsibilities included writing reports integrating comprehensive recommendations, attending weekly supervision and team meetings, and following up with families, as needed.

PRACTICUM IN CHILD AND ADOLESCENT ASSESSMENT

Psychological Services Center, University of Miami

August 2003 to July 2007

Supervisor: Ketty Patiño González, Ph.D

Assessed children, adolescents, and adults from the multi-ethnic population of South Florida. Referral problems included school difficulties, behavioral disorders, and emotional disturbance. Assessments included psychoeducational batteries, personality testing, projective testing, and neuropsychological testing. I was responsible for all steps of assessment process, including conducting intake interviews, test administration, scoring, interpretation, report writing, and formal feedback sessions with the parents. Individual supervision was provided throughout the assessment process. Participated in weekly assessment case conferences from 2003-2004.

OUTPATIENT PSYCHOTHERAPY PRACTICUM

Psychological Services Center, University of Miami

June 2003 to July 2007

Supervisors: Peter Mundy, Ph.D., Kristin Lindahl, Ph.D., Neena Malik, Ph.D., Thomas Bonner, Ph.D., Biing Shen, Ph.D., Amy Weisman, Ph.D., and Amy Boyers, Ph.D.

Conducted short- and long-term (more than three years) outpatient therapy with children, adolescents, adults, and families from the multiethnic population of South Florida. Family therapy issues included divorce, child abuse, parental conflict, parent-child conflict, and parental psychopathology. Individual therapy issues included depression, anxiety, social difficulties,

FORMAL CLINICAL PRACTICA, cont.

school refusal, behavior modification, personality disturbance, and body issues/self esteem. Weekly individual supervision involved discussion of cases, including diagnosis and treatment planning, and review of videotapes. Treatment orientation was primarily cognitive-behavioral, but also included other orientations. Participated in weekly therapy case conferences from 2003-2004.

CHILD PROTECTION TEAM (CPT), ASSESSMENT CENTER

Mailman Center for Child Development, University of Miami School of Medicine

September 2004 to February 2005

Supervisor: Alisa Manulkin, Ph.D.

I conducted psychosocial and developmental assessments with children (infant to eighteen years) who were victims of abuse or maltreatment and also assessed the adult perpetrators. Tests included cognitive, emotional, and personality assessments. The parents were referred to assess parenting ability and when the court was considering reunification, and were assessed through clinical interviews, cognitive testing, and personality measures. Responsibilities included integrating assessment information and writing reports. I received individual supervision for each assessment case.

EARLY STEPS CLINIC

Mailman Center for Child Development, University of Miami School of Medicine

February 2005 to August 2006

Supervisor: Kasey Hamlin-Smith, Ph.D.

Conducted developmental evaluations of children younger than three suspected of developmental delay and/or premature children. Clients had a variety of difficulties, including: speech/oral motor, motor, adaptive skills, general delay, extreme prematurity and low birthweight, and complex medical conditions. Provided assessment, feedback, and recommendations and completed necessary paperwork qualifying children to receive government services. Collaborated with pediatricians, speech therapists, occupational therapists, and physical therapists.

SEXUAL OFFENSE SUPPORT (SOS)

University of Delaware

January 2000 to May 2002

Volunteered at a 24-hour phone hotline for victims of sexual assault and their friends and family. Accompanied victims to the hospital for collection of forensic evidence. Additional duties included assisting with and leading sexual assault workshops and providing educational material and lectures on the University of Delaware campus.

CLINICAL SUPERVISION EXPERIENCE

ADVANCED PRACTICUM GRADUATE STUDENT

Psychological Services Center, University of Miami

May 2006 – May 2007

Supervisor: D. Kim Fuller, Ph.D., ABPP

I was one of two fifth-year students chosen to mentor second-year graduate students beginning clinical work. My duties included assisting with intakes and intake reports, as well as providing feedback regarding supervision through videotape. I also attend weekly intake meetings determining the appropriateness of the cases for beginning students and for the clinic.

CLINICAL TRAINING SEMINARS AND WORKSHOPS

PSYCHOLOGICAL AND NEUROPSYCHOLOGICAL ASSESSMENT SEMINAR

Elizabeth Baker, Ph.D, and Joseph McCarty, Ph.D.

Franciscan Hospital for Children

September 2007 – August 2008

I attended didactic seminars twice weekly on assessment, case conceptualization, and diagnosis. I was also responsible for presenting cases to peers and supervisors.

INTERVENTION AND PROFESSIONAL ISSUES SEMINAR

Mary Ann Mullin, Ph.D.

Franciscan Hospital for children

September 2007 – August 2008

I attended didactic sessions focused on a wide variety of issues present in treatment and professionally in psychology. Topics included child abuse, self-injury, gender identify disorders, ethnic issues, behavioral modification, and feeding disorders.

CASE CONFERENCE

Franciscan Hospital for Children

September 2007 – August 2008

I attended monthly meeting regarding administrative concerns followed by presentation of a clinical therapy case. I was responsible for presenting a case to the Behavioral Health Services Department of the Hospital.

CLINICAL TRAINING SEMINARS AND WORKSHOPS, cont.

**AUTISM DIAGNOSTIC OBSERVATION SCHEDULE – GENERIC (ADOS-G)
RESEARCH RELIABILITY TRAINING (WORKSHOP)****Amy Esler, University of Michigan**

August 2006

The University of Miami was one of two universities receiving onsite training in research reliability for the ADOS-G. All attendees were required to have completed clinical training prior to the research reliability training. The training consisted of didactic sessions, video review, and hands-on training with children on the autism spectrum. All modules of the ADOS-G were included.

SCREENING TEST FOR AUTISM IN TWO-YEAR-OLDS (STAT) (WORKSHOP)**Wendy Stone, Ph.D., Vanderbilt University**

December 2005

Training in the administration and scoring of the STAT, a measure designed to screen for autism in young children not yet appropriate for the standardized autism assessments. The training consisted of didactic sessions, video reviews, and hands-on training with children at-risk for autism.

CLINICAL CASE CONFERENCE (LECTURE SERIES)**University of Miami, School of Medicine Faculty**

August 2004 – January 2005

Didactic seminars on psychopathology at the Mailman Center for Child Development.

CLINICAL ASSESSMENT AND THERAPY CASE CONFERENCE**University of Miami, D. Kim Fuller, Ph.D., Ketty Gonzalez, Ph.D.**

August 2003 – May 2004

Didactic seminars on assessment, case conceptualization, diagnosis, and therapy issues at the University of Miami Psychological Services Center. Responsible for two therapy and two assessment presentations on clients.

EARLY SOCIAL COMMUNICATION SCALES (ESCS) ADMINISTRATION AND CODING (WORKSHOP)**Jessica Block, M.S. and Peter Mundy, Ph.D., University of Miami**

July 2003

Instruction in the administration of the ESCS (an assessment of early joint attention and behavioral regulation) and coding. Since this workshop, I have trained several other students in the administration and coding of the ESCS.

CLINICAL RESEARCH EXPERIENCE

Dissertation: *Examination of the communicative deficits associated with the broad phenotype of autism in infant siblings of children with autism spectrum disorders*

Department of Psychology, University of Miami

Chairperson: Daniel Messinger, Ph.D.

Defense Date: February 2008

This study examined early markers of the broad autism phenotype in infants who had an older sibling with an autism spectrum disorder (ASD-sibs) and infants with a typically developing older sibling (TD-sibs). ASD-sibs exhibited non-significant trends to smile less and display more neutral affect than TD-sibs during standardized play with their parent at six months. Male ASD-siblings showed less smiling and lower affect compared to male TD-sibs. Additionally, ASD-sibs showed a lack of emotional continuity in play. ASD-sibs displayed less initiating joint attention, initiating behavioral requesting, and responding to joint attention between the ages of 8 and 18 months than TD-sibs.

INFANT SIBLING STUDY

University of Miami

Research Assistant: 2002 to July 2007

Principal Investigator: Daniel Messinger, Ph.D.

This study investigated the early social, emotional, cognitive, and communicative differences in infant siblings of children with autism spectrum disorders. Specific measures included the Early Social Communication Scales (ESCS), Strange Situation, Mullen Scales of Early Learning, Bayley Scales of Infant Development, Autism Diagnostic Interview – Revised (ADI-R), and the Autism Diagnostic Observation Schedule (ADOS-G). Specific duties included completing every ADOS-G for the study on all enrolled participants and their older siblings on the autism spectrum. Participants ranged in age from infants to fourteen. Supervision was on a case-by-case basis and through weekly meetings of the entire lab.

IMPROVING JOINT ATTENTION IN YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDERS

Collaboration between University of Miami and Vanderbilt University

Research Assistant: 2006 to July 2007

Principal Investigator: Peter Mundy, Ph.D.

Collaborator: Wendy Stone, Ph.D.

Project Coordinator: Jennifer Durocher, Ph.D.

The goal of this ongoing study is to examine an intervention designed to increase episodes of responding to joint attention in two and three-year-old children with autism. My responsibilities included coding the interactions and performing the Screening Test for Autism in Two-Year-Olds (STAT), Autism Diagnostic Observation Schedule (ADOS-G), Early Social Communication Scales (ESCS), and pointing trails at pre- and post- intervention.

CLINICAL RESEARCH EXPERIENCE, cont.

RESEARCH IN CHILDREN WITH HIGH FUNCTIONING AUTISM

University of Miami

Research Assistant: 2005 to July 2007

Principal Investigator: Peter Mundy, Ph.D.

The goal of this ongoing study is to better understand learning and EEG patterns in children with high functioning autism. My responsibilities included occasionally administration of the ADOS-G, as needed.

INTERSENSORY PERCEPTION IN CHILDREN WITH AUTISM SPECTRUM DISORDERS & TYPICALLY DEVELOPING CHILDREN

Collaboration between University of Miami and Florida International University

Research Assistant: 2005 to July 2007

Principal Investigator: Lorraine E. Bahrack, Ph.D.

This ongoing study investigates looking preferences in children younger than five diagnosed with autism. My responsibilities included completing cognitive testing and the Early Social Communication Scales (ESCS) with all subjects diagnosed with an autism spectrum disorder and with some children in the control group.

EARLY HEAD START-UNIVERSITY RESEARCH PARTNERSHIP TO SUPPORT THE DEVELOPMENT OF INFANT-TODDLER MENTAL HEALTH

University of Miami

Project Therapist: 2005

Principle Investigator: Neena Malik, Ph.D.

I conducted interaction guidance therapy sessions with a young mother (24) and her two children (ages 1 and 2). The sessions focused on stressors associated with extreme poverty, unemployment, and family discord. Specific goals included help with toilet training, bed time routines, and language development. Participated in regular individual and group supervision and training seminars.

RESEARCH EXPERIENCE

EARLY EMOTION PROJECT

University of Miami

Research Assistant: 2002 – July 2007

Principal Investigator: Daniel Messinger, Ph.D.

This ongoing study investigates early emotional expressions, attachment, and social competence in children younger than three. My responsibilities included scheduling appointments, running parent-child and examiner-child interaction sessions, and coding facial expressions.

Masters Thesis: What features of infant smiles cause some smiles to be perceived as more positive than others?

Department of Psychology, University of Miami

Chairperson: Daniel Messinger, Ph.D.

Defense Date: April 2004

This research examined what features of infant facial expressions led some expressions to be perceived as more positive than others. Results confirmed the hypotheses that smiles involving greater lip corner movement, smile strength, and cheek raising were perceived as the most positive type of smile.

INFANT/CAREGIVER PROJECT

University of Delaware

Undergraduate Research Assistant: 1999-2002

Principal Investigator: Mary Dozier, Ph.D.

My research project examined children younger than seven in foster care in Delaware, Maryland, and Pennsylvania. My responsibilities included administering the Strange Situation paradigm, conducting self-esteem assessments through the use of a puppet interview, conducting delay of gratification tasks, and administering and coding the “This is My Baby” interview designed to assess the extent to which foster parents view their foster child as a member of the family.

RESEARCH TRAINING

FACIAL ACTION CODING SYSTEM (FACS)

University of Miami

Daniel Messinger, Ph.D.

Received training and became reliable in coding facial expressions and facial movements in the FACS system. Later received training in application of FACS to the coding of infant expressions, BabyFACS.

TEACHING EXPERIENCE

ABNORMAL PSYCHOLOGY

Undergraduate Course Instructor

Faculty Mentor: Michael Alessandri, Ph.D.

Spring 2005

I was responsible for teaching this undergraduate course, including lecturing, testing, and grading. I covered basic theoretical orientations, assessment methods, and disorders in the DSM-IV-TR. Received excellent reviews from enrolled students and faculty mentor.

ABNORMAL PSYCHOLOGY

Undergraduate Course Teaching Assistant

Fall 2004

I was responsible for assisting students outside of class, preparing and grading exams, proctoring exams, and maintaining grade book.

INFANCY

Undergraduate Course Teaching Assistant

Spring 2003 and Spring 2004

I was responsible for assisting students outside of class, grading papers, and maintaining grade book.

PUBLICATIONS

Messinger, D.S. **Cassel**, T. Acosta, S., Ambadar, Z. Cohn, J. F. (2008) (http://www.psy.miami.edu/faculty/dmessinger/c_c/rsrscs/rdgs/emot/infantsmiledynamics.messinger.jonb.2008.pdf). Infant smiling dynamics and perceived positive emotion. *Journal of Nonverbal Behavior*.

Cassel, T., Messinger, D. S., Ibanez, L., Haltigan, J.D., Acosta, S., Buchman, A. (2007). Early social and emotional communication in the infant siblings of children with Autism Spectrum Disorders: An examination of the broad phenotype. *Journal of Autism and Developmental Disorders*, 37, 122–132.

Bolzani-Dinehart, L., Messinger, D. S., Acosta, S., **Cassel**, T., Ambadar, Z., & Cohn, J. (2005). Adult perceptions of positive and negative infant emotional expressions. *Infancy*, 8, 279-303.

Messinger, D., **Cassel**, T., Acosta, S., Ambadar, Z., & Cohen, D. (in preparation). Software measurements of early smiling and human ratings of positive emotion.

PRESENTATIONS

- Messinger, D.S. **Cassel**, T., Ambadar, Z. Cohn, J. F. (2008). Infant Smiling Dynamics and Perceived Positive Emotion. Paper to be presented at the 12th European Conference on Facial Expressions.
- Messinger, D. **Cassel**, T., Ibanez, L. Haltigan, J.D., Acosta, S. & Kelley, K. (2008). Emotion, Attention, and Joint Attention in Infants at Risk for Autism. http://www.allacademic.com/meta/p_mla_apa_research_citation/0/9/3/9/0/p93900_index.html. Presented at the International Meeting for Autism Research (IMFAR). London, UK.
- Messinger, D., **Cassel**, T., Ibanez, L., Haltigan, J.D., & Acosta, S. (2007). Early Social & Emotional Communication in Infant Siblings of Children with Autism Spectrum Disorders. Paper presented at the Society for Research in Child Development, Boston, MA.
- Cassel**, T., Messinger, D., Acosta, S., Haltigan, J., & Linick, J. (2005). *Emotional deficits in infants with siblings with autism spectrum disorders?* Poster presented at the American Psychological Association, Washington, DC
- Cassel**, T., Messinger, D. S., Escobar, J., Acosta, S., Ambadar, Z., & Cohn, J. (2004). *What causes some infant smiles to be perceived as more positive than others? Contributions of automated measurement and ratings.* Paper presented at the International Conference on Infant Studies, Chicago, IL.
- Acosta, S., Messinger, D., **Cassel**, T., Bauer, C. Lester, B., & Tronick, E. Z. (2004). *How Infants Smile in the Face-to-Face/Still-Face.* Paper presented at the International Conference on Infant Studies, Chicago, IL.
- Messinger, D. S., & Acosta, S., **Cassel**, T., Ambadar, Z. & Cohn, J. (2004). *Automated measurement of infant expressions: Are the dynamics emotional or facial?* Presented at the International Society for Research on Emotions, New York, NY.
- Messinger, D. S., Cobo-Lewis, A., Fogel, A. Acosta, S., & **Cassel**, T. (2003). *Patterns in time: The development of infant expressive coordination and infant-mother coordination.* Paper presented at the Society for Research in Child Development. Tampa, FL.
- Bolzani-Dinehart, L., Messinger, D. S., & Acosta, S., **Cassel**, T., Ambadar, Z. & Cohn, J. (2003). *A dimensional approach to infant facial expressions.* Poster presented at the Society for Research in Child Development. Tampa, FL.
- Messinger, D., Cobo-Lewis, A., Acosta, S., & **Cassel**, T. (2003). *The temporal structure of interaction: Precursors and processes.* Paper presented at the Society for Research in Child Development, Tampa, FL.

ACADEMIC HONORS AND AWARDS

2004	Kriloff Travel Award, University of Miami
2003 – 2007	Commendations for excellence in clinical work, research, teaching, and academics, University of Miami Psychology Department
2003 – 2004	Center on Aging Graduate Research Stipend, University of Miami
2003	Kriloff Travel Award, University of Miami
2001 – 2002	Undergraduate Research Grant for Thesis Funding, University of Delaware
2001	Summer Undergraduate Research Fellowship, University of Delaware
2001	National Dean's List Multiple Year Award
2000 – 2001	Undergraduate Science/Scholar Award, University of Delaware
2000	Golden Key National Honor's Society
1999 – 2001	National Dean's List Award
1999	National Society of Collegiate Scholars
1999	American Scholars National Honors Society
1999	Psi Chi Honor Society

POSITIONS/OFFICES HELD

2001 – 2002	Psi Chi Honor Society Treasurer, University of Delaware
2000 – 2001	Psi Chi Honor Society Co-President, University of Delaware

PROFESSIONAL MEMBERSHIPS

American Psychological Association

Society for Clinical Child and Adolescent Psychology

Revised 8/08