

**Drew Carson Coman, Ph.D.**

Assistant in Psychology/Instructor/Licensed Psychologist  
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*Curriculum Vitae*

**BIOGRAPHICAL INFORMATION**

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**EDUCATION**

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**Doctor of  
Philosophy**

**University of Miami**, Coral Gables, FL  
APA Accredited Program: Clinical Psychology, Clinical Child Track  
Dissertation Title: The Role of Teacher Commitment and Burnout in Predicting Outcomes of Preschoolers with Autism Spectrum Disorders: A Multilevel Structural Equation Approach  
Committee Chair: Michael Alessandri, Ph.D.

**Master of Science**

**University of Miami**, Coral Gables, FL  
APA Accredited Program: Clinical Psychology, Clinical Child Track  
Thesis Title: Teacher Commitment and Burnout: Their Effects on the Fidelity of Implementation of Comprehensive Treatment Programs for Preschool Children with Autism Spectrum Disorders  
Committee Chair: Michael Alessandri, Ph.D.

**Bachelor of Arts**  
Departmental Honors

**University of Miami**, Coral Gables, FL  
Major: Psychology, Minor: Chemistry.  
Honors Thesis: Parental Attributions and Social-Emotional Development in Higher Functioning Children with Autism.  
Research Advisor: Peter C. Mundy, Ph.D.

**HONORS AND AWARDS**

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- 2011-2012      **Departmental Commendation** for academic work and research productivity, Fall Semester, University of Miami.
- 2011            **Student Travel Award**, International Meeting for Autism Research Conference (IMFAR), May 2011.
- 2010-2011     **Departmental Commendation** for academic work and research productivity, Fall and Spring Semester, University of Miami.
- 2010            **Peter Mundy Graduate Research Award**, University of Miami Center for Autism and Related Disabilities (CARD) - Award presented annually to one child clinical psychology graduate student for excellence in research on autism.
- 2009            **Departmental Commendation** for academic work and research productivity, Fall Semester, University of Miami.
- 2008-2009     **Departmental Commendation** for academic work and research productivity, Fall and Spring Semester, University of Miami.

2008 to present      **Arts and Sciences Tuition Scholarship**, University of Miami.  
2006                    **Departmental Honors in Psychology Graduate**, University of Miami.  
2006                    **First Place Award**, University of Miami Research and Creativity Forum (Poster:  
Parental Attributions and Social-Emotional Development in Higher Functioning  
Children with Autism), University of Miami.

## **PROFESSIONAL APPOINTMENTS**

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**MASSACHUSETTS GENERAL HOSPITAL/HARVARD MEDICAL SCHOOL**, Department of  
Psychiatry, Boston, MA

Facility: **First-episode and Early Psychosis Program (FEPP)/Resilience  
Evaluation-Social Emotional Training Clinic/Psychosis Clinical and  
Research Program (PCRP)**

Position: Director of Child and Adolescent Psychology and Neuropsychology,  
Instructor

Site: Hospital-based clinic offering evidenced-based treatment and neuropsychological evaluations for children, adolescents, and young adults presenting with psychotic spectrum disorders (e.g., schizophrenia, schizoaffective disorder, mood disorder with psychotic features, and brief psychotic disorder).

Duties: Providing evidenced-based treatment (e.g., Cognitive-Behavioral Therapy, Multi-Family Group) for and neuropsychological evaluations on diverse patient populations presenting with psychosis (approximately 11 patients per week). Role includes assessment of symptoms, designing treatment plans, executing treatment, and composing comprehensive reports integrating prior neuropsychological, psychoeducational, and psychiatric evaluations—all within a multi-disciplinary clinic. Assist with educational programming, Individualized Education Program (IEP) development, and attend IEP meetings as needed. Providing direct supervision to staff and trainees, including a Supportive Employment Educational Specialist and postdoctoral fellows. Director of neuropsychological assessment branch.

**MASSACHUSETTS GENERAL HOSPITAL/HARVARD MEDICAL SCHOOL**, Department of  
Psychiatry, Boston, MA

Facility: **Learning and Emotional Assessment Program (LEAP)**

Position: Assistant in Psychology, Instructor

Site: Hospital-based clinic offering neuropsychological and neurodevelopmental evaluations for children, adolescents, and young adults presenting with a broad array of complex medical, psychiatric, developmental, and neuropsychological conditions (e.g., cancer, anxiety, mood disorders, oppositional defiant disorders, language delays, nonverbal learning disabilities, and autism spectrum disorders).

Duties: Conducted neuropsychological and psychoeducational evaluations on diverse patients, composed comprehensive reports integrating prior neuropsychological, psychoeducational, and psychiatric evaluations. Provided supervision and taught seminars to practicum students, interns, and post-doctoral fellows in neuropsychological assessment. Co-coordinated training program. Specialty clinical focus on differentials between autism spectrum disorder, neurodevelopmental disorders, major psychiatric conditions and/or complex medical conditions. Served as on-call supervisor for clinic as well as on-call “autism-consultant” for patients presenting with concerns for autism spectrum disorder. Assisted with educational programming, Individualized Education Program (IEP) development, and attended IEP meetings. Developed own line of research investigating phenotypic traits (e.g., sensory abnormalities) cutting across autism spectrum disorder and several other major psychiatric disorders.

## **POST DOCTORAL FELLOWSHIP**

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**MASSACHUSETTS GENERAL HOSPITAL/HARVARD MEDICAL SCHOOL**, Department of Psychiatry, Boston, MA

Facility: **Learning and Emotional Assessment Program (LEAP)**

Position: Clinician

Site: Hospital-based clinic offering neuropsychological and neurodevelopmental evaluations for children, adolescents, and young adults presenting with a broad array of complex medical, psychiatric, developmental, and neuropsychological conditions (e.g., cancer, anxiety, mood disorders, oppositional defiant disorders, language delays, nonverbal learning disabilities, and autism spectrum disorders).

Duties: Conducted neuropsychological and psychoeducational evaluations on diverse patients, composed comprehensive reports integrating prior neuropsychological, psychoeducational, and psychiatric evaluations as well as participated in individual supervision sessions. Specialty focus placed upon differentials between autism spectrum disorders and major psychiatric conditions and/or complex medical conditions. Assisted with educational programming, Individualized Education Program (IEP) development, and attended IEP meetings. Developing own line of research investigating phenotypic traits (e.g., sensory abnormalities) cutting across several major psychiatric disorders as well.

## **INTERNSHIP**

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**MASSACHUSETTS GENERAL HOSPITAL/HARVARD MEDICAL SCHOOL**, Department of Psychiatry, Boston, MA

Facility: **Learning and Emotional Assessment Program (LEAP)**

Position: Clinician

Site: Hospital-based clinic offering neuropsychological and neurodevelopmental evaluations for children, adolescents, and young adults presenting with a broad array of complex medical, psychiatric, developmental, and neuropsychological conditions (e.g., cancer, anxiety, language delays, nonverbal learning disabilities, and autism spectrum disorders).

Duties: Conducted evaluations on diverse patients, composed comprehensive reports integrating neuropsychological, psychoeducational, and psychiatric evaluations as well as participated in individual supervision sessions.

Facility: **Outpatient Child and Adolescent Psychiatry Department**

Position: Clinician

Site: An interdisciplinary outpatient therapy clinic serving children, adolescents, and their families. The clinic included psychology fellows as well as medical residents working in tandem within an interdisciplinary model. Interventions typically included individual therapy, family therapy, and/or parent training for cases presenting with a myriad of psychopathologies.

Duties: Conducted intake evaluations/clinical interviews of children and their families and carried multiple cases for outpatient treatment.

Facility: **Acute Psychiatry Service (APS), Emergency Department**

Position: Clinician

Site: Emergency room-based setting serving patients, including adults and children, who are experiencing an acute psychiatric and emergent issues.

Duties: Under the supervision of an attending psychiatrist, conducted comprehensive psychological evaluations/clinical interviews, including safety assessments, of adults and children for the purposes of treatment disposition.

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## **CLINICAL PRACTICA**

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**MAILMAN CENTER FOR CHILD DEVELOPMENT**, Department of Pediatrics, University of Miami Miller School of Medicine, Miami, FL

Facility: **Child Neurodevelopmental Services (CNS)**

Position: Clinician

Site: University-based clinic offering neuropsychological and neurodevelopmental evaluations for children and adolescents with a broad array of complex medical, psychological, developmental, and neuropsychological conditions (e.g., cancer, anxiety, language delays, and autism spectrum disorders).

Duties: Conducted evaluations on ethnically diverse patients, composed comprehensive reports integrating serial evaluations, and participated in individual supervision sessions.

Facility: **Special Immunology**

Position: Clinician

Site: University-based clinic offering neuropsychological and neurodevelopmental evaluations for children and adolescents who are HIV-positive as part of an outpatient clinic and a longitudinal study examining long-term effects of pediatric HIV infection.

Duties: Conducted evaluations on patients from primarily African American and Hispanic descent, composed comprehensive reports integrating serial evaluations, and participated in weekly group supervisions.

Facility: **Early Steps Program**

Position: Clinician

Site: University-based clinic offering an early intervention program serving infants and toddlers ages birth to three years from families of diverse cultural backgrounds and socioeconomic statuses. Children are referred to the program through suspected or known developmental delays or due to extreme prematurity and low birth weight. The clinic provides a multidisciplinary developmental evaluation.

Duties: Conducted developmental evaluations, provided behavioral consultations, and constructed individual family support plans (IFSP) plans for families.

Facility: **Behavioral Pediatrics Clinic**

Position: Clinician

Site: An interdisciplinary medical and outpatient therapy clinic serving individuals and families from a multiethnic population. The clinic included psychology trainees as well as medical residents working in tandem within an interdisciplinary model. Interventions typically included individual therapy, family therapy, and/or parent training for cases presenting with a myriad of psychopathologies.

Duties: Conducted intake evaluations/clinical interviews of children and their families and carried multiple cases. Additionally, assessments were conducted on an as needed basis.

Facility: **Diabetes Clinic**

Position: Consultation/Liaison Clinician

Site: An interdisciplinary medical and outpatient clinic serving children diagnosed with diabetes and their families from a multiethnic population. The clinic included psychology trainees working in tandem with Endocrinologists within an interdisciplinary model. Interventions typically focused on brief treatment regarding adherence to diabetes medication regimen, family conflict/dynamics, or adjustment to illness.

Duties: Conducted brief mental health interviews, inpatient consults, and outpatient consults with children and their families.

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**PSYCHOLOGICAL SERVICES CENTER**, Department of Psychology Outpatient Center, University of Miami, Coral Gables, FL

Position: **Advanced Assessment Mentor/Supervisor**

Site: University-based clinic offering psychological services including psychological assessment and outpatient psychotherapy for individuals, families, and groups.

Duties: Served as a mentor and supplemental supervisor for first and second year graduate students with their assessment responsibilities including: assisting with intakes and feedbacks, monitoring administrations, reviewing reports, and assisting with case conceptualization. Also, I taught the first-year assessment lab on occasion and assisted with program development (i.e., creating guidelines, referral lists, and protocol administration checklists).

Position: **Therapist/Psychological Examiner**

Location: University of Miami, Department of Psychology

Site: University-based clinic offering psychological services including psychological assessment and outpatient psychotherapy for individuals, families, and groups.

Duties: Provided outpatient psychotherapy to individuals from a multiethnic population. Individual case issues included social and communicative deficits, attention and/or behavioral problems, and anxiety or mood disorders. Parent trainings were conducted with most cases as well. Psychoeducational assessments were also conducted with children and adolescents referred for learning, attention, and emotional difficulties. Responsibilities included all aspects of assessment and treatment process.

## **CLINICAL RESEARCH EXPERIENCE**

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**PSYCHOSIS CLINICAL & RESEARCH PROGRAM**, Department of Psychiatry, Massachusetts General Hospital, Boston, MA

December 2016 to Present      Project: **Neural Mechanisms of Social Distance in Psychosis**  
Position: Co-Principal Investigator  
PI: Daphne Holt, M.D., Ph.D.

Site: A clinical research site comprising an interdisciplinary team focused on assessing whether the activity and connectivity of specific neural systems (i.e., parietofrontal networks) predict autonomic responses and behaviors during encounters with others, across populations with varying levels of social dysfunction. A second goal of this research is to determine whether the functioning of this system predicts levels of social motivation, perception and experience.

Duties: Assisted with design of clinical assessment battery, conducted clinical assessments and interviews, oversaw clinical assessment procedures, and designed research paradigms. Developing own line of research investigating phenotypic traits (e.g., sensory abnormalities) cutting across several major psychiatric disorders as well. Providing supervision and mentorship for junior staff.

**PEDIATRIC EPILEPSY RESEARCH LAB**, Neurology Research, Massachusetts General Hospital, Boston, MA

June 2016 to June 2017      Project: **Pilot Study of Bumetanide for Newborn Seizures: A Phase I Study of Pharmacokinetics and Safety of Bumetanide for Neonatal Seizure**  
Position: Consultant/Clinical Assessor  
PI: Kevin Staley, M.D.

Site: A multi-site clinical trial comprising a randomized, double-blind, controlled, dose escalation design of Bumetanide as add-on therapy to treat refractory seizures caused by HIE, focal or multi-focal stroke, intracranial hemorrhage, CNS infection, genetic syndrome, focal or diffuse brain malformation, idiopathic or presumed genetic etiology of seizures, or metabolic disorder other than electrolyte disturbances or those caused by renal failure not controlled by an initial loading dose of phenobarbital.

Duties: Provided consultation and developmental assessments comprising structured parent interviews (e.g., Vineland) and neurodevelopment assessment measures (e.g., Bayley Scales of Infant Development).

**CHILD AND ADOLESCENT MOOD AND ANXIETY TREATMENT PROGRAM**, Department of Psychology, University of Miami, Coral Gables, FL

December 2010 to January 2012      Project: **Treatment for Anxiety in Adolescents/Young Adults with High Functioning Autism Program**  
Position: Therapist and Clinical Assessor  
Supervisors: Jill Ehrenreich, Ph.D.

Site: Served as a clinician for a university-based modular cognitive behavioral intervention for adolescents and young adults with autism spectrum disorders exhibiting signs of acute anxiety and social dysfunction. The treatment focused on teaching individuals anxiety management skills based on the cognitive behavioral therapy (CBT) approach, participating in social training experiences, and parent training.

Duties: Conducted weekly sessions with adolescents with autism spectrum disorders and their parents focused on individual anxiety management skills based on the CBT approach and the promotion of adaptive social skills. Additionally, I conducted evaluations of autism severity (e.g., ADOS).

February 2010 to  
November 2010

Project: **Emotion Detectives-Group Treatment Program**  
Position: Therapist  
Supervisors: Jill Ehrenreich, Ph.D. and Kristen Marciel, Ph.D.

Site: A university-based 15-week group treatment program for children between the ages of 7 to 11 with an anxiety disorder or depressive symptoms. The treatment focused on teaching children and their parents emotion understanding, coping skills, and exposure skills. Each session was attended by both children and parents, with children and parents meeting together and separately throughout the sessions.  
Duties: Conducted weekly sessions that provided emotion understanding, adaptive coping skills, and exposure skills to children and their parents in both a group and one-on-one basis.

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## **RESEARCH EXPERIENCE**

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### **Current**

Project: Alignment of cortical development trajectories with emergent dimensional psychopathology and related risk factors among early adolescents in the ABCD study

Position: Co-Principal Investigator

Principal Investigator: Joshua Roffman, Ph.D.

Abstract: This study will elaborate longitudinal neural signatures of emergent psychopathology and relate these patterns to underlying genetic and environmental risk factors among 9- to 16-year-old youth participating in the Adolescent Brain Cognitive Development Study.

Project: Neural Mechanisms of Social Distance in Psychosis

Position: Co-Principal Investigator

Principal Investigator: Daphne Holt, M.D., Ph.D.

Abstract: A project focused on assessing whether the activity and connectivity of specific neural systems (i.e., parietofrontal networks) predict autonomic responses and behaviors during encounters with others, across populations with varying levels of social dysfunction. A second goal of this research is to determine whether the functioning of this system predicts levels of social motivation, perception and experience.

Project: Wearable Acoustic Sensing-Based mHealth System for Monitoring Social Dysfunction in Schizophrenia

Position: Co-Principal Investigator

Principal Investigator: Daphne Holt, M.D., Ph.D.

Abstract: A clinical research site comprising an interdisciplinary team focused on laying the technological groundwork to transform the current management of schizophrenia by continuously monitoring affected individuals' social functioning and behavior via a wearable, acoustic-based, technology.

Project: Predictors of Symptom and Functional Outcomes in Young Adults Treated for Two Years in a First Episode Psychosis Program

Principal Investigator: Abigail Donovan, M.D.

Abstract: A project comprising a retrospective medical chart review of patients who had a psychotic episode and were treated at the MGH First-episode Psychosis Program (FEPP). The aims are to: a) characterize the sample of FEP patients who remained in specialty first episode care for at least two years; b) describe the trajectory of symptomatic and functional recovery over this time period; and c) identify clinical and demographic predictors of outcomes.

Project Title: Sensory Abnormalities Beyond Autism Spectrum Disorder: An Investigation of a Shared Phenotypic Trait Across Other Major Psychiatric and Neurodevelopmental Conditions

Parent Project: Longitudinal Study of Genetic Influences on Cognition (LOGIC)

Principal Investigator: Alysa Doyle, Ph.D.

Abstract: To investigate sensory abnormalities across youth with formal diagnoses of psychosis, autism spectrum disorder, mood disorders, ADHD, and anxiety disorders, and demonstrate both differences and commonalities among these groups. To elucidate the relationship between sensory abnormalities and internalizing and externalizing problems across these conditions—testing for moderators (e.g., ASD diagnosis).

### **Doctoral Dissertation**

Project Title: The Role of Teacher Commitment and Burnout in Predicting Outcomes of Preschoolers with Autism Spectrum Disorders: A Multilevel Structural Equation Approach

Committee: Michael Alessandri, Ph.D. (Chair), Maria Llabre, Ph.D., Heather Henderson, Ph.D., Jason Jent, Ph.D.

Successful Defense: 11/2012

Abstract: This investigation explored teacher commitment to model philosophy and burnout across three preschool treatment models for children with ASD: TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children) and LEAP (Learning Experiences and Alternative Program for Preschoolers and their Parents); Business As Usual (BAU) classroom models. Additionally, this study also examined an integrated multilevel structural equation model of these factors and their potential impact on language and social outcomes of preschoolers with ASD.

### **Master's Thesis**

Project Title: Teacher Commitment and Burnout: Their Effects on the Fidelity of Implementation of Comprehensive Treatment Programs for Preschool Children with Autism Spectrum Disorders

Committee: Michael Alessandri, Ph.D. (Chair), Michael Cuccaro, Ph.D., Craig Marker, Ph.D., Heather Henderson, Ph.D.

Successful Defense: 10/2010

Abstract: This investigation explored teacher commitment to model philosophy and burnout across two well-established preschool treatment models for children with ASD: TEACCH (Treatment and Education of Autistic and Related Communication-Handicapped Children) and LEAP (Learning Experiences and Alternative Program for Preschoolers and their Parents). Additionally, these constructs were explored in Business As Usual (BAU) classrooms. Analyses provided support for a quadratic relationship between teacher commitment and aspects of teacher burnout. Implications for school districts and teachers working within the field of special education were discussed.

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Position: **Autism Research Coordinator**

Facility: Center for Autism and Related Disorders (CARD)

Project Title: A Comparison of two comprehensive treatment models for preschool-aged children with autism and their families

Principal Investigators: Michael Alessandri, Ph.D. & Anibal Gutierrez, Ph.D.

Purpose: To examine the efficacy as well as the immediate and long term effects of two comprehensive treatment models, TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) and LEAP (Learning Experiences and Alternative Program for Preschoolers and their Parents), for preschool children with autism. This was a multisite project funded for four years by the Institute of Education Sciences.

Duties: Coordinated aspects of the project, worked with school districts to execute the research protocol, conducted classroom fidelity checks, administered a battery of diagnostic and behavioral assessments, and supervised and trained research assistants.



**Position: Autism Research Associate & Asst. Coordinator**

**Facility:** Social-Emotional Development Laboratory

**Project:** Motivation, self-monitoring, and family process in HFA children

**Principal Investigators:** Peter Mundy, Ph.D. & Heather Henderson, Ph.D.

**Purpose:** To investigate the social-emotional development and bio-social factors contributing to the individual differences in autism spectrum disorders.

**Duties:** Assisted in the coordination and operation of the project, conducted psychophysiological assessments including EEG, EGI, and Optical Imaging. Duties also included recruiting participants, administering and scoring neuropsychological, intelligence, and diagnostic tests including the ADOS-WPS and ADI-R.

**Position: Undergraduate Student Assistant**

**Facility:** Social-Emotional Development Laboratory, University of Miami

**Project:** Motivation, self-monitoring, and family process in HFA children

**Principal Investigator:** Peter Mundy, Ph.D. & Heather Henderson, Ph.D.

**Purpose:** To investigate the social-emotional development and bio-social factors that contribute to the individual differences in autism spectrum disorders.

**Duties:** Responsibilities included assisting in the coordination and operation of the project, conducting psychophysiological assessments including EEG, EGI, and Optical Imaging. Also administered, scored, analyzed, and entered data of cognitive, diagnostic, and socio-emotional measurements.

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## **CLINICAL TRAINING WORKSHOPS**

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March 2022

**Workshop: Structured Interview for Psychosis-Risk Syndromes**

**Location:** Yale University School of Medicine

**Facilitator:** Barbara Walsh, Ph.D.

**Description:** Attended formal 2-day training and obtained certification in a standardized measure of psychosis and clinical high risk psychosis: Structured Interview for Psychosis-Risk Syndromes.

September 2018

**Workshop: Multifamily Group Treatment for Schizophrenia**

**Location:** Harvard Medical School

**Facilitator:** William McFarland, M.D.

**Description:** Attended formal 3-day training on multifamily group treatment for psychotic disorders.

September 2011

**Workshop: Rorschach Workshop (Two Part Series)**

**Location:** University of Miami, Department of Psychology

**Facilitator:** Malcolm Kahn, Ph.D. & Neena Malik, Ph.D., University of Miami

**Description:** Attended formal trainings that addressed the history, administration, and Exner scoring procedures.

August 2010 to  
January 2012

**Lecture Series: Clinical Case Conference**

**Location:** University of Miami, Miller School of Medicine

**Facilitator:** Neena Malik, Ph.D.

**Description:** Attending weekly didactic seminars on psychopathology.

May 2011

**Workshop: Supervision and Consultation**

**Location:** University of Miami, Department of Psychology

**Facilitator:** Carol Falender, Ph.D., University of California, Los Angeles

- Description: Attended a workshop addressing the aspects underlying clinical supervision and consultation.
- September 2010      Training: **Parent-Child Interaction Therapy (PCIT)**—*Competence criteria met*  
Location: University of Miami, Miller School of Medicine  
Facilitator: Jason Jent, Ph.D.  
Description: Attended three half days (12 hours) of training on PCIT according to the PCIT International training guidelines as well as received live supervision within practicum setting.
- August 2009 to August 2010      Lecture Series: **Clinical Assessment and Therapy Case Conference**  
Location: University of Miami, Department of Psychology  
Facilitator: Saneya Tawfik, Ph.D. & Craig Marker, Ph.D.  
Description: Attended weekly didactic seminars on assessment, case conceptualization, diagnosis, and therapy issues.
- January 2008      Training: **Autism Diagnostic Interview Revised-WPS (ADI-R-WPS) Clinical & Research Training**  
Location: University of Miami, Department of Psychology  
Facilitator: Jennifer Olson, Psy.D., [www.jolsonconsulting.com](http://www.jolsonconsulting.com)  
Description: Attended three full days (24 hours) of training on the administration and scoring of the ADI-R-WPS.
- August 2008      Workshop: **Ethics**  
Location: University of Miami, Department of Psychology  
Facilitator: Kenneth W. Goodman, Ph.D.  
Description: Attended a workshop addressing the current issues in ethics including scientific misconduct, data management, intellectual property, and human subjects and valid consent.
- December 2007      Training: **Autism Diagnostic Observation Schedule-WPS (ADOS-WPS) Clinical & Research Training** (*Research Reliable*)  
Location: University of Miami, Department of Psychology  
Facilitator: Jennifer Olson, Psy.D., [www.jolsonconsulting.com](http://www.jolsonconsulting.com)  
Description: Attended four full days (32 hours) of training on the administration and scoring of all four modules of the ADOS-WPS.  
Reliability Status: *December 2008--Reliable on Modules 1 & 2 (83% Agreement)*  
*February 2009--Reliable on Modules 3 & 4 (86% Agreement)*
- December 2007      Training: **Early Social and Communication Scales (ESCS) Administration and Coding Workshop**  
Location: University of Miami, Department of Psychology  
Facilitator: Peter C. Mundy, Ph.D. & Tricia Cassel, Ph.D.  
Description: Attended a full day (7 hours) training on administration and scoring.

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## **PEER REVIEWED PUBLICATIONS**

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N.R. DeTore, L. Sylvia, E.R. Park, A. Burke, J.H. Levison, A. Shannon, K.W. Choi, F.A. Jain, D.C. Coman, J. Herman, R. Perlis, M. Fava, D.J. Holt, (2021). Promoting resilience in healthcare workers during the COVID-19 pandemic with a brief online intervention, *Journal of Psychiatric Research*, 2021, ISSN 0022-3956, <https://doi.org/10.1016/j.jpsychires.2021.11.011>.

- Wright, A.C., Coman, D., Deng, W., Farabaugh, A., Terechina, O., Cather, C., Fava, M., Holt, D.J., (2020). The Impact of Childhood Trauma, Hallucinations, and Emotional Reactivity on Delusional Ideation, *Schizophrenia Bulletin Open*, 1 (1).
- Paudel, S., **Coman, D.**, Freudenreich, O. (2019). Subjective experience of cognitive difficulties as an important attribute of quality of life among individuals with schizophrenia spectrum disorders. *Schizophrenia Research* PMID: 31672382.
- Hines, S. E., & **Coman, D. C.** (2019). School Based Approach to Youth with Psychosis. *Child and Adolescent Psychiatric Clinics Psychosis in Children and Adolescents: A Guide for Clinicians*, 29(1).
- Coman, D.C.**, Bass, P., Alessandri, M.A., Ghilain, C., & Llabre, M. (2017). The effect of equine assisted activities on social and sensory functioning of children with ASD. *Society & Animals*. 26 (6).
- Ghilain, C.S., Parlade, M.V., McBee, M.T., **Coman, D.C.**, Durham, P., Gutierrez, A., Boyd, B., Odom, S. & Alessandri, M.A. (2016). Validation of the Pictorial Infant Communication Scales for Preschool-Aged Children with Autism. *Autism: International Journal of Research and Practice*. 21 (2), 203-216.
- Coman, D.C.**, Alessandri, M., Gutierrez, A., Novotny, S., Boyd, B., Hume, K., Sperry, L., & Odom, S. (2013). Commitment to classroom model philosophy and burnout symptoms among high fidelity teachers implementing preschool programs for children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*. 43 (2), 345-360.
- Hume, K., Boyd, B., McBee, M., **Coman, D. C.**, Gutierrez, A., Shaw, E., Sperry, L., Alessandri, M., & Odom, S. (2011). Assessing implementation of comprehensive treatment models for young children with ASD: Reliability and validity of two measures. *Research in Autism Spectrum Disorders*, 5 (4), 1430-1440.
- Schwartz, C. B., Henderson, H. A., Inge, A. P. Zahka, N. E., **Coman, D. C.**, Kojkowski, N. M., Hileman, C. M., & Mundy, P. C. (2009). Temperament as a predictor of symptomatology and adaptive functioning in adolescents with high-functioning Autism. *Journal of Autism and Developmental Disorders*, 39, 842-855.
- Henderson, H. A., Zahka, N. E., Kojkowski, N. M., Inge, A. P., Schwartz, C. B., Hileman, C. M., **Coman, D. C.**, & Mundy, P. C. (2009). Self-referenced memory, social cognition, and symptom presentation in autism. *Journal of Child Psychology and Psychiatry*, 50, 853-861.
- Mundy, P.C., Henderson, H.A., Inge, A.P., & **Coman, D.C.** (2007). The modifier model of autism and social development in higher functioning children. *Research and Practice for Persons with Severe Disabilities*, 32 (2), 1-16.

## **CHAPTERS & BOOKS**

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- Coman, D.C.**, & Mian, N.D. (2018). Language Disorders. In K. Wilson & E. Braaten, *The Massachusetts General Hospital Guide to Learning Disabilities*. New York City, NY: Springer Publishing.
- Coman, D.C.** (2018). Autism Spectrum Disorders. In K. Wilson & E. Braaten, *The Massachusetts General Hospital Guide to Learning Disabilities*. New York City, NY: Springer Publishing.
- Coman, D.C.** (2018). Assessment of Children with Intellectual Disabilities. In E. Braaten & B. Willoughby, *The SAGE Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: SAGE Publications.
- Coman, D.C.** (2018). Differential Abilities Scale (DAS). In E. Braaten & B. Willoughby, *The SAGE Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: SAGE Publications.
- Coman, D.C.**, & Braaten, E. (2015). Reading Guide and Note to Parents and Caregivers. In S. Rudolph & D. Royer (p. 27-34), *All My Stripes: A Story for Children with Autism*. Washington, DC: American Psychological Association.

## **PRESENTATIONS TO PROFESSIONAL MEETINGS**

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- Hines, S.E., Deng W., **Coman D.C.**, Burke A., Nyer, M., Cather, C., Holt, D.J. (October 2019). *Association between cannabis use and delusional beliefs in a college student sample*. Clinical Research Day, Massachusetts General Hospital, Boston, MA.

- Harikumar, A, Barbour, T., Nasiriavanaki, Z., **Coman, D. C.**, Hines, S.E., Tootell, R.B.H., & Holt, D.J. (October 2019). *Measuring Responses to Social Reward in First Episode Psychosis: Validation of a Novel Experimental Paradigm*. Clinical Research Day, Massachusetts General Hospital, Boston, MA.
- Harikumar, A, Barbour, T., Nasiriavanaki, Z., **Coman, D. C.**, Hines, S.E., Tootell, R.B.H., & Holt, D.J. (October 2019). *Measuring Responses to Social Reward in First Episode Psychosis: Validation of a Novel Experimental Paradigm*. Society of Biological Psychiatry, Chicago, IL.
- Harikumar, A, Barbour, T., Nasiriavanaki, Z., **Coman, D. C.**, Hines, S.E., Tootell, R.B.H., & Holt, D.J. (October 2019). *Measuring Responses to Social Reward in First Episode Psychosis: Validation of a Novel Experimental Paradigm*. Mysell Day Harvard Medical School, Boston, MA.
- Holt D, DeCross S, Coman D, Shapero B, Holmes A, Buckner R, Fava M, Farabaugh A. *Changes in amygdala and hippocampal functional connectivity in subclinical psychosis: relationship to symptom persistence, paranoia and aberrant salience*. Schizophrenia Bull. 2019 Apr;45(Suppl 2):S90–1. doi: 10.1093/schbul/sbz022.006. Epub 2019 Apr 9. PMID: PMC6455393. Schizophrenia Bulletin 45 (Supplement\_2), S90-S91.
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- Kojkowski, N.M., **Coman, D.**, Zahka, N., Inge, A.P., Schwartz, C., Hileman, C., Mohapatra, L., Henderson, H., Mundy, P. (April 2008). *Gender differences in autism: Exploring symptom presentation and emotional comorbidities in higher functioning children with autism*. Marino Autism Research Institute Scientific Symposium, Nashville, TN.
- Zahka, N., **Coman, D.**, Inge, A., Kojkowski, N., Hileman, C., Schwartz, C., Dainer-Best, J., Weisman de Mamani, A., Henderson, H., & Mundy, P. (April 2008). *Parental attitudes and the role of attribution in the social-emotional development of higher functioning children with autism*. Marino Autism Research Institute Scientific Symposium, Nashville, TN.
- Schwartz, C., Inge, A. P., Kojkowski, N., Zahka, N., Hileman, C., **Coman, D.**, Mundy, P., & Henderson, H. (April 2008). *Individual difference among high-functioning children with autism in temperament, self-monitoring, and social interaction*. Marino Autism Research Institute Scientific Symposium, Nashville, TN.
- Inge, A., Kojkowski, N., Zahka, N., Schwartz, C., Hileman, C., **Coman, D.**, Burnette, C., Dainer-Best, J., Henderson, H., & Mundy, P. (April 2008). *Anterior EEG asymmetry and social symptoms in HFA children*. Marino Autism Research Institute Scientific Symposium, Nashville, TN.
- Coman, D.C.**, Zahka, N.E., Pradella, A.G., Burnette, C.P., & Mundy, P.C. (May, 2007). *Parental attributions and social-emotional development in higher functioning children with autism*. 2007 International Meeting for Autism Research, Seattle, Washington.
- Coman, D.C.**, Zahka, N.E., Pradella, A.G., Burnette, C.P., & Mundy, P.C. (March, 2007). *Parental attributions and social-emotional development in higher functioning children with autism*. Society for Research in Child Development, Boston, MA.
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- Zahka, N., **Coman, D.**, Inge, A., Kojkowski, N., Hileman, C., Schwartz, C., Danier-Best, J., Weisman de Mamani, A., Henderson, H., & Mundy, P. (May, 2007). *Parental attitudes, family factors, and the role of attribution in the emotional and social development of higher functioning children with autism*. 2007 International Meeting for Autism Research, Seattle, Washington.
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- Inge, A., Mundy, P., Henderson, H., Kojkowski, N., Schwartz, C., Zahka, N., Hileman, C., **Coman, D.**, Danier-Best, J. (May, 2007). *Anterior EEG asymmetry and social symptoms in HFA children*. 2007 International Meeting for Autism Research, Seattle, Washington.
- Schwartz, C., Inge, A., Kojkowski, N., Zahka, N., Hileman, C., **Coman, D.**, Mundy, P., & Henderson, H. (May, 2007). *Temperament and self-monitoring in high-functioning children with autism*. 2007 International Meeting for Autism Research, Seattle, Washington.
- Hileman, C., Jaime, M., Schwartz, C., Zahka, N., Inge, A., Kojkowski, N., **Coman, D.**, Henderson, H., & Mundy, P. (March, 2007). *Motivation and self-monitoring as predictors of symptom severity in autism*. Society for Research in Child Development 2007 Biennial Meeting, Boston, Massachusetts.
- Inge, A., Kojkowski, N., Zahka, N., Schwartz, C., Hileman, C., **Coman, D.**, Burnette, C., Danier-Best, J., Henderson, H., & Mundy, P. (March, 2007). *Anterior EEG asymmetry and social symptoms in HFA children*. Society for Research in Child Development 2007 Biennial Meeting, Boston, Massachusetts.
- Schwartz, C.B., Pradella, A.G., Kojkowski, N., Zahka, N.E., Hileman, C., **Coman, D.C.**, Dainer-Best, J., Mundy, P.C., & Henderson, H.A., (March, 2007). *Temperament and self monitoring in higher functioning children with autism*. Society for Research in Child Development, Boston, MA.

- Coman, D.C.**, Zahka, N.E., Pradella, A.G., Burnette, C.P., & Mundy, P.C. (May, 2006). *Parental attributions and social-emotional development in higher functioning children with autism*. Research and Creativity Forum at the University of Miami, Coral Gables, FL.
- Burnette, C.P., Zahka, N.E., Schwartz, C.B., Sutton, S.K., Henderson, H.A., Pradella, A.G., **Coman, D.C.**, & Mundy, P.C. (May, 2005). *EEG asymmetry and social-emotional behaviors in high functioning autism: A replication study*. International Meeting for Autism Research, Boston, MA.
- Zahka, N.E., Weisman, A.G., Burnette, C.P., Schwartz, C.B., Pradella, A.G., Henderson, H.A., Sutton, S.K., **Coman D.C.**, Mundy, P.C. (May, 2005). *Parental attitude and social-emotional development in higher functioning children with autism*. 2005 International Meeting for Autism Research, Boston, MA.
- Burnette, C., Sutton, S., Mundy, P., Henderson, H., Schwartz, C., Zahka, N., **Coman D.C.** (April, 2005). *Frontal asymmetry subgroups and cognitive processes in autism*. Society for Research in Child Development, Atlanta, GA.
- Zahka, N., Burnette, C., Weisman, A., Schwartz, C., Pradella, A., Henderson, H., Sutton, S., **Coman, D.C.**, & Mundy, P. (April, 2005). *Family factors and social-emotional development in autism*. Society for Research in Child Development, Atlanta, GA.

### INVITATIONS AS SPEAKER & TEACHING EXPERIENCE

- Invited Lecturer**  
Fall 2023  
Seminar: Program for Early Assessment, Care, & Study (PEACS)  
Location: University of Colorado Anschutz Medical Campus  
Faculty Member: Michelle West, Ph.D.  
Lecture Title: Utility of Neuropsychological Assessment in Psychotic Spectrum Disorders.
- Invited Lecturer**  
Fall 2019  
Seminar: CBT Seminar  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Anne Chosak, Ph.D.  
Lecture Title: CBT for psychosis.
- Invited Speaker/  
Trainer**  
Summer 2019  
Seminar: CBT Seminar  
Location: Boston Medical Center  
Faculty Member: Hannah Brown, M.D.  
Lecture Title: CBT for Schizophrenia & Psychotic Spectrum Disorders (CBTp)
- Invited Speaker**  
Spring 2018  
Location: Community: Windham Woods School  
Lecture Title: Neuropsychological Assessment: Demystifying the Process, Results, & How It Can Help Our Children
- Invited Lecturer**  
Fall 2018  
Seminar: CBT Seminar  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Anne Chosak, Ph.D.  
Lecture Title: CBT for psychosis.
- Invited Lecturer**  
Fall 2018  
Seminar: Neuropsychological Assessment  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Jennifer Murphy, Ph.D.  
Lecture Title: Neuropsychological Assessment in ASD.
- Invited Speaker**  
Spring 2018  
Location: Community: Cambridge Montessori School  
Lecture Title: Dyslexia & ADHD: Signs, Symptoms, & Supports within the Classroom

- Invited Lecturer**  
Winter 2017  
Seminar: Neuropsychological Assessment  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Jennifer Murphy, Ph.D.  
Lecture Title: Utility of Neuropsychological Assessment in Psychotic Disorders.
- Invited Speaker**  
Fall 2017  
Event: Schizophrenia Education Day  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Daphne Holt, M.D., Ph.D.; Oliver Freudenreich, M.D., F.A.P.M.  
Lecture Title: Autism Spectrum Disorder and Schizophrenia: Shared Traits and Treatment.
- Invited Lecturer**  
Spring 2016  
Course: PSYC561: Abnormal Psychology  
Location: University of New Hampshire  
Faculty Member: Nicholas Mian, Ph.D.  
Lecture Title: Autism Spectrum Disorder.
- Invited Speaker**  
Spring 2016  
Seminar: Neuropsychological Assessment  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Ellen Braaten, Ph.D.  
Talk Title: Trauma and the Effects on Neurocognitive Functions.
- Invited Speaker**  
Spring 2016  
Seminar: Neuropsychological Assessment  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Member: Ellen Braaten, Ph.D.  
Talk Title: Early Life Deprivation: A Neurodevelopmental Pathway to ADHD.
- Invited Speaker**  
Spring 2015  
Seminar: Neuropsychological Evaluations (for psychiatry residents and fellows)  
Location: Massachusetts General Hospital, Division of Child & Adolescent Outpatient Psychiatry  
Faculty Member: Ellen Braaten, Ph.D.  
Lecture Title: The Assessment of Intelligence & Report Interpretation
- Instructor**  
Fall/Spring  
2014/2015  
Seminar: Journal Club  
Location: Massachusetts General Hospital/Harvard Medical School  
Duties: Reviewing articles to inform evidenced-based practices in neuropsychological assessment for interns and postdoctoral fellows.
- Instructor**  
Fall/Spring  
2014/2015  
Seminar: Bi-weekly Group Supervision/Round Table  
Location: Massachusetts General Hospital/Harvard Medical School  
Duties: Providing group-based supervision, promoting peer-to-peer consultation, facilitating discussions, and assisting interns and postdoctoral fellows with practical, clinical, and ethical dilemmas that arise in clinic (e.g., delivering complex feedbacks, addressing multicultural issues, discussing evidenced-based assessment of language disorders, litigious issues, assisting families in navigating IEP process, etc.).
- Instructor**  
Fall 2014  
Seminar: Neuropsychological Assessment  
Location: Chelsea Healthcare Center, Massachusetts General Hospital/Harvard Medical School  
Duties: Teaching neuropsychological assessment seminar for practicum students.



- Instructor**  
Fall 2014  
Seminar: Neuropsychological Assessment  
Location: Massachusetts General Hospital/Harvard Medical School  
Faculty Teaching Mentor: Ellen Braaten, Ph.D.  
Duties: Teaching neuropsychological assessment seminar for interns and post-doctoral fellows.
- Invited Speaker/  
Trainer**  
Summer 2011  
Location: Monroe County Public School District (MCPSD)  
Project: Provided trainings for primary education teachers for MCPSD.  
Institution Represented: UM-NSU CARD  
Lecture Title: Evidence-Based Practices in Autism Education: A Focus on Early Social Communication and Preschool Interventions
- Instructor**  
Spring 2011  
Course: Introduction to Biobehavioral Statistics  
Location: University of Miami, FL  
Faculty Teaching Mentor: Roderick Gillis, Ph.D.  
Duties: Responsible for all aspects of undergraduate instruction.
- Invited Speaker**  
Spring 2011  
Course: Psychology Research Initiatives Mentorship Experience (PRIME)  
Location: University of Miami  
Faculty Member: Victoria Noriega, Ph.D.  
Lecture Title: Becoming a Professional
- Guest Lecturer**  
Fall 2009  
Course: PSY481: Special Topics in Psychology: Autism Spectrum Disorders  
Location: University of Miami  
Faculty Member: Jennifer Durocher, Ph.D.  
Lecture Title: Comprehensive Treatment Programs for Preschool Children with Autism Spectrum Disorders

## **PROFESSIONAL AFFILIATIONS**

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- 2004  
International Society for Autism Research  
American Psychological Association  
Psi Chi, National Honor Society in Psychology

## **ADDITIONAL APPOINTMENTS & CERTIFICATIONS**

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- Special Education Parental Advisory Board Member for Milton Public Schools
- Board Member for Achieving Your Potential, an independent, not-for-profit corporation, with a mission to assist children with Dyslexia and comorbid learning and emotional conditions in accessing evidenced-based interventions.
- Licensed Psychologist and Health Service Provider in the state of MA
- Position: Clinician  
Facility: UM-NSU Center for Autism and Related Disorders (CARD)  
Location: University of Miami, Department of Psychology  
Supervisor: Jennifer Durocher, Ph.D. & Michael Alessandri, Ph.D.  
Duties: Responsibilities included conducting intakes, registering families, providing recommendations for services, and serving as a family advocate.

Position: Coordinator

Facility: Center for Autism and Related Disorders (CARD)

Location: University of Miami, Department of Psychology

Project: Teen Group for Adolescent Boys with Autism Spectrum Disorders

Supervisor: Jennifer Durocher, Ph.D.

Duties: Responsibilities included conducting screenings, coordinating activities, and assisting participants in effective social interaction.

Position: Graduate Student Association Senator

Location: University of Miami Graduate School

Duties: Served a Senate Representative for Department of Psychology.

Position: Mentor

Facility: Center for Autism and Related Disorders (CARD)

Location: University of Miami, Department of Psychology

Supervisor: Michael Alessandri, Ph.D.

Duties: Mentoring an adolescent boy diagnosed with high functioning autism.

## **REFERENCES**

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**Available upon request**