

HAILEY M. FLEECE

(443) 896-6661
hailey.123@live.com

EDUCATION

M.A. Human Development Anticipated graduation May 2020

University of Maryland, College Park, MD
Cumulative GPA: 4.00/4.00

Thesis: *The development of observed friendships in socially withdrawn preschoolers*

B.A. Psychology, Minor in Human Development May 2018

University of Maryland, College Park, MD
Cumulative GPA: 3.75/4.00

Thesis: *Observed mother-child relationships in typical and withdrawn 5th and 6th graders*

HONORS

Jan 2015 – May 2018 Dean's List, University of Maryland, College Park

RESEARCH & CLINICAL EXPERIENCE

Laboratory for the Study of Child & Family Relationships Nov 2015 – Present

Human Development & Quantitative Methodology Department, University of Maryland, College Park

Principal Investigators: Kenneth Rubin, Ph.D. & Andrea Chronis-Tuscano, Ph.D.

NIMH-funded R01 grant: *Multi-Component Early Intervention for Inhibited Preschool Children*

Graduate Research Assistant Responsibilities (May 2018 – Present)

- Assist in a 5-year early intervention program for behaviorally inhibited children and their parents
- Code live child observations in schools using the Play Observation Scale to gather data on the interaction and play styles of the child
- Use Parent-Child Interaction Therapy skills while working one on one with child participants
- Manage physiological technical procedures such as heartrate monitoring, galvanic skin conductance, and video footage of subjects during experimental assessments
- Code parent-child free play and structured activities using the Parent and Child Interaction Scale
- Oversee undergraduate research assistants and coordinates completion of lab tasks
- Train and supervises a team of four undergraduate students in the coding of observational data
- Facilitate experimental visits including consenting procedures, physiological data collection, and directing adolescent and parent participants

Undergraduate Research Assistant Responsibilities (Nov 2015 – May 2018)

- Facilitate childcare during parent training and treatment sessions
- Support large-scale participant recruitment by making recruitment calls and sending informational flyers to various preschools and daycares
- Use Parent-Child Interaction Therapy skills while working one on one with child participants

Alvord, Baker, & Associates, LLC, Bethesda, MD

Oct 2018 – Present

Role: Volunteer Therapist/Co-Facilitator

Clinical Supervisor: Susan Wilson, Ph.D

Resilience Builder Program

- Co-facilitate three twelve-week social competency programs for elementary students with high functioning Autism Spectrum Disorders based on the Resilience Builder model
- Lead weekly relaxation and self-regulation sessions in order to help children increase awareness of the connection between body, emotions, and feelings through techniques such as calm breathing, mindfulness, and yoga
- Develop and teach multiple unique lessons aimed at reframing negative thinking patterns and improving self-esteem.

Children's National Medical Center, Washington, D.C.

Dec 2018 – Present

DC Collaborative for Mental Health in Pediatric Primary Care, Child Health Advocacy Institute

Role: Research Intern

Principal Investigator: Leandra Godoy, Ph.D.

Klingenstein Third Generation Foundation-funded grant: Linking Primary Care to Community Based Mental Health Resources via Family Navigation Support

- Aid in a community mental health program focused on integrating mental health consultation services into pediatric primary care
- Examine and codes participant interviews using Dedoose qualitative data analysis software

Kurtz Psychology Consulting, New York, NY

July 2019

Mighty Mouth Kids Camp

Role: Camp Counselor

Clinical supervisor: Steven Kurtz, Ph.D

- Employed evidence-based treatments for children with selective mutism in an intensive group treatment model
- Utilized Parent-Child Interaction Therapy for Selective Mutism (PCIT-SM) while receiving clinician feedback
- Worked one-on-one with children to create and achieve personalized goals

Project LEARN, University of Maryland, College Park, MD

Jan 2018 – Aug 2018

College of Education, University of Maryland, College Park

Role: Research Assistant

Supervisor: Ana Taboada Barber, Ph.D.

- Contributed to a 3-year longitudinal study to explore the skills that contribute to students' reading comprehension achievement and how these skills may differ for English learners and English monolingual students
- Administered reading motivation and reading comprehension assessments such as the Woodcock Johnson Test to students in second through fifth grade

- Managed and analyzed data collected from reading and comprehension assessments.
- Visited local schools to conduct assessments of students

Center for Addiction, Personality, and Emotion Research

Aug 2015 – Feb 2016

Department of Psychology, University of Maryland, College Park

Role: Research Assistant

Supervisor: Derek Iwamoto, Ph.D.

- Supported a 9-year, National Institute on Drug Abuse-funded (NIDA) R01 examining, multidisciplinary interventions for addictive behaviors and their co-occurring psychological conditions
- Partnered with the members of Paul's Place, a community center located in Baltimore to offer a wide array of services to low-income families and programs in the community

VOLUNTEER EXPERIENCE

National Suicide Prevention Hotline

May 2017 – May 2018

Role: Volunteer phone counselor

- Counseled callers through telephone therapy, crisis intervention, confidential and supportive listening, as well as informational referral services
- Engaged in an eight-week training to learn helping skills to accommodate those who call in to the hotline
- Assessed persons in crises and created individualized plans of action

LEADERSHIP EXPERIENCE

Department of Psychology, University of Maryland, College Park

Jan 2018 – May 2018

Role: Undergraduate Teaching Assistant

Course: Helping Skills

Supervisor: Jonathan Mohr, Ph.D.

- Supported the planning and preparation of weekly lectures
- Graded student exams, essays, and group work
- Met one-on-one with undergraduate students to answer questions and provide feedback on course work

POSTER PRESENTATIONS

Fleece, H. M., Smith, K. A., Druskin, L. R., Pham, S. N., Chronis-Tuscano, A., & Rubin, K. H. (2019, November). *Observed social behavior of preschool children with parents with internalizing disorders*. Poster to be presented at the 53rd annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Atlanta, GA.

Druskin, L. R., Smith, K. A., Novick, D. R., **Fleece, H. M.,** Pham, S. N, Chronis-Tuscano, A., & Rubin, K. H. (2019, November). *Parent perceptions compared to child behavior as predictors of parent accommodation of anxiety*. Poster to be presented at the 53rd Association for Behavioral and Cognitive

Therapies (ABCT) Annual Convention, Meeting of the Child & Adolescent Anxiety Special Interest Group (SIG), Atlanta, GA.

Fleece, H. M., Smith, K. A., & Rubin, K. H. (2019, May). *Parental monitoring exacerbates anxiety symptoms in anxiously withdrawn adolescents*. Poster presented at the 31st Association for Psychological Science (APS) Annual Convention, Washington, D.C.

Druskin, L. R., Barstead, M. G., Novick, D. R., Smith, K. A., **Fleece, H. M.**, Wagner, N. J., Danko, C. D., Chronis-Tuscano, A., & Rubin, K. H. (2019, May). *Parasympathetic control moderates inhibited children's susceptibility to parental influences on play behaviors*. Poster presented at the 31st Association for Psychological Science (APS) Annual Convention, Washington, D.C.

PROFESSIONAL MEMBERSHIPS

<i>Member</i> , Association for Psychological Science (APS)	Apr 2019 – Present
<i>Member</i> , Association for Behavioral and Cognitive Therapies (ABCT)	Nov 2018 – Present
<i>Member</i> , Psi Chi: The International Honors Society in Psychology	Dec 2016 – Present

RELEVANT TRAINING & SKILLS

Proficiencies: AcqKnowledge, Noldus Media Recorder, Observer, REDCap, R Studio, Microsoft Office, and SPSS