

# Rosemarie Kurtz

rk2898@tc.columbia.edu  
New York, NY

## EDUCATION

**Teachers College, Columbia University, New York, NY** **Anticipated May 2021**  
Ph.D. Candidate in School Psychology (APA and NASP accredited)  
BCBA Candidate  
GPA: **4.1**

**Hunter College of the City University of New York, New York, NY** **May 2015**  
B.A. in Psychology  
*Magna Cum Laude*  
GPA: **3.89**

## CLINICAL EXPERIENCE

**Brooklyn Academy High School, Brooklyn, NY** **September 2017-Present**  
Fieldwork Practicum Student in School Psychology

- Provide individual therapy in an alternative high school to at-risk adolescents with a range of presenting problems, including internalizing disorders, externalizing disorders, and difficulties with interpersonal effectiveness and academic achievement
- Conducted a comprehensive psychoeducational evaluation for a 20-year-old male with a history of learning difficulties and school truancy
- Provide consultation to teachers and school administrators, including assistance in optimizing program development and behavior management strategies

**Proud Moments Therapy, New York, NY** **June 2017-Present**  
Behavior Technician

- Provide direct applied behavior analysis therapy to clients diagnosed with autism
- Collaborate with team BCBA and client's parents to design appropriate behavior intervention plans and create learning objectives
- Measure and evaluate client progress based on data taken at each session

**Queens College Sibs Club, Flushing, NY** **September 2017-December 2017**  
Sibling Support Group Leader

- Led a weekly support group for six children ages 6 to 13 who have one or more siblings with autism as an intervention promoting positive sibling relationships and social-emotional functioning

**Fred S. Keller School, Piermont, NY** **September 2016-June 2017**  
Applied Behavior Analysis Practicum Student

- Applied principles of behavior and implemented behavioral tactics for preschoolers with disabilities through a Comprehensive Application of Behavior Analysis to Schooling (CABAS) approach
- Used effective behavioral teaching strategies to build early academic, communication, and self-management skills to prepare children for Kindergarten

- Implemented programs independently and made decisions to either continue or discontinue based on efficacy

**Dean Hope Center for Educational and Psychological Services**

**September 2016-May 2017**

**Teachers College, Columbia University, New York, NY**

Clinic-Based Practicum Student in School Psychology

- Completed two comprehensive psychoeducational evaluations for a 7-year-old female with behavioral, academic, and motor difficulties (Spring 2017) and a 10-year-old female with English language and math difficulties (Fall 2016)
- Administered cognitive, academic, and social-emotional measures, devised appropriate research-based recommendations for academic and behavioral problems, and held feedback sessions with parents to provide an overview of their child’s functioning
- Worked collaboratively with families of diverse cultural and socioeconomic backgrounds and gained experience working with an interpreter

**SUPERVISORY EXPERIENCE**

**Teachers College, Columbia University, New York, NY**

**Fall 2017**

Graduate Assistant’s Assistant, Individual Psychological Testing I

- Assisted in the training of first-year school psychology graduate students to administer measures of cognitive ability, including the Woodcock Johnson Tests of Cognitive Abilities (WJ-IV COG) and Wechsler Intelligence Scales (WISC-V, WAIS-IV)
- Ensured student proficiency on measures by conducting one-on-one evaluations, grading protocols, reviewing video recordings of student administrations, and providing frequent and thorough feedback

**RESEARCH EXPERIENCE**

**Icahn School of Medicine at Mount Sinai**

**October 2017-Present**

**Department of Neurology, New York, NY**

Clinical Research Volunteer for James Sumowski, Ph.D.

- Review and score neuropsychological tests used in measuring cognitive functioning of individuals with multiple sclerosis
- Collaborate with research group in creating and refining new tests to effectively measure cognitive functions, including memory and processing speed

**Teachers College, Columbia University, New York, NY**

**June 2017-September 2017**

Research Assistant

- Reviewed literature for studies on the relevant variables in relation to academic and work procrastination

**RELATED EXPERIENCE**

**Cooper Eye Care, New York, NY**

**January 2016-August 2016**

Vision Therapy Assistant

- Helped in administering assessments for children with tracking difficulties
- Worked collaboratively with parents and doctors to establish appropriate treatment plans for children undergoing vision therapy

Intern

- Helped special needs children develop communication, social, and academic skills to promote independence
- Organized daily activities to provide structure and reliability to children’s school experiences

**HONORS AND AWARDS**

- Teachers College Scholarship: 2016-2017 Academic Year
- Magna Cum Laude, Hunter College of the City University of New York: May 2015
- Dean’s List, Hunter College of the City University of New York: Fall 2012-Spring 2015

**PROFESSIONAL AFFILIATIONS**

National Association of School Psychologists (NASP) Student Affiliate **September 2016-Present**

**PROFESSIONAL DEVELOPMENT**

Mandated Reported Training: New York State Office for Children and Family Services **August 2017**  
 BART: A Group Relations Conference in the Tavistock Tradition **July 2017**  
 Advocacy Workshop **March 2017**  
 Managing Challenging Behaviors Workshop **March 2017**  
 Mock Committee on Special Education (CSE) Meeting Workshop **March 2017**  
 Individualized Education Plan (IEP) Workshop **February 2017**

**ASSESSMENT EXPERIENCE**

**Cognitive:**

Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV) • Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V) • Wechsler Preschool and Primary Intelligence Scale, Fourth Edition (WPPSI-IV)\* • Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition (WJ-IV COG)

**Achievement:**

Wechsler Individual Achievement Test, Third Edition (WIAT-III) • Woodcock Johnson Tests of Achievement, Fourth Edition (WJ-IV ACH)

**Reading and Language:**

Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5)\* • Gray Oral Reading Test, Fifth Edition (GORT-5)\* • Nelson-Denny Reading Test\* • Peabody Picture Vocabulary Test, Fourth Edition (PPVT-IV)\* • Wechsler Test of Adult Reading (WTAR)\* • Woodcock Johnson Tests of Oral Language, Fourth Edition (WJ-IV OL)

**Attention, Memory, and Learning:**

Brief Visuospatial Memory Test, Revised (BVMT-R)\* • Selective Reminding Test (SRT)\* • Stroop Color Word Interference Test\* • Symbol Digit Modalities Test (SDMT)\*

**Visual-Motor Perception and Coordination:**

Beery-Buktenica Developmental Tests of Visual-Motor Integration, Sixth Edition (Beery VMI-6) • Bender Visual-Motor Gestalt Test, Second Edition (Bender-Gestalt, II) • Developmental Coordination Disorder Questionnaire (DCDQ)

**Behavior and Social-Emotional Rating Scales:**

Achenbach System of Empirically Based Assessment (ASEBA) • Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)\* • Beck Depression Inventory-II (BDI-II)\* • Behavior Assessment System for Children, Third Edition (BASC-3) • Behavior Rating Inventory for Executive Functioning, Second Edition (BRIEF-2)\* • Childhood Autism Rating Scale, Second Edition (CARS-2) • Conners Rating Scale, Third Edition (Conners-3) • Revised NEO Personality Inventory (NEP PI-R) • Semi-Structured Clinical Interview for Children and Adolescents (SCICA) • Social Communication Questionnaire (SCQ) • Swanson, Nolan, and Pelham Teacher and Parent Rating Scale, Fourth Edition (SNAP-IV) • Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)

**Projective Measures:**

Children's Apperception Test (CAT) • Hart Sentence Completion for Children (HSCT) • House-Tree-Person Test (HTP)\* • Kinetic Family Drawing (KFD) • Thematic Apperception Test (TAT)\*

\*Learned but not administered