

**CAROLINE G. RICHTER, Ph.D.**  
(aka Caroline Greiner de Magalhães)

**PERSONAL INFORMATION**

Assistant Professor; Department of Psychology  
University of Alabama at Birmingham (UAB)  
Campbell Hall, 231F  
1300 University Blvd.; Birmingham, AL 35233  
(205) 934-9897  
[carolinerichter@uab.edu](mailto:carolinerichter@uab.edu)

**EDUCATION**

2021 – 2022 Postdoctoral Research Associate, University of Connecticut, Storrs, CT  
HOEFT Laboratory for Learning Engineering and Neural Systems

2017 – 2021 Ph.D., Experimental Psychology, University of Louisville, Louisville, KY  
Focus: Developmental Psychology  
Dissertation: *Literacy abilities of children and adolescents with Williams syndrome*  
Chair: Carolyn B. Mervis, Ph.D.

2017 – 2019 M.S., Experimental Psychology, University of Louisville, Louisville, KY  
Focus: Developmental Psychology

2015 – 2017 M.A., Developmental Psychology, Universidade Federal de Minas Gerais, Brazil  
Thesis: *Cognitive predictors of arithmetic, reading, and spelling in Brazilian Portuguese-speaking children*  
Chair: Cláudia Cardoso-Martins, Ph.D.

2014 – 2015 Certified Cognitive-Behavioral Therapist, Wainer Psicologia Cognitiva, Brazil

2010 – 2014 B.A., Psychology, Universidade Federal de Minas Gerais, Brazil

**RESEARCH**

**Peer-reviewed Publications**

1. **Richter, C. G.**, Siegelman, N., Mahaffy, K., Bunt, M. van den, Kearns, D. M., Landi, N., Sabatini, J., Pugh, K., & Hoeft, F. (2022). The impact of computer-assisted technology on literacy acquisition during COVID-19-related school closures: Group-level effects and predictors of individual-level outcomes. *Frontiers in Psychology*, 13:1001555. <https://doi.org/10.3389/fpsyg.2022.1001555>
2. **Richter, C. G.**, Cardoso-Martins, C., & Mervis, C. B. (2022). Longitudinal predictors of word reading for children with Williams syndrome. *Reading and Writing: An Interdisciplinary Journal*. (Advanced online publication)  
<https://doi.org/10.1007/s11145-022-10370-7>

3. Haft, S. L., **Greiner de Magalhães, C.**, & Hoeft, F. (2022). A systematic review of the consequences of stigma and stereotype threat for individuals with specific learning disabilities. *Journal of Learning Disabilities* (Advanced online publication). <https://doi.org/10.1177/00222194221087383>
4. Mervis, C. B., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2022). Concurrent predictors of word-reading and reading comprehension for 9-year-olds with Williams syndrome. *Reading and Writing: An Interdisciplinary Journal*, 35, 377–397. <https://doi.org/10.1007/s11145-021-10163-4>
5. **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. (2022). Executive function as measured by the Behavior Rating Inventory of Executive Function-2: Children and adolescents with Williams syndrome. *Journal of Intellectual Disability Research*, 66(1-2), 94–107. <https://doi.org/10.1111/jir.12858>
6. Mervis, C. B. & **Greiner de Magalhães, C.** (2022). Williams syndrome. In M. Beauchamp, R. Peterson, M. D. Ris, H. G. Taylor, & K. O. Yeates (Eds.). *Pediatric neuropsychology: Research, theory, and practice*, 3rd ed (pp.377-405). New York: Guilford.
7. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2021). Spelling abilities of school-aged children with Williams syndrome. *Research in Developmental Disabilities*, 120, 104129. <https://doi.org/10.1016/j.ridd.2021.104129>
8. **Greiner de Magalhães, C.**, Mervis, C.B. & Cardoso-Martins, C. (2021). Cognitive predictors of arithmetic, reading, and spelling in Brazilian Portuguese-speaking children. *Reading and Writing: An Interdisciplinary Journal*, 34, 174–198. <https://doi.org/10.1007/s11145-020-10062-0>
9. **Greiner de Magalhães, C.**, O'Brien, L. M. & Mervis, C. B. (2020). Sleep characteristics and problems of 2-year-olds with Williams syndrome: Relations with language and behavior. *Journal of Neurodevelopmental Disorders*, 12(32), 1–16. <https://doi.org/10.1186/s11689-020-09336-z>
10. Abreu, A., Ohno, P. M., **de Magalhães, C. G.**, & Barreto, I. S. (2016). Treinamento de pais e autismo: uma revisão de literatura [Parent training and autism: a literature review]. *Ciências & Cognição*, 21, 7–22.
11. Cardoso-Martins, C., Gonçalves, D. T., **de Magalhães, C. G.**, & da Silva, J. R. (2015). Word reading and spelling ability in school-age children and adolescents with autism spectrum disorders: evidence from Brazilian Portuguese. *Psychology & Neuroscience*, 8, 479–487. <https://doi.org/10.1037/pne0000029>
12. Cardoso-Martins, C., Gonçalves, D. T., & **de Magalhães, C. G.** (2013). What are the mechanisms behind exceptional word reading ability in hyperlexia?: Evidence from a 4-year-old hyperlexic boy's invented spellings. *Journal of Autism and Developmental Disorders*, 43, 3001–3003. <https://doi.org/10.1007/s10803-013-1857-0>
13. Barreto, I. S., **de Magalhães, C. G.**, Gonçalves, D. T., & Abreu, A. (2013). Processos de intervenção para crianças e adolescentes com Síndrome de Asperger: uma revisão de literatura [Intervention processes for children and adolescents with Asperger syndrome: A literature review]. *Contextos Clínicos*, 6, 132-143. <https://doi.org/10.4013/ctc.2013.62.06>
14. **de Magalhães, C. G.**, Barbosa, P. G., Abreu, C. S. D., & Cardoso-Martins, C.

(2012). Early joint attention deficits in autism: evidence from a retrospective case study. *Revista Brasileira de Psiquiatria*, 34, 509–510.  
<https://doi.org/10.1016/j.rbp.2012.04.004>

## GRANT FUNDING

1. **Funding agency:** Learning Disabilities Foundation of America  
**Title:** Emotional well-being in children and adolescents with specific learning disabilities  
**Principal Investigator:** Caroline G. Richter  
**Co-Investigators:** Sylvie Mrug, Robin Ennis, Scott Snyder  
**Funding awarded:** 12/2022–12/2023 (\$1,000)
2. **Funding agency:** University of Connecticut, College of Liberal Arts and Sciences (CLAS): Research Funding in Academic Themes.  
**Title:** Social stigma impacts on mental health and academic outcomes in children and adolescents with specific learning disabilities  
**Principal Investigator:** Jacqueline M. Chen  
**Co-Investigators:** Fumiko Hoeft and Caroline Greiner de Magalhães (Functional Co-PI on this grant due to postdocs not being eligible to be PI: all aspects of the grant preparation from proposal development and writing)  
**Funding awarded:** 12/12/2021–6/30/2023 (\$50,000)

## Manuscripts in Preparation

\* Represents students

1. **Richter, C. G.**, Li, Celine\*, Turnbull, A., Haft, S. L., Schneider-Richardson, D., Luo, J., Davidson, R., Vankee, F. L., & Hoeft, F. *Brain imaging studies of emotional well-being: A systematic review*. (Preregistered in Open Science Framework).
2. Hall, S. Koslouski, J. **Richter, C. G.**, & Chafouleas, S. M. *Measuring the Emotional Well-Being of Individuals with Intellectual Disabilities: A Scoping Review*.
3. **Richter, C. G.**, Rowe, M., Becerra, A. M., & Mervis, C. B. *Mastery motivation in young children with Williams syndrome or Down syndrome*.

## Selected conference Presentations (peer-reviewed)

\* Represents students

1. Koslouski, J., Hall, S., Chafouleas, S., Wittenberg, E., Fabiano, G., **Richter, C. G.** (2023, May). *What about us?: Reviewing the Current Landscape of Emotional Well-Being Measures for Historically Overlooked Populations*. Symposium submitted to be presented at the 2023 Association for Psychological Science Annual Convention, Washington, DC.
2. **Richter, C. G.**, Hillock, M. L., Becerra, A. M., Williams, C. J.\*, & Mervis, C. B. (2023, April). *Mastery motivation in young children with Williams syndrome or Down syndrome*. Poster to be presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Kansas City, KS.
3. **Richter, C. G.**, Dahlman, A.\*, Siegelman, N., Mahaffy, K., Bunt, M. van den, Kearns, D. M., Landi, N., Sabatini, J., Pugh, K., & Hoeft, F. (2023, March). *The impact of computer-assisted technology on literacy acquisition during COVID-19-*

*related school closures: Group-level effects and predictors of individual-level outcomes.* Individual poster to be presented at Society for Research in Child Development Biennial Meeting (SRCD), Salt Lake City, UT.

4. **Richter, C. G.** (chair), Hoeft, F., Hendren, R., Al Otaiba, S., Kockler, R. (2022, Nov). *Socio-emotional challenges in learning disorders.* Symposium presented at the Reading, Literacy & Learning Annual International Dyslexia Association (IDA) Conference, San Antonio, TX. <https://doi.org/10.13140/RG.2.2.23669.45281>
5. **Richter, C. G.**, Haft, S., Turnbull, A., Li, C., & Hoeft, F. (2022, May). *Brain Imaging Studies of Emotional Well-Being: A Systematic Review.* In Park, C. L. *Defining and measuring emotional well-being: Current challenges and future directions.* Symposium presented at the 2022 Association for Psychological Science Annual Convention, Chicago, IL. Available from: [https://www.researchgate.net/publication/361471544\\_Brain\\_Imaging\\_Studies\\_of\\_Emotional\\_Well-Being\\_A\\_Systematic\\_Review](https://www.researchgate.net/publication/361471544_Brain_Imaging_Studies_of_Emotional_Well-Being_A_Systematic_Review)
6. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2021, July). *Spelling abilities of children and adolescents with Williams syndrome.* Oral presentation at the Society for the Scientific Study of Reading Conference 2021 (online).
7. **Greiner de Magalhães, C.**, O'Brien, L. M. & Mervis, C. B. (2021, July). *Nonverbal reasoning ability and nighttime sleep duration predict expressive and receptive language ability in 2-year-olds with Williams syndrome.* Poster presented at the International Association for the Study of Child Language, Philadelphia, PA. Originally accepted for presentation at the 2020 conference, which was canceled.
8. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2021, June). *Longitudinal predictors of word reading for children with Williams syndrome.* Poster presented at the 41st annual, virtual Symposium on Research in Child Language Disorders.
9. **Greiner de Magalhães, C.** & Mervis, C. B. (2021, April). *Emotion regulation and word reading ability as concurrent predictors of community living skills for children and adolescents with Williams syndrome.* Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities (online).
10. **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. (2021, April). *Executive functions of children and adolescents with Williams syndrome.* Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities (online). Originally accepted for presentation at the 2020 conference, which was canceled.
11. **Greiner de Magalhães, C.**, Cardoso-Martins, C., & Mervis, C. B. (2020, July). *Reading and spelling abilities of school-aged children with Williams syndrome.* Poster accepted for presentation at the meeting of the Society for the Scientific Study of Reading, which was canceled.
12. **Greiner de Magalhães, C.**, Mervis, C. B., & Cardoso-Martins, C. (2019, October). *Cognitive predictors of reading, spelling, and arithmetic in Brazilian Portuguese-speaking children.* Poster presented at the Cognitive Development Society Biennial Conference, Louisville, KY.

13. **Greiner de Magalhães, C.**, Pitts, C. H., & Mervis, C. B. (2019, June). *Phonological processing profiles of 9-year-old children with Williams syndrome and relations to word reading ability*. Oral presentation at the Symposium on Research in Child Language Disorders, University of Wisconsin-Madison, WI.
14. **Greiner de Magalhães, C.** & Mervis, C. B. (2019, April). *Mathematical abilities of 9-year-old children with Williams syndrome*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Antonio, TX.
15. Gonçalves, D. T., **Greiner de Magalhães, C.**, Mervis, C. B., & Cardoso-Martins, C. (2018, July). *The development of orthographic knowledge in children with reading disabilities in Portuguese*. Poster presented at the Society for the Scientific Study of Reading, Brighton, UK.
16. **Greiner de Magalhães, C.**, Becerra, A. M., Pitts, C. H., O'Brien, L. M. & Mervis, C. B. (2018, July). *Sleep disordered breathing is associated with increased developmental delay and behavioral difficulties in Williams syndrome*. Poster presented at the International Congress of Infant Studies, Philadelphia, PA.
17. **Greiner de Magalhães, C.**, Becerra, A. M., Eovino, J., Speak, J. M., Thurman, A. J., Pitts, C. H., & Mervis, C. B. (2018, April). *Lexical and grammatical abilities of 3- and 4-year-old children with Down syndrome or Williams syndrome*. Poster presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, CA.
18. Piuzana-Barbosa, D. C. B., **Greiner de Magalhães, C.**, & Abreu, A. (2016). *Relato de um caso de autismo na 3ª infância [Report of a case of autism in early childhood]*. Oral presentation at the XXV Encontro Brasileiro de Psicologia e Medicina Comportamental, Foz do Iguaçu, PR, Brazil.
19. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Cardoso-Martins, C. (2015). *As crianças com dificuldades de matemática apresentam déficits no processamento fonológico?: Resultados preliminares [Do children with difficulties in mathematics have deficits in phonological processing?: Preliminary results]*. Poster presented at the 45ª Reunião Anual da Sociedade Brasileira de Psicologia, Belo Horizonte, MG, Brazil.
20. Gonçalves, D. T., **Greiner de Magalhães, C.**, Michalick-Triginell, M. F., & Cardoso-Martins, C. (2015). *'Febriu' ou 'febril'? O desenvolvimento do conhecimento ortográfico em crianças com dislexia do desenvolvimento ["Febriu" or "febril"? The development of orthographic knowledge in children with developmental dyslexia]*. Poster presented at the 45ª Reunião Anual da Sociedade Brasileira de Psicologia, Belo Horizonte, MG, Brazil.
21. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Abreu, A. (2015). *Atendimento da criança com TEA [Intervention with the child with Autism Spectrum Disorder]*. Oral presentation at the IV Congresso Brasileiro de Terapia Cognitiva da Infância e Adolescência, Belo Horizonte, MG, Brazil.
22. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2014). *Does speed of processing contribute to variance in reading ability? Evidence from Brazilian Portuguese*. Poster presented at the II World Dyslexia Forum, Belo Horizonte, MG, Brazil.

23. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2013). *A relação entre o processamento fonológico e as habilidades acadêmicas: um estudo longitudinal* [The relation between phonological processing and academic abilities: A longitudinal study]. Oral paper presented at the XXII Congresso Brasileiro e II Congresso Internacional da Associação Brasileira de Neurologia, Psiquiatria Infantil e Profissões Afins, ABENEPI, Belo Horizonte, MG, Brazil.
24. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Abreu, A. (2013). *Intervenção comportamental em uma criança autista: habilidades sociais* [Behavioral intervention in a child with autism: Social skills]. Poster presented at the XXII Congresso Brasileiro e II Congresso Internacional da Associação Brasileira de Neurologia, Psiquiatria Infantil e Profissões Afins, ABENEPI, Belo Horizonte, MG, Brazil.
25. **Greiner de Magalhães, C.**, Gonçalves, D. T., & Abreu, A. (2013). *Intervenção no comportamento verbal de uma criança autista: um estudo de caso* [Intervention in the verbal behavior of a child with autism: A case study]. Poster presented at the XXII Congresso Brasileiro e II Congresso Internacional da Associação Brasileira de Neurologia, Psiquiatria Infantil e Profissões Afins, ABENEPI, Belo Horizonte, MG, Brazil.
26. **Greiner de Magalhães, C.**, Barreto, I. S., Gonçalves, D. T., & Cardoso-Martins, C. (2012). *Há vantagens posteriores em adquirir a habilidade de leitura precocemente?* [Are there any advantages in learning to read early?]. Poster presented at the VI Simpósio Internacional de Neurociências: Percepção, Belo Horizonte, MG, Brazil.
27. Gonçalves, D. T., **Greiner de Magalhães, C.**, Barreto, I. S., & Cardoso-Martins, C. (2012). *Habilidade de escrita na hiperlexia: evidência de um estudo de caso* [Spelling ability in hyperlexia: Evidence from a case study]. Poster presented at the VI Simpósio Internacional de Neurociências: Percepção, Belo Horizonte, MG, Brazil.
28. Gonçalves, D. T., **Greiner de Magalhães, C.**, Silva, J., R., & Cardoso-Martins, C. (2012). *Estratégias de leitura em indivíduos com Transtornos do Espectro Autista*. [Reading strategies used by individuals with autism spectrum disorders]. Poster presented at the I Congresso Mineiro de Neuropsicologia, Belo Horizonte, MG, Brazil. **Greiner de Magalhães, C.**, Barbosa, P. G., Abreu, C. S., Jesus, J. C., & Cardoso-Martins, C. (2012). *O desenvolvimento da atenção compartilhada no autismo: um estudo de caso* [The development of joint attention in autism: A case study]. Poster presented at the I Congresso Mineiro de Neuropsicologia, Belo Horizonte, MG, Brazil.
29. Gonçalves, D. T., **Greiner de Magalhães, C.**, & Cardoso-Martins, C. (2012). *O processamento fonológico prediz a habilidade inicial de matemática?: Evidência de um estudo longitudinal* [Does phonological processing predict initial math skills?: Evidence from a longitudinal study]. Poster presented at the I Congresso Mineiro de Neuropsicologia, Belo Horizonte, MG, Brazil.
30. **Greiner de Magalhães, C.**, Gonçalves, D. T., Barreto, I. S., & Abreu, A. (2012). *Processos de intervenção para crianças e adolescentes com síndrome de Asperger: uma revisão sistemática* [Intervention for children and adolescents with Asperger syndrome: A systematic review]. Poster presented at the I Congresso de Terapias

Cognitivas – a clínica em foco, Belo Horizonte, MG, Brazil.

## **AWARDS AND HONORS**

1. University of Connecticut - Institute for the Brain and Cognitive Sciences (IBACS) Travel Award (Spring, 2022).
2. March 2021 – present: NIH U24 M3EWB fellow (NIH U24AT011281; Multi-PIs: Park, C.; Chafouleas, S.; Hoeft, F.). Network to advance the study of mechanisms underlying mind-body interventions and measurement of emotional wellbeing (M3 Network of Emotional Wellbeing). Goal: To lead a network to deepen our understanding of EWB measurement approaches and their role in MBIs as outcomes and as mechanisms.
3. University Fellowship, University of Louisville (2017 – 2018; 2020 – 2021).
4. Experimental Psychology Ph.D. Program Award for Excellence in Teaching. Department of Psychological & Brain Sciences, University of Louisville (Spring 2020).
5. 2019 Dr. M. Celeste Nichols Professional Development Award given by the University of Louisville Women's Center in conjunction with the George J. Howe Student Leadership Fund, the University of Louisville Women's Center, and a private donor (November 2019).
6. NIH Student Travel Award for the 40<sup>th</sup> Annual Symposium on Research in Child Language Disorders (SRCLD), University of Wisconsin-Madison (June 2019).
7. Experimental Psychology Ph.D. Program Award for Excellence in Research - Junior Researcher. Department of Psychological & Brain Sciences, University of Louisville (Spring 2018).
8. Graduate Network in Arts and Sciences Travel Funding. College of Arts & Sciences, University of Louisville (Fall 2017, Spring 2019, Fall 2019, Spring 2020).
9. Graduate Student Council (GSC) Travel Award. School of Interdisciplinary and Graduate Studies, University of Louisville (Fall 2017, Spring 2018, Fall 2018, Fall 2019, Spring 2020).
10. Graduate Student Fellowship (January 2016 – December 2017). Department of Psychology. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.
11. Second place, Luiz Marcellino de Oliveira Prize in the Masters category at the 45th Annual Meeting Brazilian Society of Psychology (SBP). Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (October, 2015).
12. Best poster, II World Dyslexia Forum. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (August, 2014).
13. Scientific Initiation Stipend (fellowship) (August 2011 – December 2014). Department of Psychology. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.



14. Scientific Initiation Stipend (fellowship) (August 2010 – August 2011). Department of Medicine. Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

## **ADDITIONAL RESEARCH TRAINING**

Center for Clinical and Translational Science (CCTS) Case Studies in Team Science and Collaboration (With Joel Dobbs; October – November 2022). Eight-week, case-based course, uses the National Institute of Health's Collaboration and Team Science Field Guide, 2nd Edition, as a text along with the included brief case studies to help scientists learn the basics of team science and collaboration as well as how to navigate the challenges of working in interdisciplinary teams.

UAB CCTS Nascent Projects Panel (November 16, 2022). \$500 award as funding for a pilot phase of the study entitled "Development and validation of an emotional well-being measure for children and adolescents with disabilities".

Faculty facilitator for the *GRD717: Principles of Research Integrity* course as a requirement for Graduate Faculty II. With Lisa M. Schwiebert, PhD, Sr. Assoc. Dean for Graduate, Postdoctoral and International Education (October 11 and October 12 – 8am to 12pm – 8 hours).

National Funding Foundation - Professional Grant Proposal Writing Workshop (September-October 2022)

BIRC Workshop 2: DWI Part 2: Data Processing and Analyses. With Dr. Nabin Koirala, PhD (11/03/21 – 2h course).

Brain Imaging Research Center (BIRC) Workshop 1 - Diffusion Weighted Imaging (DWI) Part 1: Principles and Data Acquisition. With Dr. Nabin Koirala, PhD (10/22/21 – 2h course).

Publishing Academy. Graduate School, University of Louisville (March 2021).

The Basics of Peer Review. APS free webinar with Amy Drew, Robert L. Goldstone, Erin B. Tone, and Becca White (August 2020).

Early Start Denver Model: Introductory Course. Taught by Thiago Lopes, with certificate from Sally Rogers, Ph.D., UC Davis, MIND Institute. Belo Horizonte, Minas Gerais, Brazil (2016).

Factorial and Principal Component Analysis (15 hours). Department of Psychology, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (2015).

Course in Linear Regression (15 hours). Department of Psychology, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (2015).

Introduction to R and Data Analysis (15 hours). Department of Psychology, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (2012).



## MENTORING

*University of Alabama at Birmingham, Birmingham, AL, Department of Psychology*

### Chair of Thesis and Dissertation Committees

Jaylon Williams (Fall 2022 – Spring 2024); Master of Science in Multidisciplinary Biomedical Science (MBS) 698.

### Supervision of Undergraduate Honors Thesis

Ali Dahlman (Fall 2022 – Fall 2024)

### Supervision of Students not Related to Thesis or Dissertation

Kate Redden (Honors by contract; PY 415-2C); Leanna M. Coffey (Honors by contract; PY 415-2C); Amber P. Glaze (volunteer); Mckenzie Heard (volunteer); Roman Christopher Hawrych (volunteer), Melanie Grace Albright (graduate student, volunteer), Alecia M. Mercier (graduate student, volunteer).

### Students' presentations at UAB expo:

1. Dahlman, A.\*, **Richter, C. G.**, Siegelman, N., Mahaffy, K., Bunt, M. van den, Kearns, D. M., Landi, N., Sabatini, J., Pugh, K., & Hoeft, F. (2022, November). *The impact of computer-assisted technology on literacy acquisition during COVID-19-related school closures: Group-level effects and predictors of individual-level outcomes*. Poster presented at UAB Expo.
  - a. Alison Dahlman was the 2<sup>nd</sup> Place Winner of the in-person Fall Expo 2022 in the Social and Behavioral Science category.
2. Williams, C. J.\*, **Richter, C. G.**, Hillock, M. L., Becerra, A. M., & Mervis, C. B. (2022, November). *Mastery motivation in young children with Williams syndrome or Down syndrome*. Poster presented at UAB Expo.
3. Redden, K. B.\*, Coffey, L.\*, **Richter, C. G.** (2022, November). *Stereotype and stigma interventions and future avenues in individuals with specific learning disabilities*. Poster presented at UAB Expo.

### Member of Thesis and Dissertation Committees

Grace Albright (2023) – Doctoral Dissertation; Developmental Psychology Program

Alecia M. Mercier (2023) – Thesis; Developmental Psychology Program

*University of Connecticut, Connecticut, CT, Department of Psychological Sciences*

### Supervision of undergraduate students not related to thesis

[Emotional well-being project](#) (Fall, 2021 – Spring 2022). Allyson Yang (University of California, Berkely); Celine M Li (University of California, Berkely); Ashley Williamson (University of Louisville); Bryanna D'Souza-Bohannon (University of Connecticut); Kelly Lee (University of Connecticut); Kora Makarska (University of Connecticut); Yasmin Andalib (University of Connecticut)

[BrainCamp project](#) (Fall, 2021 – Summer 2022). Louis Lyles (University of Connecticut); Jinlin Liu (University of Connecticut); Madhumita Nambiar (University of Connecticut); Thasfia Rifa (University of Connecticut); Aditya

Chandraker (University of Connecticut); Malisa Khamphouy (Southern Connecticut State University); Sarah Davey (University of Connecticut); Bo Wicklund (University of Connecticut); Lindsey Arons (University of Connecticut); Emily Criscuolo (University of Connecticut); Nanditha Prashanth (University of Connecticut); Medina Kremic (Central Connecticut State University)

Aditya Chandraker (University of Connecticut) - Honors Program; Holster Scholar Program Finalist, Summer Research Program

**Stigma in adolescents with Specific Learning Disabilities** (Fall 2022 – present).  
Arta Berisha (University of Connecticut); Celine Li ((University of Connecticut).

**Supervision of Undergraduate Honors Thesis** (University of Connecticut)

Amy O'Rourke (Summer 2021 – Spring 2022)

Title: Relationship between motivation and emotional well-being and its neural correlates

Shreya Sreenivas (Fall 2021 – Spring 2022)

Title: Using machine learning and knowledge graphs to predict emotional well-being screening models using brain imaging

**TEACHING**

*University of Alabama at Birmingham, Birmingham, AL, Department of Psychology*

**PY 415-2C** - Intellectual and Developmental Disabilities (Fall, 2022)

**PY 415-2E and PY 683-2E** - Developmental Disabilities (Spring, 2023)

*University of Louisville, Louisville, KY, Department of Psychological and Brain Sciences*

**Online Education Technical Consultant** (Spring 2021). Psychology 306 – Life Span Developmental Psychology: A Cultural Perspective and Psychology 201 – Introduction to Psychology.

**Mentor, Psychology 492 Culminating Undergraduate Experience (CUE)**

**Undergraduate Research** (Fall 2020 – Spring 2021).

Student mentored won the second place in Social Sciences at the 2021 Undergraduate Arts & Research Showcase:

Williamson, A. F.; Mervis, C. B.; Neves Guimarães, V.; & **Greiner de Magalhães, C.** (2021). Use of spelling rules in school-aged children with Williams syndrome. Undergraduate Arts and Research Showcase. 40.

<https://ir.library.louisville.edu/uars/40>

**Graduate Teaching Assistant** (Fall 2020). Psychology 609 – Language Development. (Graduate course, 10 students, 100% synchronous remote via Microsoft Teams).

**Graduate Teaching Assistant** (Fall 2020). Psychology 306 – Life Span Developmental Psychology: A Cultural Perspective. (Undergraduate course, 105 students, hybrid course via synchronous Blackboard Collaborate and Microsoft Teams).

**Graduate Teaching Assistant** (Summer 2020). Psychology 420 – History of Psychology. (Undergraduate course, 24 students, 100% remote via Blackboard Collaborate).

**Graduate Teaching Assistant** (Spring 2020). Psychology 306 – Life Span Developmental Psychology: A Cultural Perspective. (Undergraduate course, 153 students, in-person with transition to hybrid course via synchronous Blackboard Collaborate due to the pandemic).

**Graduate Teaching Assistant** (Fall 2019). Psychology 301 – Quantitative Methods in Psychology. (Undergraduate course, 99 students, in-person, I was responsible for two lab sections, one with 26 students and one with 23 students).

**Universidade Federal de Minas Gerais, Belo Horizonte, Brazil, Department of Psychology**

**Graduate Teaching Assistant** (Spring 2016, Fall 2016). *Transtornos do Neurodesenvolvimento* [Neurodevelopmental Disorders]. (Undergraduate course, around 30 students each, in person).

### **Additional Training in Teaching**

Global Awareness-CTL: Please Talk! Promoting Class Participation (Presented by Melissa Hawkins); Center for Teaching and Learning (CTL); University of Alabama at Birmingham (January 05, 2023)

New Teachers Retreat; CTL; University of Alabama at Birmingham (September 30, 2022)

Mental Health Matters: How to Talk Mental Health-Checking in when You're Concerned (Presented by Angela Stowe); CTL; University of Alabama at Birmingham (September 19, 2022)

Accessibility: Understanding Your Role (Presented by Sherri Moultrie and Joy Burrell); CTL; University of Alabama at Birmingham (September 9, 2022)

Teaching Tools (TT) Track: Canvas Basics Series - Assignments and Speedgrader; eLearning and Professional Studies; University of Alabama at Birmingham (August 31, 2022)

Online Design and Teaching (ODT) Track: Learning Objectives, Alignment, and Course Development Process; eLearning and Professional Studies; University of Alabama at Birmingham (August 26, 2022)

Teaching Tools (TT) Track: Canvas Basics Series - Introduction to Canvas for Instructors; eLearning and Professional Studies; University of Alabama at Birmingham (August 17, 2022)

Teaching Effectiveness: First Day of Class (Presented by Scott L. Phillips); CTL; University of Alabama at Birmingham (August 16, 2022)

Graduate Teaching Assistant (GTA) Academy Part II: Advanced Concepts and Strategies in Post-Secondary Teaching. Graduate School, University of Louisville (Spring 2021).

Graduate Teaching Assistant (GTA) Academy Part I: Introduction to Teaching in Higher Education. Graduate School, University of Louisville (Fall 2020).

University of New Hampshire virtual conference on “Empower Students for Academic Success: Teaching Students Study Skills Informed by the Science of Learning” organized by Dr. Catherine Overson and Dr. Victor Benassi (November 6, 2020).

Remote Teaching: The Perusall Platform with Dr. Eric Mazur (August 14, 2020).

Blackboard Collaborate training session with Linda A. Leake, Instructional Technology Consultant Senior. Delphi Center for Teaching and Learning, University of Louisville (August 12, 2020).

iClicker Cloud Demo – Virtual session with Linda A. Leake, Instructional Technology Consultant Senior. Delphi Center for Teaching and Learning, University of Louisville (August 05, 2020).

## **SERVICE**

### **University/Department**

***University of Alabama at Birmingham, Birmingham, AL, Department of Psychology***  
**Service learning and community outreach:**

Went to The Exceptional Foundation with students in PY415-2C as an extra credit option for the course (October 18, 2022)

Member of a panel during UAB Wellness week about “Boundaries, Burnout, and Balance: The Triple B of Mental Health”. Webinar hosted by the School of Education (October 20, 2022)

### **Committees:**

Biasini Award Committee; Developmental Program; October 2022

### **Invited talks:**

Seminar in Lifespan Development Psychology (Lead by Despina Stavrinou). Title: *Projects lead by Caroline Richter’s lab*. Date: October 17<sup>th</sup>, 2022 (3:35 pm – 4:25pm).

Virtual neuropsychology case conference (NPCC). Title: *Williams Syndrome developmental profile*. Date: October 3<sup>rd</sup>, 2022 (3pm – 4pm).

***University of Louisville, Louisville, KY, Department of Psychological and Brain Sciences***

Transition Ambassador (Spring 2021). The purpose of the Transition Ambassadors is to provide a helpful resource for the incoming students from May until August on questions related to transitioning to the University of Louisville/Louisville.

Organizing Committee, Psych Grads for Diversity: Psychology Graduate Students Diversity, Equity, and Inclusion (DEI) group (Spring 2021).

Planning Committee, mentoring undergrads Q&A series (Spring 2021).

Planning Committee, reading group on diversity: *So You Want to Talk about Race*, by Ijeoma Oluo (Fall 2020 – Spring 2021).

Planning Committee, reading group on diversity: *White Fragility*, by Robin DiAngelo (Summer 2020 – Fall 2020).

Brief survey evaluating the Experimental Psychology Peer Mentor Program (Summer 2020).

Judge, Undergraduate Arts & Sciences Research Showcase, University of Louisville (April 2020).

Judge, Junior Science & Humanities Symposium, Kentucky (February 2020).

Student Representative, Experimental Psychology Ph.D. Program (Fall 2018 – Spring 2020).

Planning Committee, Statistics Series Group. Department of Psychological & Brain Sciences (Spring 2019 – Fall 2019).

**Ad Hoc Reviewer:**

Journal of Intellectual Disability Research

Scientific Reports

Mind, Brain, and Education

Psychology Research and Behavior Management

National Science Centre, grant reviewer

National Science Foundation (NSF) reviewer – participation on panel

**METHODOLOGICAL EXPERTISE**

Proficient with SPSS, AMOS, & R.

Proficient with Access for data storage and data management.

Expertise in mediation and moderation analysis, structural equation modeling (SEM), path analysis, systematic review, and meta-analysis.