

Brooke S. Edelman

EDUCATION

ST. JOHN'S UNIVERSITY (APA Accredited)

New York, NY

Ph.D. Candidate in Clinical Psychology, Major Area of Study: Child and Adolescent

Expected 2023

M.A. in Clinical Psychology, Major Area of Study: Child and Adolescent

May 2020

Director of Clinical Training: Tamara Del Vecchio, Ph.D. (delvecct@stjohns.edu | 718-990-8327)

Thesis: Parenting and Physically Aggressive Behaviors across Infancy

UNIVERSITY OF PENNSYLVANIA

Philadelphia, PA

B.A. in Psychology, Summa Cum Laude, Phi Beta Kappa

May 2016

Thesis: Relationships between Pretend Play, Race, and Socioeconomic Status in Philadelphia Elementary

School Children

CLINICAL EXPERIENCE

Kurtz Psychology Consulting PC

New York, NY

Pre-doctoral Psychology Extern

June 2020- Present

Supervisors: Steven Kurtz, Ph.D., ABPP & Katherine Gibson, Psy.D., ABPP

- Conduct individual and group cognitive behavior therapy for toddlers, children and adolescents with selective mutism, anxiety disorders and disruptive behavior disorders.
- Conduct Parent-Child Interaction Therapy (PCIT) for children with disruptive behavior and comorbid presentations including anxiety and emotion regulation difficulties.
- Provide one-on-one mentorship for children with selective mutism during intensive programming.
- Facilitate teacher trainings and fade-ins for children with selective mutism; provide school consultations as needed.
- Conduct intake evaluations, formulate case conceptualizations, and develop treatment plans.

St. John's University Center for Psychological Services

New York, NY

Student Therapist and Examiner

September 2019- Present

Supervisors: Raymond DiGiuseppe, Ph.D., Andrea Bergman, Ph.D.

- Provide weekly evidence-based psychotherapy to children, adolescents, and caregivers at an outpatient community mental health clinic, using cognitive-behavioral interventions to address a wide range of emotional, behavioral, and social difficulties.
- Implement the Incredible Years 12-week parenting intervention with parents of young children to address aggression, noncompliance, tantrums, and problem-solve barriers to implementing these skills.
- Conduct comprehensive neuropsychological and psychoeducational evaluations for children and adolescents. Specialties include: executive functioning deficits, ASD/ADHD differentials, learning disabilities.
- Administer, score, and interpret cognitive, achievement, and personality (objective and projective) instruments, as well as measures of executive functioning, memory, and attention.
- Write integrated assessment reports with diagnostic information and intervention recommendations and provide feedback to clients.
- Participate in weekly group supervision, including review of video-recorded sessions.

Child and Family Research Group

New York, NY

Incredible Years Specialist

January 2019-Present

Supervisor: Tamara Del Vecchio, Ph.D.

- Responsible for enrollment and participation of families, including conducting phone screens, obtaining informed consent, administering measures to assess psychological functioning, and engaging families in study participation.
- Provide psychoeducation on child development and adaptive parenting practices.

- Develop and facilitate parent training talks and group workshops covering topics such as anger, routines, managing problem behaviors, and stress management.

The Child Mind Institute

New York, NY

Summer Treatment Program Counselor

July 2019

Supervisor: Mandi Silverman, Psy.D., MBA

- Used empirically supported behavior management techniques for children with Attention-Deficit Hyperactivity Disorder, Oppositional-Defiant Disorder, Autism Spectrum Disorder, and related learning, social, and behavior problems at an intensive day treatment program.
- Designed and implemented individualized treatment plans; communicated progress with clinical staff and parents.
- Facilitated social skills, organizational skills, and group problem solving training.
- Participated in daily individual and group supervision.

Child HELP Partnership

New York, NY

Group Counselor

January 2019- May 2019

Supervisor: Elissa Brown, Ph.D.

- Assisted with leading counseling groups for grieving children and their caregivers.
- Utilized trauma-specific treatment models, including Making Connections, with a focus on identifying and building coping skills to minimize anxiety, sadness, and anger following the death of a significant other.
- Conducted pre- and post-treatment assessments of families.

St. John's University for Psychological Services

New York, NY

Student Intake Evaluator

September 2018- May 2019

Supervisor: Alice Pope, Ph.D.

- Conducted thorough intake interviews for youth and caregivers in a community-based mental health clinic.
- Obtained detailed client histories and screened for presence of suicidal and homicidal ideation, abuse, and other risk factors.
- Wrote integrated reports with intervention recommendations and provided feedback to clients.
- Participated in weekly group supervision.

Riverside Correctional Facility

Philadelphia, PA

Student Therapist

January 2016- May 2016

Supervisor: Kathleen Brown, CRNP, Ph.D., FAAN

- Developed and implemented interactive, targeted mental health intervention to a group of incarcerated young adults in psychiatric unit.
- Discussed cases in supervised groups with a focus on mindfulness and ACT techniques.

Baby's Inn

Highland Park, IL

Head Child Care Specialist

September 2007-May 2012

Supervisor: Jane Talesnick, M.A.

- Participated in various therapies for children with developmental delays, including social skills training and play therapy.
- Collaborated with families and schools to support transition to preschool.

SPECIALIZED CLINICAL TRAININGS

Parent Child Interaction Therapy

- Completed PCIT training in accordance with the PCIT International Training Guidelines. Training included didactic presentation of the theory and techniques of PCIT, modeling, and role plays under the supervision of a Level II Trainer and Master Trainer.

Incredible Years

- Trained to lead the Incredible Years parent training program for parents of 3-5-year-old children who display clinically significant aggressive and disruptive behaviors. Sessions require integrating clinical discussions, modeling and discussing videos, homework assignments, and role-playing activities.

Brief Intervention Parent Training

- Trained to lead two-session Brief Intervention with parents of preschoolers who display aggressive behaviors and tantrums, difficulties with mealtime, or difficulties with sleep routines. Sessions include short CBT, psychoeducation, and role playing to create specific behavior plans with parents to reduce these difficulties.

APA Telepsychology Series

- Trained in competencies needed for telepractice, including critical ethical, legal, clinical, and technical issues, together with reimbursement strategies. The series discusses practical ways to leverage a variety of technologies with a focus on video conferencing.

DBT Skills for the Pandemic

- Trained in select DBT skills to use with clients in response to the COVID-19 pandemic. Topics included emotion regulation, meaning making, relationships, mindfulness practice and radical acceptance.

Disaster Mental Health

- Trained in providing disaster-focused psychological first aid to first responders experiencing stress reactions to their current work during the COVID-19 outbreak.

CAREGIVER TRAININGS

- **Edelman, B.** & Rumie, V. (2019, September). *Managing Behavior for Educators*. Presentation at Ponomok Community Center in Queens, NY.
- **Edelman, B.** & Rumie, V. (2019, May). *Managing Behavior*. Presentation at Ponomok Community Center in Queens, NY.

RESEARCH EXPERIENCE

Couple and Family Research Group

New York, NY

Doctoral Fellow

September 2018-Present

Supervisor: Tamara Del Vecchio, Ph.D.

- Conduct all aspects of research studies assessing the neurocognitive and affective correlates of coercive processes in parent-child relationships, as well as studies examining the impact of emotional decision making on dyadic processes and the development of externalizing behavior from infancy through preschool.
- Administer neuropsychological batteries to participants.
- Responsibilities include contributing to literature reviews; writing grants; designing experiments; entering data and conducting analyses; obtaining Institutional Review Board approval (IRB); recruiting and screening participants; adhering to study protocols; administering and scoring various measures to participants; and drafting and revising manuscripts for publication.
- Train and supervise group of research assistants.

The New School, Center for Attachment Research

New York, NY

Research Assistant

September 2016-August 2018

Supervisor: Howard Steele, Ph.D., Rebecca Shahmoon Shanok, Ph.D.

- Supported a follow-up study to investigate the effectiveness of Relationships for Growth and Learning (RfGL), a school-based peer play psychotherapy intervention.
- Administered and evaluated a series of psychosocial and cognitive interviews and assessments, including the Wechsler Intelligence Scale for Children, the Parent Development Interview and the Friends and Family Interview.
- Conducted parent/guardian intake interviews to obtain comprehensive background of child history.
- Evaluated and coded parent-child interactions and various questionnaires for analyses, with an emphasis on social and emotional growth.

The University of Pennsylvania, Positive Psychology Center

Philadelphia, PA

Director of Play, The Imagination Institute

September 2014-May 2015

Supervisors: Martin Seligman, Ph.D. & Scott Barry Kaufman, Ph.D.

- Conducted an original, independent project on relationships between socioeconomic status and the affective components of imagination.
- Trained by Dr. Sandra Russ to administer and assess the Affect in Play Scale, a semi-structured measure of cognitive and affective play processes.
- Independently recruited 50+ Philadelphia elementary school students and their parents.
- Trained, supervised, and directed team of research assistants.
- Nominated for John R.Z. Abela Undergraduate Award for the Study of Positive Psychology.

PUBLICATIONS & BOOK CHAPTERS

Del Vecchio, T., Bergman, A.J., Lorber, M.F., & **Edelman, B.** (2019). Executive functioning and dating aggression perpetration among female university students. *Journal of Interpersonal Violence*. Manuscript submitted for publication.

Fuller, O.G., **Edelman, B.**, & Del Vecchio, T. (2019). Family therapy in M.D. Terjesen (Ed.), *Cognitive-behavioral, rational emotive treatment of childhood problems*. Chapter submitted for publication.

POSTERS & PRESENTATIONS

Barnett, A., Trimarchi, L., Kirmayer, L., & **Edelman, B.** (2020, May) *If You're Scared and You Know it... What do you do? Emotion Coaching Insights in PCIT*. Presentation at PCIT Regional Conference, New York, NY.

Edelman, B., Zukerman, R., & Del Vecchio, T. (2020, November) *Executive Functioning, Emotion Control, and Discipline in Mothers of Preschoolers*. Poster accepted to the Association for Behavioral and Cognitive Therapies 2020 54th Annual Convention, Philadelphia, PA.

Zukerman, R., **Edelman, B.** & Del Vecchio, T. (2020, November) *Executive Functions, Harsh Parenting, and Coercion in Mothers of Preschoolers*. Poster accepted to the Association for Behavioral and Cognitive Therapies 2020 54th Annual Convention, Philadelphia, PA.

Edelman, B. & Del Vecchio, T. (2020, April). *Parenting and Physically Aggressive Behaviors Across Infancy*. Student Research Month, Queens, NY. (Conference canceled)

Edelman, B. & Del Vecchio, T. (2019, November). *Parenting and Physically Aggressive Behaviors Across Infancy*. Poster presented at the Association for Behavioral and Cognitive Therapies 2019 Annual Conference, Atlanta, GA.

Edelman, B. (2016, May). *Relationships between pretend play, race, and socioeconomic status in Philadelphia elementary school children*. Panel discussion at the John R.Z. Abela Award Ceremony, Philadelphia, PA.

Edelman, B. (2016, April). *Relationships between pretend play, race, and socioeconomic status in Philadelphia elementary school children*. Poster presentation at the Annual Research Symposium at the University of Pennsylvania, Philadelphia, PA.

CO-REVIEWER

Journal of Applied School Psychology

Summer 2020

Journal of Family Psychology
Development and Psychopathology
Journal of Family Psychology

Spring 2020
Spring 2019
Fall 2018

TEACHING EXPERIENCE

University of Pennsylvania *Critical Writing Tutor*

Philadelphia, PA
September 2014-May 2016

- Served as 1 of 20 students nominated from the Class of 2016 to peer tutor at the Writing Center.
- Conducted individualized sessions for students in need of writing guidance.

The East Harlem School *Teacher*

New York, NY
June 2014-August 2014

- Designed and implemented curricula, lesson plans, and assignments for leveled 6th grade math classes and “Geography and Human Cultures” elective.
- Assessed diverse learning needs and collaborated with school psychologist to develop individualized learning plans for at-risk students.
- Monitored student progress through collection and analysis of behavioral and academic data. Presented findings in sessions with school and family.
- Strengthened school-family partnerships through frequent communication with parents regarding child’s unique social and academic needs.
- Oversaw behavior management and disciplinary practices in the classroom.

University of Pennsylvania *Statistics Tutor*

Philadelphia, PA
September 2013-May 2016

- Assisted undergraduate statistics students through individualized and group tutoring.
- Met with supervisor to discuss grading and student progress as needed.

ACADEMIC HONORS, PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

Association for Behavioral and Cognitive Therapist

2019-Present

Head of Communications, Parenting and Families Special Interest Group

American Psychological Association (APA)— Student Affiliate

Member, Society of Clinical Child and Adolescent Psychology

2018- Present

New York State Psychological Association

2019- Present

Phi Beta Kappa Honor Society

2016

University of Pennsylvania

Psi Chi International Honor Society

2016

University of Pennsylvania

Dean’s List

2012-2016

University of Pennsylvania

INSTRUMENTS LEARNED AND ADMINISTERED

16 Personality Factor Questionnaire

Achenbach System of Empirically Based Assessment, Child Behavior Checklist and Youth Self Report (ASEBA-CBCL, YSR)

Alabama Parenting Questionnaire

Anger Regulation and Expression Scale (ARES)

Anxiety Disorders Interview Schedule (ADIS-IV)

Autism Spectrum Rating Scales (ASRS)

Beck Anxiety Inventory (BAI)

Beck Depression Inventory-II (BDI-II)

Behavior Assessment System for Children, Third Edition (BASC-3)

Behavior Rating Inventory of Executive Functioning, Second Edition (BRIEF 2)
Children's Depression Inventory 2 (CDI 2)
Children's Organizational Skills Scale (COSS)
Children's Yale-Brown Obsessive Compulsive Scale (CY-BOCS)
Cognitive Reflection Test
Comprehensive Test of Phonological Processing (CTOPP-2)
Conflict Tactics Scale
Conners 3rd Edition (Conners 3)
Connors Comprehensive Behavior Rating Scales (Connors CBRS)
Corsi Block Tapping Task
Couple Emotion Regulation Inventory
Digit Span Task
Delis-Kaplan Executive Function System (D-KEFS)
Depression Anxiety and Stress Scales (DASS-21)
Distress Tolerance Scale
Dyadic Parent-Child Interaction Coding System (DPICS)
Emotion Regulation Questionnaire
Eyberg Child Behavior Inventory (ECBI)
Family of Origin Violence Scale
Gilliam Autism Rating Scale-3 (GARS-3)
Go/No-go Task
Grief Related Inventory of Emotions and Functioning
Intimate Partner Flooding Scale: Short Form
Iowa Gambling Task (IGT)
Inventory of Complicated Grief
Kiddie-Schizophrenic and Depressive Symptoms- Present and Lifetime (K-SADS-PL)
Millon Clinical Multiaxial Inventory- IV (MCMI-IV)
Millon Pre-Adolescent Clinical Inventory (MPACI)
Minnesota Multiphasic Personality Inventory-Adolescent-Restructured Form
Multidimensional Anxiety Scale for Children- Second Edition
N-Back Task
NEO-Personality Inventory-3 (NEO-PI-3)
Number-Letter Task
Parent-Child Coercive Processes Scale
Parent Anger Scale
Parent Flooding Scale
Parenting Scale: Short Form (PS:SF)
Parenting Sense of Confidence Scale
Partner Coercion Scale
Personality Assessment Inventory- Adolescent (PAI-A)
Post Traumatic Growth Inventory
Repetitive Behavior Scale for Early Childhood (RBS-EC)
Rorschach Inkblot Test System (Exner Interpretation System)
Social Responsiveness Scale, Second Edition (SRS-2)
State-Trait Anger Inventory (STAXI)
Stop Signal Task
Stroop Task
Tower of London Task
Tell Me a Story Test (TEMAS)
Trail Making Test
Wechsler Abbreviated Scale of Intelligence- Second Edition (WASI-II)
Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV)
Wechsler Individual Achievement Test-Third Edition (WIAT-III)

Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V)
Wechsler Memory Scale- Fourth Edition (WMS-IV)
Wechsler Preschool & Primary Scale of Intelligence—Fourth Edition (WPPSI-IV)
Wisconsin Card Sorting Test (WCST)
Woodcock-Johnson IV Tests of Achievement (WJ-ACH-IV)
Woodcock-Johnson IV Tests of Cognitive Ability (WJ-COG-IV)
Woodcock-Johnson IV Tests of Oral Language (WJ-IV-OL)
Work and Social Adjustment Scale
Yale Global Tic Severity Scale