

REBECCA WHITE HAMMONDS

Curriculum Vitae

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EDUCATION

Doctoral Student, School Psychology
University of Texas, Austin, TX

Bachelor of Arts, Psychology and Education, cum laude
Mount Holyoke College, South Hadley, MA, May 2006

TEACHING EXPERIENCE

Assistant Instructor, EDP 310

University of Texas at Austin, August 2014 - present

- Teaching faculty-coordinated undergraduate course in Individual Learning Skills

Senior Site Coordinator

A+ Advantage Point Learning, Springfield, OR, 2010 – 2011

- Administered a grant-funded tutoring program for low-income middle school students
- Hired, trained and supervised instructors
- Tutored small groups of students in reading and math
- Maintained files and databases on student progress

Self-Contained Classroom Teacher, Grades 3 and 5

Bennett-Hemenway School, Natick, MA, 2006 - 2007

Beaver Ridge Elementary, Norcross, GA, August 2007 - 2008

- Developed and implemented curricular units and lessons in low-income districts
- Analyzed student data using proprietary software databases
- Raised grades, test scores, and spirits with low-income, under-performing students
- Wrote a successful grant to transform an unused courtyard into an outdoor classroom
- Taught typically-developing students, ELLs, and students diagnosed with SLD, ASD, and OHI.

Intern

Young Parents' Program (a division of the YWCA) – Worcester, MA, Summer 2004

- Designed and facilitated life skills and self-esteem workshops for teenage mothers
- Taught Microsoft Office and GED Math courses

Teaching Assistant

Mount Holyoke College, South Hadley, MA, 2004-2005

- Taught laboratory and discussion sections of Introduction to Psychology
- Graded assignments and exams; tutored students as requested

RESEARCH EXPERIENCE

Research Assistant

Texas Anxiety Clinic, July 2014 – Present

- Complete intake assessments with children and parents
- Schedule future assessment and therapy dates
- Meet with research team for supervision and to prepare posters and papers

Tester

Meadows Center for Preventing Educational Risk, May 2014

- Collected group and individual post-assessment data at elementary and middle schools in the greater Austin area.
- Served as site leader at some schools

Graduate Assistant

Sanger Learning Center, University of Texas at Austin, August 2013- June 2014

- Collected attendance and grade data for undergraduate students enrolled in selected courses
- Analyzed data to determine correlation between program attendance and course grades
- Created reports and visual representations of data

- Managed student workers

Senior Research Assistant and Behavioral Lab Manager

Brain Development Lab, University of Oregon, Eugene, OR, 2011 - 2013

- Conducted cognitive, behavioral, and electrophysiological (Event-related brain potential) assessments with participants, ages 3-10 years
- Collected, organized, and processed annual school records data and teacher surveys for over 100 children
- Created submissions for Human Subjects compliance documentation
- Entered and processed data in database
- Managed team of 15 student and hourly research assistants
- Organized community outreach events, including Brain Awareness Week

Researcher, Curriculum and Training

The Rollins Child Development Center, Atlanta, GA, 2009 - 2010

- Developed curriculum goals, lesson formats, and assessment schedules for early childhood program
- Wrote policies for child development center operations, employee credentials, hiring, and training
- Designed, conducted, and analyzed a program survey of early childhood centers in every state

Research Assistant, Georgia Early Care and Education Study

University of North Carolina, Chapel Hill and Georgia Bright from the Start, 2008 - 2009

- Evaluated over 100 Georgia preschool and Pre-K classrooms using quantitative and qualitative assessments
- Interviewed teachers and directors about classroom and program policies
- Collaborated with colleagues to form and modify project policies and procedures

PAPERS AND PRESENTATIONS

Valle, A., **White, R.M.**, & Raczkowski, L.V. (April, 2007). *Ideas about the nature of science (NOS) in parent-child conversations*. Paper presented at biennial meeting of the Society for Research in Child Development, Boston, MA.

RESEARCH IN PROGRESS

The effects of parents' coping strategies on child coping skills and health outcomes..

Collaboration with Dr. Erin Rodriguez, The University of Texas at Austin

Status: Data Analysis

Examining the Examiner: The Effect of Student Background on the Scoring and Interpretation of Cognitive Assessment Results

Principal Investigator, collaboration with Danika Maddocks, The University of Texas at Austin

Status: Poster Proposal Submitted

The Impact of Different Criteria on Identification of Students Who Are Gifted and Learning Disabled

Collaborator with Danika Maddocks, The University of Texas at Austin

Status: Poster Proposal Submitted

AWARDS AND HONORS

- Joseph L. and Katherine D. Henderson Scholarship, 2013
- Mount Holyoke College Leadership Scholarship, 2002-2006
- Robert P. Sibley Prize for Literature, 2004
- President of Psi Chi, 2005-2006