

Jennifer R. Bertollo

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EDUCATION

2015 **Binghamton University**
B.A. Psychology, Applied Behavior Analysis Track
Summa cum laude
GPA: 3.90 / Psychology GPA: 3.95

HONORS AND AWARDS

2018 INSAR Student Travel Award (\$200)
2017 INSAR Student Award (\$500)
2015 Departmental Honors for Distinguished Independent Work in Psychology
2015 SUNY Chancellor's Award for Student Excellence
2015 Psi Chi International Honor Society in Psychology
2013 Chi Alpha Epsilon National Honor Society
2012 – 2015 Harpur College Dean's List, Binghamton University
2012 – 2015 Harpur College Excellence Scholarship, Binghamton University

RESEARCH EXPERIENCE

2015 – Present **Center for Autism Research, Children's Hospital of Philadelphia**
Clinical Research Assistant I

Maximizing Outcomes for Children with Autism (MOCA)

Supervisors: Benjamin E. Yerys, Ph.D. and David S. Mandell, Sc.D.

- Administered a minimally-verbal executive function test battery in local preschool early intervention settings and evaluated its feasibility and reliability
- Conducted structured observations of early intervention classrooms, including students' on-/off-task behavior, aggression, teacher praise, and teacher feedback
- Scored measures, created and maintained online database, and entered data
- Wrote R scripts to run statistical analyses and plots on the feasibility data
- Presented results at the International Meeting for Autism Research 2017
- Assist with ongoing manuscript preparation and presentation submissions

22q11.2 Related Disorders and Autism Symptoms

Supervisors: Robert T. Schultz, Ph.D. and Caitlin C. Clements, M.A.

- Worked with individuals with 22q11.2 deletion and duplication syndromes, a population with an elevated rate of autism spectrum disorder
- Recruited and coordinated comprehensive diagnostic study visits for a subset of families to confirm community diagnoses and medical record review
- Conducted online phenotyping for families unable to travel to our center
- Assisted in creating and maintaining online databases in REDCap, combining survey data and in-person clinical assessment data, and writing R scripts to merge various iterations of data (i.e. between different versions of a given assessment)
- Assisted with manuscript preparation for recent submission for publication

Video Game Intervention for Executive Function in Children with ASD and ADHD

Supervisor: Benjamin E. Yerys, Ph.D.

- Coordinated focus testing with 7 children and pilot phase with 41 children, to inform future randomized clinical trial
- Recruited participants and conducted telephone screening interviews with parents to determine eligibility for pilot study
- Scheduled with parents and coordinated study visits
- Administered computerized behavioral assessments to children during visits
- Provided remote support to families during 4-week at-home intervention
- Hand-scored parent report measures, entered data, built and maintained online study databases in REDCap
- Contribute to ongoing conference calls with the study's sponsor company to discuss progress and next steps

Cognitive and Emotional Empathy Impairments in Children with ADHD

Supervisor: Benjamin E. Yerys, Ph.D.

- Review patients' clinical charts to determine eligibility
- Coordinate research participation with patients' clinic appointments

Archived Studies and Additional Responsibilities:

- Assist with manuscript preparation, including a recent first-authored submission
- Pre-process task-based fMRI data in Linux and FSL Feat
- Assist in data preparation for and writing of grant applications
- Write R scripts for data cleaning and analysis

2013 – 2015

Interdisciplinary Laboratory for the Study of Sexualities, Binghamton University

Undergraduate Honors Thesis

Title: "Who Makes Up Your Mind? Locus of Control on Pregnancy Decision-Making"

Advisor: Ann Merriwether, Ph.D.

- Independently conducted a research project from conception, to online phenotyping, to analysis and writing
- Compiled scales from previous literature and created several new survey items
- Modified and re-submitted study protocol to the university IRB
- Analyzed descriptive statistics, correlations, and logistic regressions in SPSS

Undergraduate Research Assistant

Directors: Ann Merriwether, Ph.D., Sean Massey, Ph.D., Susan Seibold-Simpson, Ph.D., MPH, APHN-BC, RN, FNP

- For four semesters, actively conducted research and contributed to lab discussions
- Coded open-ended survey responses

2014

The Binghamton Mood Disorders Institute, Binghamton University

Undergraduate Research Assistant

Director: Brandon Gibb, Ph.D.

Primary Supervisor: Katie L. Burkhouse, Ph.D.

- Assisted with child and parent clinical interviews on depression symptoms and distributed parent questionnaires during study visits
- Assisted with preparing and placing electrodes on head cap for EEG paradigm
- Entered data into Microsoft Excel and transcribed interview audio files

PUBLICATIONS

Bertollo, J.R. & Yerys, B.E. (In press; 2018). More than IQ: Executive function skills explain adaptive behavior above and beyond IQ in youth with autism and intellectual disability. *American Journal of Intellectual and Developmental Disabilities*.

Clements, C.C., Wenger, T.L., Zoltowski, A.R., **Bertollo, J.R.**, Miller, J.S., de Marchena, A.B., Mitteer, L.M., Carey, J.C., Yerys, B.E., Zackai, E.H., Emanuel, B.S., McDonald-McGinn, D.M., & Schultz, R.T. (2017). Critical region within 22q11.2 linked to higher rate of autism spectrum disorder. *Molecular Autism*. Published online: 27 October 2017.

Yerys, B.E., **Bertollo, J.R.**, Kenworthy, L., Dawson, G., Marco, E.J., Schultz, R.T., & Sikich, L. (Under Review; Revise and Re-Submit). Brief Report: Pilot study of an interactive digital treatment to improve executive function in children with autism spectrum disorder and comorbid attention symptoms. *Manuscript submitted for publication*.

Yerys, B.E., **Bertollo, J.R.**, Pandey, J., Guy, L., & Schultz, R.T. (Under review; Revise and re-submit). ADHD symptoms are associated with lower adaptive behavior skills in children with autism. *Manuscript submitted for publication*.

PRESENTATIONS

Bertollo, J.R., Strang, J.F., Seese, S., Kenworthy, L., Wallace, G.L., & Yerys, B.E. (2018). Flexibility Explains Adaptive Behavior in Youth with Autism Spectrum Disorder. *Oral presentation presented at the 2018 Annual Meeting for the International Society for Autism Research in Rotterdam, Netherlands*.

Bertollo, J.R., Nahmias, A.S., Crabbe, S.R., Kenworthy, L., Mandell, D.S., & Yerys, B.E. (2018). Adaptive Behavior in Preschoolers with Autism Spectrum Disorder: The Role of Executive Function. *Poster presented at the 2018 Annual Meeting for the International Society for Autism Research in Rotterdam, Netherlands*.

Yerys, B.E. & **Bertollo, J.R.** (2018). Project Evo: Feasibility and Initial Efficacy of an Interactive Digital Treatment to Improve Attention in Autism Spectrum Disorder. *Poster presented at the 2018 Annual Meeting for the International Society for Autism Research in Rotterdam, Netherlands*.

Clements, C.C., **Bertollo, J.R.**, Zoltowski, A.R., de Marchena, A.B., Mitteer, L.M., Zackai, E.H., Emanuel, B.S., McDonald-McGinn, D.M., Wenger, T.L., Schultz, R.T., Miller, J.S., & Ousley, O. (2018). *Poster presented at the 2018 Annual Meeting for the International Society for Autism Research in Rotterdam, Netherlands*.

Bertollo, J.R., Nahmias, A.S., Antezana, L., Crabbe, S.R., Mandell, D.S., & Yerys, B.E. (2017). Executive Function in Preschoolers with ASD: Evaluation of a Test Battery with Minimal Verbal Demands. *Poster presented at the Annual Meeting for the International Society for Autism Research in San Francisco, CA*.

Nuske, H., Nahmias, A., Yerys, B.E., **Bertollo, J.R.**, Antezana, L., Crabbe, S.R., Rump, K., Reisinger Blanch, E., & Mandell, D.S. (2017). Impact of inhibitory-emotional control skills on developmental and problem behavior outcomes in preschoolers with autism. *Poster presented at the Annual Meeting for the International Society for Autism Research in San Francisco, CA*.

Bertollo, J.R. (2015). Who makes up your mind? A pregnancy decision-making model. *Poster presented at Binghamton University Research Days, Vestal, NY.*

Bottini, S., Ortell, A., **Bertollo, J.R.**, Whalen, N., Dobroff, E., & Gillis, J. (2014). A Retrospective Analysis of Common Reading and Math Instructional Goals in an After School Academic Program. *Poster presented at New York State Association for Behavior Analysis 25th Annual Conference, Saratoga, NY.*

CLINICAL AND PROFESSIONAL EXPERIENCE

Institute for Child Development, Binghamton University

2015

Teacher's Aide

- Implemented individualized treatment programs for children with ASD
- Recorded and filed data on individual progress
- Prepared classroom materials for programs

2015

Undergraduate Supervisor

- Supervised undergraduate trainees in the Children's Unit for Treatment and Evaluation on goal implementation fidelity, professionalism, and adherence to protocol

2014 – 2015

Undergraduate Trainee

- Completed three semesters of practicum in the Children's Unit for Treatment and Evaluation in a supervised clinical setting
- Worked one-to-one with children with autism spectrum disorder from early intervention through age 12
- Implemented children's individual academic and behavior treatment plans (primarily through principles of Discrete Trial Training) and recorded data on their performance and progress
- Completed four courses for the Applied Behavior Analysis Track in psychology, approved by the BACB for BCaBA course requirements

Department of Psychology, Binghamton University

2015

Volunteer on Editorial Project

Supervisor: Raymond Romanczyk, Ph.D., BCBA-D

- Transcribed presentations from a professional conference on methods of intervention for individuals with ASD
- Organized transcripts, incorporating visuals/data from several presentations
- Resulted in print: "Comprehensive Models of Autism Spectrum Disorder Treatment: Points of Divergence and Convergence"

2013

Teaching Assistant for Introductory Psychology

- Held office hours and review sessions each week
 - Attended bi-weekly lectures and answered students' questions on introductory psychology concepts from lecture and textbook
 - Graded open-ended assignments for the course
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SKILLS**Computer and Statistical Software**

REDCap	Building databases, data entry and verification, creating and exporting reports
R/R Studio	Writing scripts for pulling, merging, and cleaning data, for running basic statistical analyses, and for creating and formatting plots
SPSS	Running basic statistical analyses
Linux	Competent in commands to access/edit data on remote server and identify motion confounds in fMRI data
FSL/Feat	Pre-processing of fMRI data
Microsoft Office	Proficient in use of Word, Excel, PowerPoint, Outlook

Assessment Administration

Test of Variable Attention (TOVA) Visual Test
CANTAB Motor and Spatial Working Memory Subtests
NIH Toolbox (Dimensional Card Sort and Flanker Tasks)
ADHD Rating Scale-IV, Home Version
Lifetime Social Communication Questionnaire (SCQ)
NEPSY-II Statue Task
Leiter-3 Forward and Reverse Memory Subtests