

CURRICULUM VITAE

Kristen Michelle Leverentz-Brady

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I. Biographical Information

Work Address: John Dewey Hall
 2 Colchester Avenue
 Burlington, VT 05405

II. Education

Bachelor of Arts, Double Major in Psychology and Women's Studies

Overall GPA, 3.29; Psychology Major GPA 3.32

Entered August 1996

Received May 2000

University of North Carolina at Chapel Hill

Chapel Hill, NC 27514

Master of Arts, Clinical Psychology, GPA 3.84

Entered August 2000

Received August 2002

Western Carolina University

Cullowhee, NC 28723

Doctorate of Philosophy, Clinical Psychology, GPA 3.89

Entered August 2002

Expect to Receive October 2006

University of Vermont

Burlington, VT 05405

III. Honors

Phi Gamma Mu Honor Society (2002 - present)

University at North Carolina at Chapel Hill Dean's List – 6 semesters

Psi Chi National Honor Society in Psychology (1998-present)

Lutheran Brotherhood Scholarship (1996-2000)

Marine Corps Scholarship (1996-2000)

Chi Omega Scholarship (1996-2000)

SAT Scholarship (1996-1997)

IV. Research Experience

Member of Wraparound Evaluation and Research Team (August 2002 – Present) –

Responsibilities include: coordinating research involving a treatment fidelity measure, the Wraparound Fidelity Index-2.1 and 3.0.

Doctoral Dissertation (Proposed October, 2004) – University of Vermont; Relationship between service intensity, care coordination, and child outcomes: Evidence from three System of Care sites.

Chairperson: Patricia Prelock, Ph.D.

Advisor: Timothy Stickle, Ph.D.

Research Project Coordinator (August 2002 – September 2004) – University of Vermont;

the Wraparound Evaluation and Research Team. Responsibilities include: coordinating a national multi-site study of the implementation and outcomes of an innovative individualized care management treatment model for youth and families, and an international study of the application and psychometrics of a

treatment fidelity measure, the Wraparound Fidelity Index-2.1 and 3.0.

Contributed to instrument and manual revision; trained and supervised interviewers; administered research protocols to caregivers, youths, and treatment providers; maintained collaborator databases; conducted data analysis; presented at national conferences; prepared reports and manuscripts.

Supervisors: John Burchard, Ph.D. and Eric Bruns, Ph.D.

Master's Thesis (December 2001 – July 2002) – Western Carolina University; Caregiver strain and utilization of services in a population of children with Serious Emotional Disturbances.

Chairperson: Scott Minor, Ph.D.

Research Assistant (June 2001 – September 2001) – Western Carolina University; independent study looking at children with severe emotional and behavioral disturbances in a Systems of Care and substance use and abuse. Responsibilities include: conducting literature reviews.

Supervisor: Shawn Acheson, Ph.D.

Research Assistant (June 2001 – September 2001) – Western Carolina University; study looking at attitudes of teachers in Jamaica and Western North Carolina about children with severe emotional disturbances (SED), the etiology of SED, and treatment and services. Responsibilities include: administering questionnaires to teachers, data entry, and data analysis.

Supervisors: Scott Minor, Ph.D., and Shawn Acheson, Ph.D.

V. Applied Experience

Attendee (October 22, 2004) – Vermont Association of School Psychologists Workshop

on the WISC-IV Process Approach.

Data Consultant (February 2003 – October 2003) – Early Childhood CONNECTION of Chittenden County. Responsibilities include: creating database, data entry, analyzing data on Chittenden County child care agencies, writing county-wide reports.

Data Consultant (December 2002 – April 2003) – Vermont Association of Child Care Resource and Referral Agencies. Responsibilities include: creating database, analyzing data on Vermont child care agencies, writing both state and local reports.

Data Collector for Systems of Care Grant (July 2000 – July 2002) – Western Carolina University and Smoky Mountain Mental Health Center for MH/DD/SA. Responsibilities include: setting up system for interviewing parents of children with severe emotional and behavioral disturbances, interviewing the parents using a variety of measures, such as the Achenbach System of Empirically Based Assessment (ASEBA) Child Behavior Checklist and Youth Self-Report, the Child and Adolescent Functional Assessment Scale, and the Behavioral and Emotional Rating Scale. Supervisors: Scott Minor, Ph.D., and Denise Gaskin, M.A.

Psychology Intern (September 1999 – May 2000) – Murdoch Center in Butner, NC, a state residential facility for adults with mental retardation and developmental disabilities. Responsibilities included: functional behavior analysis, data collection and analysis, reporting of the results at team meetings, changing resident's plans of care based on the results. Supervisors: Rodney Realon, M.A., and Johanna Gaertz, M.A.

Research Assistant (August 1998 – May 1999) – University of North Carolina at Chapel Hill; study concerning children’s social acceptance and rejection in school.

Responsibilities included: administering assessment measures to children in the fifth, sixth and seventh grades in classroom groups, data entry, and co-leading social skill development groups.

Supervisor: Melissa DeRosier, Ph.D.

Student Manager (September 1996 – May 2000) – University of North Carolina at

Chapel Hill Psychology Department’s Participant Pool office. Responsibilities included: entering and maintaining data on participants, interacting with researchers and students, and keeping office hours.

Supervisor: Vaida Thompson, Ph.D.

Habilitation Technician/Camp Counselor (May 1998 – June 1999) – Pride in NC, Inc. A

travel camp during the summer and weekends for children, adolescents, and adults with developmental disabilities and behavioral disorders. Responsibilities included: providing direct care, teaching basic living skills, and completing daily progress notes. Supervisor: Kristine Kastner, M.A.

VI. Clinical Experience

Doctoral Intern (July 2005 – June 2005) – Child and Family Therapy Clinic, Kennedy Krieger Institute, Johns Hopkins School of Medicine.

Practicum Student (July 2004 - June 2005) - Center for Children, Youth, and Families.

Responsibilities include: individual and family therapy using manualized treatments such as Barkley’s *Defiant Child* and *Defiant Teen*, Forehand’s *Helping the Non-compliant Child*, *Coping Cat*; administered psycho-educational

evaluations to determine Special Education eligibility, using Weschler Intelligence Scale for Children-III, the Semi-Structured Clinical Interview for Children and Adolescents, the Achenbach System of Empirically-Based Assessments battery, Piers-Harris Self-Concept Scale, Attention Deficit Hyperactivity Disorder Rating Scale, and Child Depression Inventory; and attendance of Psychiatry Grand Rounds.

Supervisors: James Tallmadge, Ph.D. and Cynthia LaRiviere, Ph.D.

Research Assistant (August 2002 – September 2004) – University of Vermont; the

Wraparound Evaluation and Research Team. Responsibilities include: administering Wraparound Fidelity Index (WFI)-3.0 to caregivers, youths, and resource facilitators, approximately 50 family sets administered.

Supervisors: John Burchard, Ph.D. and Eric Bruns, Ph.D.

Family Therapy Reflecting Team (August 2002 – May 2004) – University of Vermont.

Responsibilities include: therapy with parents and their children using different models of family therapy such as strategic and narrative, and participation on a reflecting team.

Supervisors: Phyllis Bronstein, Ph.D. and Diane Gottlieb, Ph.D.

Intern (January 2002 – June 2002) – Smoky Mountain Mental Health Center – Child and

Family Services; Responsibilities included: individual, family, and group therapy with children and adolescents, teacher and parent assessments including the ASEBA Battery and the Behavior Assessment Scale for Children.

Supervisor: Judy Dodson, M.A.

Practicum Student (January 2001 – July 2001) – Developmental Evaluation Center;

Responsibilities included: completing evaluations of children 0 – 5, using various teacher and parent reports and various assessments including the Differential Abilities Scale and the Vineland Adaptive Behavior Survey.

Supervisor: Elizabeth Mainwaring, M.A.

VII. Teaching Experience

Introductory Psychology - University of Vermont - Spring 2004 - Instructor - 90 students.

Teaching supervision – University of Vermont - Spring 2004 - Introductory Psychology team consisting of five undergraduate teaching fellows.

Teaching supervision – University of Vermont - Spring 2004 - Undergraduate completing independent study assisting with the Wraparound Fidelity Index Comparison Study.

Introductory Psychology - University of Vermont - Fall 2003 - Graduate Teaching Fellow – 150 students.

Teaching supervision – University of Vermont - Fall 2003 - Introductory Psychology team consisting of four undergraduate teaching fellows.

Teaching supervision – University of Vermont - Fall 2003 - Undergraduate completing independent study assisting with a fidelity study utilizing the Wraparound Fidelity Index-3.0.

Psychology of Women – University of Vermont – Summer 2003, Fall 2003, Spring 2004, Fall 2004 - Instructor - 25-30 students each section.

Abnormal Psychology – University of Vermont – Spring 2003 - Instructor - 30 students.

Teaching supervision – University of Vermont - Spring 2003 - Undergraduate completing honor's thesis on the test-retest reliability of the Wraparound Fidelity Index-3.0.

VIII. Membership in Professional Organizations

American Psychological Association

(Student Member, 2000 - Present)

Vermont Association of School Psychologists

(Student Member, 2004)

IX. Presentations

Leverentz-Brady, K.M., Suter, J.C., & Bruns, E.J. (March 2005). The Wraparound process: An in-depth look at fidelity patterns from a national dataset. Paper presented at the Eighteenth Annual System of Care Conference: Expanding the Research Base. Tampa, FL.

Bruns, E.J., Leverentz-Brady, K.M., & Rast, J. (March 2004). Does Wraparound adherence predict Wraparound outcomes? A multi-site investigation. Paper presented at the Seventeenth Annual System of Care Conference: Expanding the Research Base, Tampa, FL.

Leverentz-Brady, K.M., & Bruns, E.J. (June 2003). Measuring fidelity in Wraparound implementation.. Paper presented at the 2003 Building on Family Strengths Conference, Portland, OR.

Bruns, E.J., Suter, J.C., Burchard, J.D., & Leverentz-Brady, K.M. (March 2003). A national portrait of Wraparound implementation: Findings from the Wraparound Fidelity Index. Paper presented at the Sixteenth Annual System of Care Conference: Expanding the Research Base, Tampa, FL.

Leverentz-Brady, K.M., Acheson, S.K., Fernandex, M. E., & Minor, S.W. (March 2003).

- Caregiver strain and utilization of services for children with serious emotional disturbances. Poster presented at the Sixteenth Annual System of Care Conference: Expanding the Research Base, Tampa, FL.
- Minor, S.W., Acheson, S., Kane, J. Callahan, E., Leverentz, K.M., Pasden, A., & Wegener, M. (March 2002). Teacher's attitudes toward children with Serious Emotional Disturbance. Poster presented at the Fifteenth Annual System of Care Conference: Expanding the Research Base, Tampa, FL.

X. Publications

- Bruns, E.J., Burchard, J.D., Suter, J.C., Leverentz-Brady, K.M., & Force, M.D. (in press). Fidelity to the wraparound process and its association with child and family outcomes. *Journal of Child and Family Studies*.
- Bruns, E.J., Burchard, J.D., Suter, J.C., Leverentz-Brady, K.M., & Force, M.D. (2004). Assessing fidelity to a community-based treatment for youth: The Wraparound Fidelity Index. *Journal of Emotional and Behavioral Disorder*, 12, 2 (79-89).
- Walker, J., Bruns, E.J., Adams, J., Miles, P., Osher, T.W., Rast, J., VanDenBerg, J. & the National Wraparound Initiative Advisory Group (2004). *Ten principles of the wraparound process*. Portland, OR: National Wraparound Initiative, Research and Training Center on Family Support and Children's Mental Health.
- Suter, J.C., Force, M.D., Bruns, E.J., Leverentz-Brady, K.M., Burchard, J.D., & Mehrtens, K. (2003). *Manual for Training, Administration, and Scoring of the Wraparound Fidelity Index 3.0*. Burlington, VT: University of Vermont Department of Psychology.
- Weakland, C., Leverentz-Brady, K.M., & Rothblum, E.D. (2003). Review of the book

Sexual Orientation in Child and Adolescent Health Care. New England Journal of Medicine.

Suter, J.C., Burchard, J.D., Bruns, E.J., Force, M.D., Mehrtens, K., & Leverentz-Brady, K.M. (2002). *User's Manual to the Wraparound Fidelity Index 3.0*. Burlington, VT: University of Vermont Department of Psychology.