

CYNTHIA VALENTINE HEALEY, PHD**VITA**cynthia@cynthiahealey.com

EDUCATION	University of Oregon – Eugene, Oregon PhD in School Psychology	Sept 2004 – June 2009
	University of Oregon – Eugene, Oregon Master in Special Education	Sept 2004 – June 2007
	University of Oregon – Eugene, Oregon BA in Sociology and Romance Languages Cum Laude and Phi Beta Kappa	Sept 1995 – June 1999

POSITIONS	Private Practice , Individual, child and family therapist – Eugene, OR	Mar 2014 - present
	Co-Investigator and Clinical Supervisor , Randomized Trial of KEEP-P, a Preventive Intervention for Foster Preschoolers, NICHD - HD075716 (PI: Philip A. Fisher), University of Oregon – Eugene, OR	April 2013 - present
	Co-Investigator , A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program to Improve the School Readiness of Children in Disadvantaged Communities, Department of Education - R305A120391 (PI: Katherine C. Pears,), Oregon Social Learning Center – Eugene, OR	Sept 2012 - present
	Adjunct Faculty, clinical practicum supervisor , Department of Psychology, University of Oregon – Eugene, OR	Sept 2012 - present
	Consultant and Interventionist for “Filming Interactions to Nurture Development” (FIND) program , Oregon Social Learning Center – Eugene, OR	Mar 2011 - present
	Research Associate , Stress Neurobiology and Prevention Lab (SNAP), Department of Psychology, University of Oregon – Eugene, OR	Dec 2009 - present
	Clinical Director for “Kids in Transition to School” (KITS) program , Oregon Social Learning Center – Eugene, OR	Dec 2008 - present
	Trainer: Multidimensional Treatment Foster Care – Preschool (MTFC-P) , Treatment Foster Care Consultants, Inc. – Eugene, OR	July 2006 - Present
	Research Associate , Center for Drug Abuse Prevention (CDAP), Oregon Social Learning Center – Eugene, OR	Sept 2010 – Sept 2013
	Consultant: Bethel School District , University of Oregon – Eugene, OR	Sept 2008 – June 2009
Technical Assistant and School-Based Consultant: Intensive Positive Behavior Supports – University of Oregon – Eugene, OR	Sept 2007 – June 2008	

Program Supervisor: Multidimensional Treatment Foster Care – Preschool (MTFC-P) , OSLC Community Programs – Eugene, OR	May 2007 – Sept 2009
Family Therapist: Multidimensional Treatment Foster Care – Preschool (MTFC-P) Program , OSLC Community Programs - Eugene, OR	Jan 2007 – Sep 2009
Fidelity Consultation: Multidimensional Treatment Foster Care (MTFC) , Treatment Foster Care Consultants, Inc. – Eugene, OR	July 2006 – Sept 2009
Therapeutic Playgroup Supervisor: Kids in Transition to School (KITS) Study & Early Intervention Foster Care (EIFC) , OSLC Community Programs & Center for Research to Practice – Eugene, OR	Sept 2005 – Dec 2009
Research Assistant: Kids in Transition to School (KITS) , Center for Research to Practice – Eugene, OR	Sept 2005 – Dec 2009
Summer School Elementary Teacher - Practicum , University of Oregon - Eugene, OR	June – Aug 2005
Parent Daily Report Caller: Allies Program , OSLC Community Programs - Eugene, OR	Nov 2001 – Sept 2005
Lead Interventionist, Research and Development: Kids In Transition to School (KITS) pilot study , Oregon Social Learning Center - Eugene, OR	Feb 2002 - Oct 2003
Youth Advisor, Research and Development: Young Women in Transition Program , OSLC Community Programs - Eugene, OR	Jan 2002 – July 2002
Behavioral Support Specialist: Multidimensional Treatment Foster Care Program , Oregon Social Learning Center - Eugene, OR	Sept 2001 - June 2002
Assessor/Interviewer: Linking Interest between Families and Teachers (LIFT) , Oregon Social Learning Center - Eugene, OR	Aug 2000 - May 2002
Observational Coder: Specific Affect Code (SPAFF), Family Peer Process Code (FPP) , Oregon Social Learning Center – Eugene, OR	Oct 2000 - Feb 2002
Pre Kindergarten Teacher , Rainbow Garden School - Eugene, OR	Mar 1998 - Nov 1999
Pre Kindergarten Teacher , The Children’s Hour Preschool - Eugene, OR.	June 1997 - Apr 1998

**TEACHING
EXPERIENCE**

Adjunct Faculty , University of Oregon – Eugene, OR Instructor for graduate level courses in School Psychology. Classes taught include <i>Social Emotional Assessment</i> and <i>Advanced Consultation</i>	Winter 2010
Supervised College Teaching: Child Development & Psychopathology , University of Oregon - Eugene, OR In collaboration with Dr. Berni Bullock	Winter 2007

PUBLICATIONS

- Pears, K. C., Kim, H. K., **Healey, C. V.**, Yoerger, K., & Fisher, P. A. (2014). Improving child self-regulation and parenting in families of pre-kindergarten children with developmental disabilities and behavioral difficulties. *Prevention Science*. Advance online publication. doi:10.1007/s11121-014-0482-2
- Pears, K. C., Fisher, P. A., Kim, H. K., Bruce, J., **Healey, C. V.**, & Yoerger, K. (2013). Immediate effects of a school readiness intervention for children in foster care. *Early Education and Development, 24*, 771-791.
- Healey, C. V.**, Fisher, P. A., Van Scoyoc, A., & Relling, A. M. (2013). Family-based interventions for children with prenatal substance exposure. In N. E. Suchman, M. Pajulo, & L. C. Mayes (Eds.) *Parenting and substance abuse: Developmental approaches to intervention* (pp. 487-513). New York: Oxford University Press.
- Healey, C. V.**, & Fisher, P. A. (2011). Young children in foster care and the development of favorable outcomes. *Children and Youth Services Review, 33*, 1822-1830.
- Gold, R., & **Healey, C. V.** (2011). Implementing Multidimensional Treatment Foster Care (MTFC). In A. Ruben & D. Springer (Eds.) *Programs and Interventions for Maltreated Children and Families at Risk* (pp. 43-57). Hoboken, NJ: Wiley.
- Pears, K. C., **Healey, C. V.**, Fisher, P. A., Braun, D., Gill, C., Conte, H. M., Newman, J., & Ticer, S. (in press). Immediate effects of a program to promote school readiness in low-income children: Results of a pilot study. *Education and Treatment of Children*.
- Pears, K. C., Kim, H. K., **Healey, C. V.**, Fisher, P. A., & Yoerger, K. (2011). *School readiness profiles of children with developmental disabilities and behavior problems*. Manuscript submitted for publication.
- * also published under Cynthia V. Heywood *
- Pears, K. C., **Heywood, C. V.**, Kim, H. & Fisher, P. A. (2011). Prereading deficits in children in foster care. *School Psychology Review, 40*(1), 140-148.
- Heywood, C. V.**, Fisher, P. A., & Tang, Y. (2011). Mindfulness training: A promising approach for addressing the needs of child welfare system children and their families. In J. A. Jaworski (Ed.), *Advances in Sociology Research: Vol. 8* (pp. 1-29). Hauppauge, NY: Nova Science Publishers.
- Pears, K. C., Fisher, P. A., **Heywood, C. V.**, & Bronz, K. D. (2007). Promoting school readiness in foster children. In B. Spodek & O. Saracho (Eds.) *Contemporary perspectives on social development and social learning in early childhood education* (pp. 173-198). Greenwich, CT: Information Age.
- Heywood, C. V.** (2007). The Reading Coach: A book review. *Remedial and Special Education, 28*(2), 125-126.

**PROFESSIONAL
PRESENTATIONS**

Healey, C. V. (2014, Nov). Meeting the needs of children in foster care: Keeping foster and kinship parents skilled and supported. Workshop presented at Making Connections: Promoting Mental Wellness & Reducing Adverse Childhood Experiences conference sponsored by Lane County Health and Human Services and Oregon Health Authority, Eugene, OR.

Healey, C.V. (2012, Sept). Understanding the needs of foster children and providing developmentally-focused and coordinated support. Invited workshop given for Deschutes County Children & Families Commission, Bend, OR.

Pears, K. C., Kim, H. K., & **Healey, C. V.** (2012, July). Self-regulation in developmentally disabled children entering school: Effects of a school readiness intervention on Head Toes Knees Shoulders scores. In K. Pears (Chair), *Self-regulation in high-risk children: Using the Head Toes Knees Shoulders task to measure development and change*. Symposium conducted at the International Society for the Study of Behavioural Development 2012 Biennial Meeting, Edmonton, Alberta, Canada.

Healey, C.V. (2011, June). Treatment planning: Improving outcomes and building strengths. Invited workshop given at Oregon Youth Authority Phoenix Program, Eugene, OR.

Pears, K. C., **Healey, C. V.**, Bruce, J., Fisher, P. A., & Kim, H. K. (2011, May). Regulation in children with developmental disabilities can be improved prior to school entry. In C. L. O'Donnell (Chair), *Focusing in school: Techniques to support regulation of attention and behavior in young children*. Symposium conducted at the APS 23rd Annual Convention, Washington, DC.

Pears, K. C., **Healey, C. V.**, & Buchanan, R. (2011, April). More than just the ABCs: Promoting school success for children and adolescents, Oregon Social Learning Center Annual Conference, Eugene, OR.

Healey, C. V., & Relling, A. M. (2011, March). Family-based interventions for young children with developmental risk: Multidimensional treatment foster care and innovative approaches. Invited address given at Raising Resilient Rascals 5th Annual Conference, Seattle, WA.

Healey, C. V., & Fisher, P. A. (2011, March). Young children in foster care and the development of favorable outcomes. Poster presented at Society for Research in Child Development, Montreal, Quebec.

Healey, C. V., Pears, K. C., & Anderson, C. M. (2010, September). Preventing school failure for children at risk: Increasing school readiness and building a continuum of support. Workshop presented at Oregon Prevention Conference, Eugene, OR.

Pears, K. C., **Healey, C. V.**, & Bruce, J. (2010, June). Preliminary results from the Kids in Transition to School (KITS) Program for children with developmental disabilities. Poster presented at the 5th Annual IES Conference, National Harbor, MD.

Healey, C. V. (2010, April). Multidimensional Treatment Foster Care – Preschool: Program overview and advanced application issues. Invited workshop given at Blueprints Conference, San Antonio, TX.

Healey, C. V. (2008, September). Multidimensional Treatment Foster Care – Preschool: Interventions to address school readiness and social-emotional development in young children. Invited workshop at MTFC Symposium, Pasadena, CA.

Merrell, K. W., **Healey, C. V.**, & Whitcomb, S. G. (2007, March). Promoting mental health in early childhood: Challenges, opportunities, and new directions. Mini skills workshop given at NASP Conference, New York, NY.

Healey, C. V., & Whitcomb, S. G. (2007, January). Risk, Resiliency, and Promoting Wellness in Early Childhood through Adolescence: A Preventive Approach, workshop given at Crisis Prevention Conference, Eugene, OR.

Merrell, K. W., **Healey, C. V.**, & Levitt, V. (2006, August). School-Based Mental Health Services: Social-Emotional Learning In a Three-Tiered Model of Support. Invited workshop given at Douglas Co. Mental Health Training, Roseburg, OR.

Healey, C. V. (2006, April). Early childhood maltreatment and the development of key skills, poster session given at NASP Conference, Anaheim, CA.

Healey, C. V., Parisi, D., Ross, S., & Tran, O. (2006, April). Reducing teacher stress with effective interventions for problem behavior. Poster presentation at NASP Conference, Anaheim, CA.

Healey, C. V. (2006, March). Effective behavior management and positive discipline. Invited workshop given at Oregon Association of Early Childhood Educators, Eugene, OR.

Healey, C. V. (2005, April). Maladaptive outcomes of early childhood sexual abuse. Poster presentation at Association School Psychology Students Poster Session, University of Oregon, Eugene, OR.

Healey, C. V. (2005, March). ADHD and teaching for effective transitions. Workshop given at Aubrey Park Elementary School, Eugene OR.

PROFESSIONAL SERVICE

Ad Hoc Reviewer
Child and Youth Services Review
School Psychology Review
Remedial and Special Education

TRAINING & CERTIFICATION

Research Fellow for Mind and Life Summer Research Institute: <i>Human Development, Education and Contemplative Practice: Questions, Challenges and Opportunities</i> , Mind and Life Institute – Garrison, NY	June 2010
Marte Meo Practitioner , Oregon Social Learning Center – Eugene, OR.	Feb 2010
Qualified Mental Health Professional Certification , Lane County, OR	Jun 2007

Project INTEGRATE Training Grant, University of Oregon – Eugene, OR Sept 2005 – Sept 2007
Training grant funded by the U.S. Department of Education for the professional development of aspiring academics and researchers. Full tuition and stipend included.

ADHD Training Grant, University of Oregon – Eugene, OR Sept 2004 – Sept 2005
Training grant funded by the U.S. Department of Education for the purpose of providing advanced training in the detection and treatment of children with ADHD. Full tuition and stipend included.
