

Black, C

Curriculum Vitae

Conner James Black

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Education

Ph.D. School Psychology (Expected)

University of South Carolina

August 2023

M.A. School Psychology

University of South Carolina

December 2019

B.S. Psychology and Neuroscience, Cum Laude

Syracuse University

May 2015

Awards

SPARC Grant Recipient

June 2020-May 2021

Center for Health Care Quality Junior Scholar

Aug 2018-May 2019

Graduate Student Travel Award

May 2018

INSAR Trainee Award

May 2018

Syracuse University Psychology Outstanding Research Achievement Award

May 2015

Eastern Regional Research Award

February 2015

Allport Grant Recipient

December 2014

Syracuse University Distinguished Poster Award

April 2013

Syracuse University Allport Scholar

April 2013

Psi Chi Member

January 2013-May 2015

Dean's List, Syracuse University

January 2013-May 2015

Success Grant, Syracuse University

August 2011-May 2015

Research Experience

Graduate Research Assistant

Summer 2017-Present

Neurodevelopmental Disorders Lab (NDD)

University of South Carolina

PI: Jane Roberts, Ph.D.

- Administer and score clinical assessment including, Autism Diagnostic Observation Schedule, 2nd Edition, Vineland Adaptive Behavior Scales, Autism Diagnostic Interview,

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Mullen Scales of Early Learning, Differential Abilities Scale, 2nd Edition, Structured Clinical Interview for DSM Disorders, and Preschool Aged Psychiatric Assessment

- Independently generate hypothesis, conduct analysis, and present at international conferences
- Lead the collection and processing of EEG/ERP data throughout the lab
- Provide clinical supervision for junior students within the lab

Statistical Consultant

May 2018-August 2018

University of South Carolina Medical School

- Provided statistical expertise to medical students to help them execute analysis on a series of research projects

Assistant Scientist

June 2016-June 2017

Research Assistant

June 2015-June 2016

Cognition and Learning Lab

Temple University

PI: Elizabeth Gunderson

- Manage and execute a five-year NSF grant examining the relationship between individual spatial skills and exact and approximate numeracy in elementary aged children
- Independently generate hypotheses, analyze data, and disseminate research findings at national conferences
- Supervise and train a team of 15 undergraduates, mentoring advanced students regarding future plans and research projects
- Create and modify stimuli for 13 measures of spatial and numerical skills for a longitudinal study, including programming in E-prime
- Recruit and maintain positive relationships with over 800 families and 20 schools throughout Philadelphia including private, charter, and parochial schools

Undergraduate Research Assistant

Fall 2012-Spring 2015

Center for Autism Research In Electrophysiology

Syracuse University

PI: Natalie Russo, Ph.D.

- Independently collected and analyzed behavioral, eye-tracking, and electrophysiological data (EEG) pertaining to multisensory integration in both typical and ASD populations
- Developed experiment to norm stimulus set created in the lab
- Assisted in writing IRB and Consent Form protocol for stimulus project
- Scored and Entered data on various psychological measures

Undergraduate Summer Intern

Summer 2014

Space Lab and Infant Language Project

Department of Psychology, University of Delaware

PI: Roberta Golinkoff, Ph.D., Brian Verdine, Ph.D.

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- Investigated the relationship between spatial skills, mathematics, and STEM disciplines
- Developed literature review on behavioral and neuroscience research of spatial cognition
- Transcribed and behaviorally coded videos of multiple experiments
- Recruited participants between 12 months and 5 years of age
- Ran participants through various psychological measures to test different skills

Clinical Experience

Practicum Student

January 2020-Present

Unumb Center for Neurodevelopment Columbia, SC

- Conduct comprehensive autism assessments using gold-standard assessment tools (e.g. Autism Diagnostic Observation Schedule-2)
- Prepare integrated reports with findings and recommendation, and provide feedback to families
- Implement feeding therapy for children with food selectivity and behavioral problems surrounding consuming food

Assessment Clinic Practicum Student

August 2019-Present

Psychology Services Center, University of South Carolina

Supervisors: Kim Hills, Ph.D.

- Conduct comprehensive assessment on children ages 4-16 presenting with a range of behavioral concerns, including ASD, anxiety, dyslexia, and depression.
- Prepare integrated reports with findings and recommendations to families

Child/Family Individual Therapist

August 2018-Present

Psychology Services Center, University of South Carolina

Supervisors: Kim Hills, Ph.D., Emily Neger, Ph.D., Kate Flory, Ph.D.

- Implement evidence-based interventions for child and family clients presenting with a variety of behavioral concerns including ASD, anxiety, ADHD, oppositional defiant disorder, and medically sensitive populations
- Participate in group supervision, to both receive and provide feedback on other therapy cases
- Present case conceptualization and treatment plans to supervision sessions

School Psychology Practicum Student

August 2018-May 2019

Ballentine Elementary School

Supervisors: Kim Hills, Ph.D., Lynn Collins, Ed.S.

- Conducted comprehensive psychoeducational assessment for a range of child concerns (e.g. ASD, learning disability, intellectual disability, ADHD, and anxiety)
- Prepared and delivered the results of evaluations via integrated reports and in person feedback

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- Consulted on multiple classroom behavioral intervention plans and other needs of the school

Associate Director

Summer 2019

Camp M.A.T.E.S., Autism Academy of South Carolina, Columbia, SC

Supervisor: Alison Brazendale. Psy.D.

- Help coordinate and direct the multiple lead behavioral counselors to complete a successful camp day
- Responded to severe behaviors to help mitigate the situation

Lead Behavioral Counselor

Summer 2018, Summer 2019

Camp M.A.T.E.S., Autism Academy of South Carolina, Columbia, SC

Supervisor: Alison Brazendale. Psy.D.

- Led summer day camp for children with ASD and other neurodevelopmental disorder focused on building social skills and overall wellness
- Developed and implemented lessons targeted at the specific needs of the campers
- Employed behavioral techniques (e.g. descriptive praise, active ignoring, behavioral contingencies) to manage behaviors and increase use of positive skills within campers

Parenting Group Leader

Summer 2018

Psychology Services Center, University of South Carolina

Supervisor: Kate Flory, Ph.D.

- Designed and implemented group parenting interventions for parents of children between 4 and 10 years old
- Adapted content from Barkley's *Defiant Children*, including both at home and school behavioral management

Social Skills Group Leader

Spring 2018; Fall 2019

Psychology Services Center, University of South Carolina

Supervisor: Kate Flory, Ph.D.

- Individualized and implemented emotional regulations groups for elementary-aged children ages 4-10 with difficult behaviors
- Created behavioral plans to help children understand and access the different lessons

Social Skills Group Leader

January 2018-December 2019

Unumb Center for Neurodevelopment

Supervisor: Allison Brazendale, Psy.D.; Kathleen Franke, Ph.D.

- Developed and delivered lesson plans for social skills groups for individuals aged 4-19 years both with typical development and with ASD and/or social skills deficits
- Utilized behavioral techniques and contingency management throughout group sessions
- Supervised undergraduate students in their implementation of behavioral techniques and conceptualization of specific behaviors

Specialized Training

Autism Diagnostic Observation Scale, Research Reliable 2019

University of South Carolina, Trainer: Kim Hills, Ph.D.

South Carolina Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

University of South Carolina, Mentor: Emily Lowell, Ph.D.

Grant Awards

Principal Investigator

Support to Promote Advancement of Research and Creativity (SPARC)

Biological Mechanism Related to Social Anxiety in Young Children with Fragile X Syndrome

University of South Carolina: \$4700

Journal Articles

1. **Black, C.J.** Hogan, A.L., Will, E.A., Smith, K., Roberts, J.E., (in preparation) Early Respiratory Sinus Arrhythmia and its Relation to Social Anxiety in Down Syndrome and Fragile X Syndrome .
2. **Black, C.J.**, Hogan, A.L., Guy, M., Richards, J.E., Roberts, J.E. (in preparation) The Relationships Between Social Behavioral Inhibition and Neurophysiological Face Processing Infants with Fragile X Syndrome.
3. **Black, C.J.**, Hogan, A.L., Poupore, N., Smith, K.D., & Roberts, J. (under review) Early behavioral and physiological risk markers in Infants with Fragile X Syndrome.
4. Hogan, A.L., Smith K.D., **Black, C.J.**, Roberts, J.E. (in preparation). Biobehavioral Social Anxiety Risk Markers are Present by 12 Months of Age in “Unaffected” Siblings of Children with Autism Spectrum Disorder.
5. Moskowitz, L., Will E.A., **Black, C.J.**, Roberts, J.E. (accepted). Natural History of Restricted and Repetitive Behaviors in Fragile X Syndrome.
6. **Black, C.J.**, Hildebrand, L., Hallinen, N., and Gunderson, E.A. (under review). High working memory hinders performance on approximate calculation task. *Mind Brain and Education*.
7. Russo, N., Hagmann, C., Andrews. R., **Black, C.J.**, Silberman, M., & Shea, N. (2018). Validation of the C.A.R.E. stim set of 650 animal pictures; name agreement and quality ratings. *PLOS one*, 13(2).

Invited Talks

1. Black, C.J. & Paton, M.J. (2020, September) *Graduate student mental health and climate*. Presented at the Fall 2020 Faculty Retreat, University of South Carolina Columbia, SC.

Poster Presentations

1. **Black, C.J.** Hogan, A.L., Will, E.A., Smith, K., Roberts, J.E., Early biobehavioral social features of infants with down syndrome and fragile X syndrome. *Poster accepted to the 2020 International Congress of Infant Studies, Glasgow Scotland.*
2. Hogan, A.L., Smith, K.D., **Black, C.J.**, Roberts, J.E., Hunt, E. Heart Activity across the First Six Years of Life in Children with ASD and Sibling of Children with ASD. *Symposium accepted to the 2020 International Society for Autism Research Annual Meeting, Seattle, Washington.*
3. Hogan, A.L., **Black, C.J.**, Roberts, J.E. Rates and Stability of ADHD and Anxiety Diagnoses in Preschoolers with Autism Spectrum Disorder and Comorbid Intellectual Disability. *Symposium accepted to the 2020 International Society for Autism Research Annual Meeting, Seattle, Washington.*
4. **Black, C.J.**, Hogan, A.L., Smith, K., Roberts, J.E. (2019). Respiratory Sinus Arrhythmia Predicts Fear Longitudinally in Infants and Children with FXS, ASD, and Typically Development. *Poster presented at the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada*
5. Hogan, A.L., **Black, C.J.**, Escorcía, J., Guy, M., McPartland, J., Richards, J., Roberts, J.E. (2019). ERP Responses to Social Stimuli and ASD Symptoms in “Unaffected” Siblings of Children with Autism Spectrum Disorder. *Poster presented at the 2019 International Society for Autism Research Annual Meeting, Montreal, Canada.*
6. **Black, C.J.**, Hogan, A.L., Smith, K., Roberts, J.E. (2019). Respiratory Sinus Arrhythmia Predicts Fear Longitudinally in Both Children with Fragile X Syndrome and Typically Developing Controls. *Poster presented at the 2019 52nd Gatlinburg Conference, San Antonio, TX.*
7. Hogan, A.L., **Black, C.J.**, Escorcía, J., Guy, M., Richards, J., Roberts, J.E. (2019). Associations between ERP Responses to Social Stimuli and ASD Symptoms in “Unaffected” Siblings of Children with Autism Spectrum Disorder. *Symposium presented at the 2019 52nd Gatlinburg Conference, San Antonio, TX.*
8. **Black, C.J.**, Hogan, A.L., Poupore, N., Smith, K.D., & Roberts, J., (2018, May) *Early risk markers of social anxiety in Infants with Fragile X Syndrome.* Poster accepted at 2018 International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.
9. **Black, C.J.**, Hogan, A.L., Poupore, N., Smith, K.D., & Roberts, J., (2018, April) Early behavioral and physiological risk markers in Infants with Fragile X Syndrome. Poster presented at the 51st annual Gatlinburg Conference, San Diego, CA.
10. **Black, C.J.**, Hallinen, N., & Gunderson, E.A., (2017, April) High working memory hinders initial performance on approximate symbolic calculation, but practice leads to a strategy shift. *Poster presented at 2017 Society for Research in Child Development Conference, Austin, TX.*
11. **Black, C.J.**, Brandley, J., & Gunderson, E.A. (2016, September). More is not always better: High working memory hinders performance on an approximate symbolic calculation task. *Poster presented at 2016 International Mind, Brain, and Education Society Conference, Toronto, ON, CA.*

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12. **Black, C.J.**, Hagmann, C., Silberman, M., Shea, N., & Russo, N. (2015, April) Selective attention task reveals that multisensory integration rules do not always apply. *Poster presented at Syracuse University Poster Session, Syracuse, NY.*
13. **Black, C.J.**, Russo, N., & Shea, N. (2015, April) Extending multisensory integration to the spatial domain. *Poster presented at the 2015 Annual Meeting of the Eastern Psychological Association, Philadelphia, PA.*
14. **Black, C. J.**, Russo, N., & Shea, N (2014, April). Detect auditory: Multisensory integration in a spatial domain. *Poster presented at Syracuse University Poster Session, Syracuse, NY.*

Service/Community Experience

Student Reviewer

June 2018-Present

- Journal of Neurodevelopmental Disorders
- Journal of Autism and Developmental Disorders
- Journal of Intellectual and Developmental Disability

Service Roles

- Co-Chair, Student Advisory Board June 2020-Present
- Student Board Member, SCASP June 2019-Present
- Program Representative, Student Advisory Board June 2019-June 2020
- School Psychology Student Reprehensive August 2018-June 2019

Teaching Experience

Co-Instructor (Undergraduate)

- **Special Topics In Psychology** August 2017-May 2018

Teaching Assistant

- **Special Topics: Autism (Graduate)** Spring 2020
- **Research Methods (Undergraduate)** Spring 2018
- **Behavioral Disorders (Undergraduate)** Fall 2017
- **Introduction to Psychology (Undergraduate)** Fall 2017,2020