

# LAUREN PASQUA, PSY.D.

(281) 560-3648 | dr.lauren@laurenpasqua.com

---

## EDUCATION & LICENSURE

---

### Texas state Board of Examiners of Psychologists (April, 2012)

Licensed Psychologist- PSY 36214

### Louisiana State Board of Examiners of Psychologists (October, 2011)

Licensed Psychologist-PSY 1173

### Board of Psychology, State of California, Department of Consumer Affairs (October, 2010)

Licensed Psychologist-PSY 23894 (*Inactive Status*)

### Doctor of Psychology

Clinical Psychology (August, 2009), Child & Family Emphasis

Georgia School of Professional Psychology, Argosy University/Atlanta (APA accredited)

**Dissertation:** A Cattell-Horn-Carroll Cross Battery Approach to Preschool Cognitive Assessment

**Clinical Competency Exam:** *Passed With Distinction*, June, 2006

### Master of Arts

Clinical Psychology (June, 2005)

Georgia School of Professional Psychology, Argosy University/Atlanta (APA accredited)

### Bachelor of Arts, *Magna Cum Laude*

Psychology (December, 2002)

Northwestern State University, Natchitoches, LA

**Minor:** Child Development & Family Relations

**Concentration:** Substance Abuse Counseling

## PROFESSIONAL WORK EXPERIENCE

---

*November, 2011-Present*

### Private Practitioner

- ❖ Offer dyadic therapy services for children 0-5 to address attachment, trauma, and development
- ❖ Provide individual and family therapy for children, adolescents, and adults
- ❖ Implement evidence-based interventions including Positive Parenting Program for children and adolescents, Child Parent Psychotherapy, DIR/Floortime, Interpersonal Therapy, and TF-CBT
- ❖ Utilize clinical hypnosis to target specific issues such as stress management and smoking cessation
- ❖ Conduct developmental, psychological, and diagnostic assessments

*November, 2011-April, 2012*

### Northwest Resource Center on Developmental Disabilities

Louisiana Office of Citizens with Developmental Disabilities

Community Psychologist

- ❖ Provide early intervention services for children 0-3 through the Louisiana Early Steps program
- ❖ Offer clinic and community based therapy services targeting social-emotional, behavioral, and developmental challenges for children and adults with developmental disabilities

- ❖ Utilize behavioral techniques, DIR/Floortime, and Social Stories to treat individuals with autism spectrum disorders
- ❖ Assess behavioral challenges exhibited by individuals with developmental disabilities, create a behavior support plan, and train family/providers on implementation of plan
- ❖ Collaborate with interdisciplinary staff to develop treatment plan and deliver comprehensive services
- ❖ Supervise psychological assistants providing behavioral and counseling services
- ❖ Consult as needed to schools, direct provider personnel, and community agencies

*March, 2007-August, 2008*

**West Georgia Psychological Services, Douglasville, Georgia**

Psychological Assistant

Supervisor: Tina M. Caudill, Psy.D.

- ❖ Conducted comprehensive, psychological, psychoeducational, and developmental evaluations (6/wk).
- ❖ Referrals commonly from juvenile justice, pediatricians, and Department of Family and Children's Services (DFACS).
- ❖ Wrote comprehensive reports with appropriate diagnoses and relevant recommendations.

*August, 2006-July, 2007*

**Babies Can't Wait of Georgia, Gwinnett County, GA**

Georgia Department of Human Resources, Consultant

Supervisor: Eileen Kaiser, M.Ed., LPC

- ❖ Provided in-home parent training to parents of children with developmental delay (aged 0-3).
- ❖ Educated parents on basic behavior modification principles.
- ❖ Developed and implemented goals based on Individualized Family Service Plan (IFSP).

*July, 2005-June, 2007*

**Atlanta Psychological Services, Atlanta, GA**

Psychological Assistant

Supervisors: Andrew Gothard, Psy.D., Jamie Luckow, Psy.D., and Jenny Van-Overbeke Brooks, Ph.D.

- ❖ Conducted mandated evaluations of children and adolescents in foster care, developmental screening evaluations, parent-fitness evaluations, substance abuse evaluations, and psychosexual forensic evaluations.

*June, 2005-September, 2005*

**Psychological Affiliates, Marietta, GA**

Psychological Assistant

Supervisor: Jack Grisham: Ph.D

- ❖ Administered and scored psychoeducational batteries diagnosing learning disabilities, ADHD, and emotional/behavioral disorders based on test data and clinical interview.

*January, 2005-June, 2005*

**Ridgeview Psychiatric Institute, Smyrna, GA**

Clinical Assistant, Child and Adolescent Psychiatric Unit

Supervisor: Beth Houser, M.S.N.

- ❖ Worked with children and adolescents ages 4-18 years in this short-term psychiatric stabilization hospital using a structured behavior modification model.
- ❖ Facilitated process and psychoeducational therapy groups.
- ❖ Provided total direct patient care in the treatment team approach, including psychiatrists, psychiatric nurses, case managers, clinical assistants, art therapists, and activities therapists.

January, 2003-August, 2003

**Slidell Addictive Disorders Clinic, Slidell, LA**

Intake Coordinator/Counselor [Full time]

Supervisor: Bernice Williams, BCSAC

- ❖ Worked as intake coordinator and group therapy counselor at this state funded center for adult addiction treatment.
- ❖ Conducted intake interview with each prospective client and assessed all incoming clients.
- ❖ Co-facilitated Intensive Outpatient group of 15-20 patients 12 hours/week and a weekly 2 hour family education/process group.
- ❖ Collaborated with colleagues to develop client treatment plans and monitor progress. Interfaced with and provided reports to judicial system and public agencies.

---

## CLINICAL TRAINING EXPERIENCE

September, 2010-June, 2011

**Autism Fellow, Interdisciplinary Leadership Education in Neurodevelopmental and Related Training Program (LEND)**

USC University Center of Excellence for Developmental Disabilities

(UCEDD), Children's Hospital Los Angeles

Supervisors: Marie Kanne Poulsen, Ph.D. & Marian Williams, Ph.D.

- ❖ Participated in interdisciplinary didactics, clinical activities, small group discussion, policy, and research activities related to autism spectrum disorders
- ❖ Rett Syndrome Clinic
  - Interdisciplinary care for children with Rett Syndrome. Disciplines represented in the clinic include: developmental behavioral pediatrics, neurodevelopmental pediatrics, neurology, occupational therapy, physical therapy, nutrition, social work, psychology, speech and language pathology, nursing, and family support.
- ❖ Autism Navigator Clinic
  - Interdisciplinary clinic designed to help parents to understand the assessment results for their child with autism, to understand and navigate the IEP process, and to advocate for appropriate services to meet their needs in school and other community program.

September, 2009-  
September, 2011

**Post-Doctoral Fellowship, Early Childhood Mental Health**

Children's Hospital Los Angeles (APA accredited 2-year fellowship)

University of Southern California Affiliated

University Center of Excellence for Developmental Disabilities (UCEDD)

Los Angeles, CA

Supervisors: Marian Williams, Ph.D., Sara Sherer, Ph.D., Tamara Matic, Ph.D., Adriana Anaya, Psy.D.

- ❖ Early Childhood Outpatient Intervention Services
  - Delivered clinic and home based intervention for low income, ethnically and linguistically diverse children 0-5 and their families
  - Utilized Greenspan's DIR/Floortime treatment approach for children with developmental delay/disability
  - Conducted dyadic therapy using McDonough's Interaction Guidance model, which is a relationship and strength based intervention using videotapes of play interactions
  - Offered Liberman's Child-Parent Psychotherapy for children who have experienced trauma; bi-weekly group supervision by Chandra Ghosh Ippen, Ph.D.
  - Implemented Triple P: Positive Parenting Practices treatment model, which is an evidence-based program that enhances parenting skills from a social learning theory framework

- Consulted with schools, Regional Centers, and other service agencies to ensure continuity of care and support parents in developing advocacy skills.
- Conducted therapeutic groups using DIR/Floortime and Incredible Years models
- Provided collateral therapy targeting parental mental health and couples therapy
- ❖ Early Childhood Assessment Experience
  - Functioned as member of interdisciplinary teams including psychology, developmental-behavioral pediatrics, nutrition, occupational therapy, speech and language pathology in Early Childhood Interdisciplinary Assessment Clinic and Behavior in Babies Clinic
  - Conducted comprehensive developmental, neuropsychological, and social-emotional assessments for infants and children, 0-5 years
  - Assessed children referred to rule out autism spectrum disorders using the ADOS and ADI-R
  - Obtained specialized experience assessing infants and toddlers in foster care, especially those prenatally exposed to substances
- ❖ Interdisciplinary Feeding Program
  - Assessed behavioral and emotional components of feeding disorders as part of interdisciplinary team
  - Provided feeding intervention targeting behavioral, emotional, and relational factors
- ❖ High-Risk Infant Follow-up Clinic
  - Provided programmatic development and planning: developed standardized approach to assess social-emotional functioning in infants and depression/PTSD in parents
  - Offered research consultation regarding tools to measure identified constructs
- ❖ Advanced Fellows Seminar
  - Developed psychoeducational trauma brochure, developmental handouts, sample advocacy letters, and recommendation list for children in foster care system
  - Reviewed early childhood treatment models including Denver Model and Child Parent Relationship Therapy (CPRT)
  - Read and discussed current early childhood topical books and issues
  - Learned and practiced reflective supervision monthly using case examples
  - Engaged in experiential and reflective activities related to cultural awareness and diversity
  - Investigated advanced assessment and observation tools
- ❖ Early Childhood Seminar
  - Participated in weekly didactics on a range of early childhood topics and foundational knowledge

*August, 2008–August, 2009*    **Pre-Doctoral Internship, Pediatric Psychology**  
 Children’s Hospital of Orange County, (APA accredited internship)  
 University of California, Irvine Affiliated  
 Orange, CA  
Supervisors: Heather Huszti, Ph.D., Grace Mucci, Ph.D., Marni Nagel, Ph.D.,  
 Nicole Vincent, Ph.D., Wayne Nyugen, M.D.

- ❖ Consultation and Liaison Services
  - Provided consultation and liaison services to pediatric general medical/surgical, PICU, and CVICU medical teams, including high-risk assessments (suicide attempt/ideation, psychosis)
  - Followed inpatient cases as necessary to assist with pain management, anxiety and mood management, and adherence issues
  - Provided after-hours and weekend on-call service to the hospital on rotational basis
  - Utilized hospital based interpretation services to support linguistically diverse patients
- ❖ Young Child Rotation
  - Participated in the Early Development Assessment Center (EDAC), a high-risk infant follow-up clinic for graduates of the NICU. The multidisciplinary team consisted of nursing, dietician, physical, speech, and occupational therapists, social workers, interpreter, parent advocates, and neonatologists

- Attained proficiency in administering, scoring, and interpreting the Bayley-III for infants and toddlers (3-8 assessments/wk)
- Delivered feedback, developmental guidance, and recommendations to families
- Provided consultation/liaison services to the Neonatal Intensive Care Unit (NICU) to support and intervene with families of high-risk infants
- ❖ Oncology Rotation
  - Completed initial consults with newly diagnosed patients and families to assess coping and identify needed services
  - Provided support and intervention to inpatients to address pain management, depression, behavioral issues, anxiety, family issues, and difficulty coping
  - Attended family conferences and multidisciplinary psychosocial rounds; collaborated with team members to address patients' needs and acted as liaison between team and family
- ❖ Outpatient Therapeutic Interventions
  - Conducted outpatient psychotherapy for both child clinical issues and co-morbid pediatric illness to children, adolescents, young adults, and families (8-10 hrs/wk).
- ❖ Psychopharmacology Clinic
  - Collaborated with staff psychiatrist and medical residents providing psychiatric medication management
  - Conducted intake evaluations and follow-up assessments
- ❖ Eating Disorder Clinic
  - Acted as part of multidisciplinary team consisting of physician, residents, nurse, nutritionist, and psychiatrist in high risk eating disorder clinic.
  - Conducted initial evaluations and weekly assessment/motivational interviewing
- ❖ Feeding Disorder Clinic
  - Participated on multidisciplinary team treating children with significant feeding problems & having a range of medical/genetic/developmental challenges
  - Evaluated behavioral/emotional feeding issues in weekly outpatient feeding clinic
  - Provided psychosocial/behavioral consultation for intensive inpatient feeding program
- ❖ Neuropsychological Evaluation
  - Administered, scored, interpreted, wrote reports, and provided feedback of comprehensive neuropsychological batteries for children with medical illnesses
- ❖ Didactic Experiences
  - Attended weekly educational seminars for neuropsychological assessment, pediatric psychology, ethics, and multicultural issues
  - Participated in consultation/liaison rounds led by staff psychiatrist

*August, 2007-May, 2008*

**Practicum, Children's Healthcare of Atlanta, Atlanta, GA**

**AFLAC Cancer Center and Blood Disorders Service**

Emory University School of Medicine Affiliated

Supervisors: Laura A. Greve, Psy.D., Laura Mee, Ph.D., & Megan Benoit Ratcliffe, Ph.D.

- ❖ Conducted consultations for both inpatient and outpatient referrals and acted as liaison between families and medical team.
- ❖ Completed pre-bone marrow transplant evaluations and provided support during post-transplant recovery.
- ❖ Provided treatment for anxiety management, depression, treatment adherence, pain-management, and psychological adjustment to illness.
- ❖ Addressed school re-integration and family systems adaptation to treatment.
- ❖ Participated in multidisciplinary medical rounds, case collaboration, and training seminars.

September, 2006-  
June, 2007

**Practicum, The Marcus Institute, Atlanta, GA  
Fetal Alcohol and Drug Exposure Clinic**

Subsidiary of Kennedy Krieger Institute  
Emory University Department of Pediatrics Affiliated  
Supervisors: Claire D. Coles, Ph.D., Julie Kable, Ph.D., &  
Carolyn Lewis, Ph.D.

- ❖ Participated on a multidisciplinary team to evaluate children for FAS and differential diagnoses of related conditions.
- ❖ Conducted psychological assessments with toddlers, children, and adolescents.
- ❖ Completed integrated reports of team findings and discussed conclusions of evaluation and recommendations with families.

September, 2005-  
August, 2006

**Practicum, Emory Autism Resource Center, Atlanta, GA**

Emory University School of Medicine Affiliated  
Supervisor: Gail McGee, Ph.D.

- ❖ Provided behavior based therapy interventions to children aged 15 months to 12 years old at this multidisciplinary center.
- ❖ Utilized parent training model, using incidental teaching methods, for weekly clients.
- ❖ Conducted weekly, one day, intensive parent-training sessions (4-5 hours).
- ❖ Served as therapist liaison to one family of a child with autism enrolled at Walden Preschool, a model school for early autism intervention.
- ❖ Participated in program evaluation and provided teacher training in the Walden Preschool center.
- ❖ Taught 5-10 hours a week in the early preschool classroom.
- ❖ Co-led a sibling support group monthly series for 7-12 year old siblings of children with an autism spectrum disorder.

August, 2004 June, 2005

**Practicum, Clayton Child and Adolescent Services, Jonesboro, GA**

Supervisors: Ann Brock, Psy. D. and Tina M. Caudill, Psy.D.

- ❖ Provided services at this community mental health center for children/adolescents ages 3-18.
- ❖ Administered, scored and interpreted relevant psychological test batteries including cognitive, achievement, behavioral, emotional, and personality measures.
- ❖ Co-led anger management group for adolescents using both psychoeducational and process components.

## **SUPERVISORY & LEADERSHIP EXPERIENCE**

---

September, 2009-  
September 2011

**Post-Doctoral Fellowship, Early Childhood Mental Health**

Children's Hospital Los Angeles (APA accredited two-year fellowship)  
University of Southern California Affiliated  
University Center of Excellence for Developmental Disabilities (UCEDD)

- ❖ Provided weekly therapy supervision to an early childhood psychology intern using a reflective supervision model
- ❖ Co-facilitated bi-weekly Interaction Guidance therapy supervision group
- ❖ Acted as on-call site supervisor for mental health clinic for one night/week
- ❖ Offered frequent consultation, mentoring, and reflective supervision to 1<sup>st</sup> year psychology fellows

- ❖ Participated in bi-weekly “supervision of supervision” group facilitated by clinical training director; reviewed videotapes of supervision sessions
- ❖ Contributed feedback and suggestions in bi-weekly Interaction Guidance, DIR/Floortime and Child Parent Psychotherapy supervision groups
- ❖ Participated in monthly reflective supervision groups with Early Childhood program trainees; rotation of supervisor and supervisee each month to strengthen reflective supervisory skills

September, 2009-  
September, 2011

**Interdisciplinary Leadership Education in Neurodevelopmental and Related Training Program (LEND)**

University Center of Excellence for Developmental Disabilities (UCEDD),  
University of Southern California/ Children’s Hospital Los Angeles

- ❖ Leadership Seminar, LEND Training Program
  - Attended four day interdisciplinary Leadership Seminar and completed readings, assignments, and experiential activities to prepare for leadership role in the healthcare field
  - Engaged in personal reflection and developed skill set for leading
- ❖ Participated in weekly didactic and experiential activities to increase knowledge and leadership skills in interdisciplinary settings and all aspects of healthcare for special needs children (clinical, research, policy, advocacy, systems of care, and education)
- ❖ Received interdisciplinary training from the following faculty disciplines: audiology, speech and language pathology, developmental behavioral pediatrics, family support, health administration, nursing, nutrition, occupational therapy, pediatrics, pediatric dentistry, physical therapy, psychology, public health, social work, special education

## CLINICAL CERTIFICATIONS & PROFESSIONAL TRAINING

---

**Starpower (Diversity Simulation Activity)** (September, 2011)

- Trained to lead diversity awareness simulation activity for education & professional settings.

**Autism Diagnostic Observation Schedule (ADOS) Research Certification** (August, 2011)

**Clinical Hypnosis Certification:** *In Progress*

- Basic and Intermediate Workshops Completed (February & March, 2010 respectively)
- Small Group Supervision Hours Completed (June, 2010)

**Child Parent Psychotherapy (CPP)** (December 2010)

- Attended the Los Angeles County Department of Mental Health sponsored, 3-day training and 2-day booster sessions conducted by Chandra Ghosh Ippen, Ph.D., of the National Child Traumatic Stress Network
- CPP is an empirically supported trauma-focused treatment for children ages 0-6 years that engages parents to allow healing and expression of a trauma narrative through the parent/child relationship

**Triple P: Positive Parenting Practices:** Standard and Teen Triple P Certified (October 2010)

- Triple P is an evidence-based treatment program that teaches caregivers positive parenting and behavioral management strategies to reduce challenging behaviors and to enhance the caregiver/child relationship.

**Trauma Focused CBT Training** (2010)

- TF-CBT is an evidence-based, conjoint child and parent psychotherapy approach for children and adolescents who are experiencing significant emotional and behavioral difficulties related to traumatic life events.

- It is a components-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques.

**The Incredible Years (IY):** Basic Child Group (September, 2009)

- The Incredible Years training series are evidence-based programs for reducing children's aggression and behavior problems and increasing social competence at home and at school, utilizing cognitive-behavioral and social learning theory.
- The program includes child-training, parent training, and teacher training intervention series.

## RESEARCH EXPERIENCE

---

2010- 2011

**Children's Hospital Los Angeles, Los Angeles, CA**

*Collaborating with Head Start Teachers on the Early Identification and Screening of ASD*

Team Members: Lauren Pasqua, Psy.D., Tanya Banda, Ph.D. and Irina Zamora, Psy.D.

- ❖ Surveyed Head Start teachers' (preschool) knowledge and awareness of early signs of autism, level of training about ASD, and program assessment and referral practices. Identified potential training and education needs to facilitate early identification of children with autism in early childhood.
- ❖ Manuscript submitted to *Topics in Early Childhood Special Education*.

2007-2009

**Doctoral Dissertation**

*A Cattell-Horn-Carroll Cross Battery Approach to Preschool Cognitive Assessment*

Chair: Jennifer Stapel-Wax, Psy.D.

Dissertation Defended: June 2009

- ❖ Research on the application of CHC theory with preschool children using a cross battery approach. Critical examination and synthesis of factor analyses using preschool assessment measures determined that Gc, Gv, Ga, Gs, Glr, and Gsm factors consistently measured. In the younger preschool years (2:0 to 4:0) fewer factors are able to be identified with current measures, even when utilizing a cross battery approach.

January, 2005-March, 2007

**Children's Healthcare of Atlanta, Scottish Rite, Atlanta, GA  
Center for Craniofacial Disorders**

Research Associate: *Infant Research Project*

Supervisor: Lauren Buono, Ph.D.

- ❖ Assisted with administration of experimental neuropsychological tasks with children 18 months and 3 years of age on this National Institutes of Dental and Craniofacial Research funded study.
- ❖ Assisted in administration scoring of standardized developmental tests (e.g., Bayley Infant Scales of Development and Preschool Language Scale), research neuropsychological measures, and parent measures (e.g., PSI).
- ❖ Wrote behavioral observations to be included in each child's report.
- ❖ Completed research duties such as data entry.

January, 2005-  
February, 2007

**Georgia School of Professional Psychology, Atlanta, GA**

Research Associate

Supervisor: Lori Muskat, Ph.D.



- ❖ Researched current methods for teaching cognitive assessment with a team of doctoral students and a doctoral professor of psychology.
- ❖ Focused on collecting data from clinical PhD and Psy.D. programs on methods for teaching test interpretation as well as mastery of test administration.
- ❖ Data collected also included overall course guidelines, report format, and theories taught as framework for interpretation.

## PROFESSIONAL TEACHING EXPERIENCE

---

*June, 2007-August, 2007*

**Teaching Assistant: Assessment and Treatment of Young Children: Infants, Toddlers and Preschoolers**  
Georgia School of Professional Psychology, Atlanta, GA

- ❖ Facilitated mastery of administration, scoring and interpretation of several infant/preschool batteries and assessment tools including the Bayley-III, Mullen Scales of Early Development, Vineland Adaptive Behavior Scales- II, and DAS-II, Preschool Version.
- ❖ Reviewed the WPPSI-III and the Stanford Binet-V, the CTOPP, Test of Early Mathematics Ability-III, Test of Early Reading Ability-III, and the Bracken Basic Concept Scales, Revised.
- ❖ Encouraged understanding of theories development of infants, toddlers and preschoolers as they apply to assessment batteries and interpretation of assessment data.
- ❖ Conducted lecture sessions focusing on applied behavioral analysis and incidental teaching.

*September, 2005-  
December, 2005*

**Cognitive Assessment Teaching Assistant Coordinator/Lab TA**  
Georgia School of Professional Psychology, Atlanta, GA

- ❖ Coordinated five sections of doctoral level cognitive assessment laboratory classes and their respective teaching assistants.
- ❖ Created lab syllabus to facilitate correct implementation of curriculum goals.
- ❖ Provided necessary teaching materials and visual aids.
- ❖ Monitored students' progress and provided class reports to Assessment Faculty Coordinator.
- ❖ Co-taught one section laboratory class of cognitive assessment.

*January 2005-April, 2005*

**Child and Adolescent Assessment Teaching Assistant**  
Georgia School of Professional Psychology, Atlanta, GA

- ❖ Taught doctoral level students in laboratory section. Provided students instruction of skills in interviewing, as well as administration, scoring and interpretation of test batteries.
- ❖ Facilitated mastery of administration and hand-scoring of WISC-IV Integrated, WJ-III Cognitive and Achievement, DAS, WPPSI-II, VMI, and WIAT-II.
- ❖ Provided instruction on administration and beginning interpretation of objective behavioral assessment and projective testing.
- ❖ Encouraged development of integrating data within a conceptual framework in psychological report writing.

*September, 2004-  
December, 2004*

**Cognitive Assessment Teaching Assistant**  
Georgia School of Professional Psychology, Atlanta, GA

- ❖ Taught doctoral-level students laboratory section of Cognitive Assessment.
- ❖ Provided students instruction on mastery of administration and scoring of WAIS-III, WISC-IV, WJ-III Test of Achievement, and SB-V by hands-on teaching, practice, and observation experiences.
- ❖ Encouraged development of beginning interpretation and report writing skills.

## PROFESSIONAL PRESENTATIONS

---

- Pasqua, L.,** Perugini, S., Leatham, M.K., & Zamora, I. (2010). *What's for dinner?: A childhood obesity prevention curriculum*. Poster presented at 25<sup>th</sup> National Training Institute, Connecting Science, Policy, and Practice: Improving Outcomes for Infants and Toddlers, Phoenix, AZ.
- Zamora, I., Perugini, S., & **Pasqua, L.** (2010). *The CPRT model through a cultural lens*. Poster presented at 25<sup>th</sup> National Training Institute, Connecting Science, Policy, and Practice: Improving Outcomes for Infants and Toddlers, Phoenix, AZ.
- Stapel, J., **Pasqua, L.,** & Loring, W. (2007). *Assessment of young children*. Oral symposium, Georgia Psychological Association Conference, Atlanta, Georgia.
- Muskat, L.R., Prosje, M.A., **Pasqua, L.,** Kington, G., & McHugh, B. (2006). *Current cognitive assessment training methods: Reflections of a changing paradigm?*. Paper presented at the Southeastern Psychological Association Conference, Atlanta, Georgia.
- Muskat, L.R., Prosje, M.A., Kington, G., & **Pasqua, L.** (2005). *Cognitive assessment: Incorporating shifting paradigms into training*. Poster presented at Southeastern Psychological Association Conference, Nashville, Tennessee.
- Ivey, M., James, N., Lachney, K., & **Pasqua, L.** (2002) *The use of ecstasy among college students*. Oral presentation at Northwestern State University Research Day, Natchitoches, Louisiana

## INVITED LECTURES

---

- Pasqua, L.** (June, 2011). *Intensive and Trip Training Methods of Toilet Training*. Early Childhood Trainee Seminar, Los Angeles, CA.
- Pasqua, L.** (April, 2011 and March, 2010). *Cognitive assessment of preschoolers*. Early Childhood Trainee Seminar, Los Angeles, CA.
- Pasqua, L.** & Zamora, I. (December, 2010). *Red flags of mental health challenges in young children*. USC Head Start Teachers Workshop, Los Angeles, CA.
- Pasqua, L.,** & Harris, M. (September, 2010). *Disruptive behavior disorders in foster care children*. Presentations (3) at Department of Child and Family Services (DCFS) caregiver training workshops, Los Angeles, CA (Claremont, CA & Palmdale, CA).
- Pasqua, L.** (April, 2010). *Promoting infant and preschool coping with hospitalization, medical procedures, and illness*. Early Childhood Trainee Seminar, Los Angeles, CA.
- Pasqua, L.** (April, 2010). *Medical play therapy*. Early Childhood Trainee Seminar, Los Angeles, CA.
- Pasqua, L.** (March, 2010). *Cognitive assessment of preschoolers*. Early Childhood Trainee Seminar, Los Angeles, CA.

## PROFESSIONAL AFFILIATIONS

---

American Psychological Association

Division 54, The Society of Pediatric Psychology

Division 53, Child and Adolescent Psychology

Southern California Society of Clinical Hypnosis