

Claire F. Noonan

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EDUCATIONAL BACKGROUND

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| Doctoral Candidate
Ant. 08/2020 | Tulane University , School of Science & Engineering
APA-Accredited Program: School Psychology
Dissertation (proposed 4/2018): <i>Emotional gaze cues influence learning during the first year of life</i>
Advisor & Dissertation Chair: Julie Markant, PhD
Cumulative GPA: 3.98 |
| Master of Science
05/2014 | University of Texas at Dallas , School of Behavioral & Brain Sciences
Psychological Sciences – Developmental Psychology
Thesis: <i>Six-month-old infants' scanning of meaningfully distinct audiovisual infant-directed faces</i>
Advisor & Thesis Chair: Melanie J. Spence, PhD
Cumulative GPA: 3.97 |
| Bachelor of Arts
05/2009 | Barnard College , Columbia University
Biological Sciences, Pre-Health Concentration
Cumulative GPA: 3.88 |

HONORS & AWARDS

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| 2017 | Student Travel Award (\$300), Society for Research in Child Development |
| 2014 | Cyrus D. Cantrell III Academic Travel Grant (\$500), University of Texas at Dallas Chapter of the Phi Kappa Phi Honor Society |
| 2014 | Inducted into the University of Texas at Dallas Chapter of the Phi Kappa Phi Honor Society |
| 2014 | Graduate Student Travel Award (\$1,000), International Society on Infant Studies |
| 2009 | Honors in the Major Field of Biological Sciences, <i>Magna cum laude</i> , Barnard College, Columbia University |
| 2009 | Inducted into the Columbia University Chapter of the Phi Beta Kappa National Honor Society |

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

- Chinn, L. K., Noonan, C. F., Hoffman, M., & Lockman, J. J. (*revise and re-submit*). Development of reaching strategies to tactile face targets in the first year.
- Noonan, C. F., & Markant, J. (*in preparation*). Dynamic approving infant-directed messages enhance gaze cueing in six-month-old infants.
- Noonan, C. F., Markant, J., Shepard, K., & Spence, M. (*in preparation*). Six-month-old infants' scanning of meaningfully distinct silent & audiovisual infant-directed faces.
- Chinn, L. K., Noonan, C. F., Hoffman, M., & Lockman, J. J. (*in preparation*). I've grown accustomed to my face: Reaching to tactile targets on the face during infancy.

SYMPOSIA PRESENTATIONS & TALKS

- Noonan, C. F., Kelley, A. (2018, October). '*Bad baby*': Use of a young child's play in the clinical decision-making process. Talk presented at The Zero to Three Annual Conference, Denver, CO.
- Noonan, C. F. (2017, May). *Meaningfully distinct infant-directed faces influence gaze cueing in 6-month-olds*. Talk presented at a meeting of The Tulane Downtown-Uptown Neuroscience Krewe (D.U.N.K.). New Orleans, LA.
- Lockman, J. J., Noonan, C. F., Fears, N. E. (2016, September). *The development of sensorimotor body maps in infancy*. Symposium presented at The Sixth Joint Institute of Electrical and Electronics Engineers International Conference on Developmental Learning and Epigenetic Robotics, Cergy-Pontoise, France.
- Hoffman, M., Lockman, J. J., Noonan, C.F., Fears, N. E. (2016, May). *Integrating developmental science and robotics in the study of body mapping*. Symposium presented at the Pre-Conference Workshop of The Origins of Body Representations at the XX Biennial International Conference of Infant Studies, New Orleans, LA.
- Noonan, C. F. (2016, March). *Six-month-old infants' scanning of meaningfully distinct Audiovisual infant-directed faces*. Talk presented at the Graduate Student Studies Association Colloquium Series. New Orleans, LA.

POSTER PRESENTATIONS AT SCIENTIFIC MEETINGS

- Chinn, L. K., Noonan, C. F., & Lockman, J. J. (2018, October). *Developmental patterns of reaching to the face in the first year*. Poster presented at the Learning Body Models: Humans, Brains, and Robots, Leiden, Netherlands.
- Noonan, C. F., & Markant, J. (2018, July). *Gaze cueing in six-month-olds following emotional infant-directed messages*. Poster presented at the XXI Biennial International Congress of Infant Studies, Philadelphia, PA.
- Chinn, L. K., Noonan, C. F., deBlanc, L. E., & Lockman, J. J. (2017, October). *Sensorimotor body experience accelerates mirror self-recognition*. Poster presented at the Cognitive Development Society Biennial Conference, Portland, OR.
- Noonan, C. F., & Markant, J. (2017, April). *Meaningfully distinct infant-directed faces influence gaze-cueing in six-month-olds*. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, TX.
- Noonan, C. F., Youmans, B., Gyarfás, V., Lobrano, M., Lockman, J. (2017, April). *Face maps in 2- to 6-month-olds*. Poster presented at the Annual Tulane University School of Science and Engineering Research Day, New Orleans, LA.
- Noonan, C. F., Chinn, L., Curdts, L. & Lockman, J. J. (2017, April). *A longitudinal study of face maps in infants: manual strategies for localizing targets on the skin*. Poster presented at the 2017 Society for Research in Child Development Biennial Meeting, Austin, TX.

- Noonan, C. F., Youmans, B., Gyarfas, V., Lobrano, M., Lockman, J. (2016, May). *Face maps in 2- to 6-month-olds*. Poster presented at the XX Biennial International Conference of Infant Studies, New Orleans, LA.
- Noonan, C. F., Shepard, K., Spence, M. J. & Wilson, E. K. (2014, July). *Six-month-old infants' scanning of meaningfully distinct audiovisual infant-directed faces*. Poster presented at the XIX Biennial International Conference of Infant Studies, Berlin, Germany.

RESEARCH EXPERIENCE

LEARNING & BRAIN DEVELOPMENT LAB, Dept. of Psychology, Tulane University, New Orleans, LA; Advisor: Julie Markant, PhD

Dissertation: Emotional gaze cues influence learning during the first year of life

Defense Date Expected June 2019

- This study uses eye tracking to examine how emotions influence 6-month-old infants' ability to follow eye gaze. Using a longitudinal design, the project investigates whether this early measure of joint attention at 6 months is related to language development in toddlerhood.

Graduate Research Assistant, 2016 – Present

- Used SensoMotoric Instruments (SMI) and SR Research EyeLink eye trackers; managed application submission to receive vital records from the Louisiana Office of Public Health for recruitment purposes; trained and mentored two undergraduate research assistants

THE INFANT & TODDLER DEVELOPMENT PROJECT, Dept. of Psychology, Tulane University, New Orleans, LA; Advisor: Jeffrey J. Lockman, PhD

Graduate Research Assistant, 2014-2016; Laboratory Manager, 2015-2016

- Led a longitudinal project investigating the role of proprioception in the acquisition of body knowledge and mirror self-recognition in infancy and toddlerhood; trained and mentored five undergraduate research assistants

THE INFANT LEARNING PROJECT, School of Behavioral & Brain Sciences, University of Texas at Dallas, Dallas, TX; Advisor: Melanie J. Spence, PhD

Thesis: Six-month-old infants' scanning of meaningfully distinct audiovisual infant-directed faces

- This study utilized eye tracking to examine how 6-month-old infants scan various dynamic, audiovisual emotional faces.

Graduate Research Assistant & Lab Manager, 2013-2014

- Managed projects relating infant face scanning to language development; used Tobii eye tracker; interviewed, trained and mentored undergraduate and graduate research assistants; organized and led lab meetings; oversaw participant scheduling and mass mailing for recruitment; published newsletter and managed website/social media

DEVELOPMENT OF SOCIAL COGNITION LAB, School of Behavioral & Brain Sciences, University of Texas at Dallas, Dallas, TX; Advisor: Noah Sasson, PhD

Graduate Research Assistant, 2012-2013

- Assisted with data collection for study concerning emotion-processing in adults with ASD; used Qualtrics

APPLIED BEHAVIOR ANALYSIS LAB, Dept. of Psychology, Texas Christian University, Fort Worth, TX; Advisor: Anna Petursdottir, PhD
Undergraduate Research Assistant, 2011

- Assisted with data collection for project analyzing spontaneous verbal productions in toddlers with ASD

CLINICAL PRACTICA & SUPERVISION EXPERIENCE

GRADUATE STUDENT CLINICAL SUPERVISOR, PSYC7620: Psychological Assessment, Dept. of Psychology, Tulane University, New Orleans, LA
 2018 – Present; Supervisor: Alexandra Sims, PhD

- *Supervision:* supervised two first-year doctoral students in assessment; guided weekly supervision; provided feedback on clinical interviewing and cognitive/achievement testing (i.e., Wechsler Intelligence Scales, Woodcock-Johnson Tests)

TULANE PARENTING EDUCATION PROGRAM (T-PEP), Tulane University School of Medicine, Dept. of Psychiatry & Behavioral Sciences, New Orleans, LA

2017 – Present; Supervisors: Anna Kelley, PsyD; Devi Murphy, PhD; Julie Larrieu, PhD

- *Assessment:* conducted parent-child relationship assessments (i.e., Modified Crowell Play Procedure, Modified Working Model of the Child Interview, Responsibility Interview, Disturbances of Attachment Interview)
- *Intervention:* applied evidence-based treatment models with young maltreated children and families involved in the child welfare system (i.e., Trauma-Focused Cognitive-Behavioral Therapy, Parent Child Interaction Therapy, Child-Parent Psychotherapy-informed tools); conducted child-centered play therapy; participated in multidisciplinary meetings and case conferences; consulted with clients' caregivers and teachers; received supervision involving live observation, co-therapy and videotape review

CHILDREN'S HOSPITAL NEW ORLEANS, The Autism Center, New Orleans, LA

2017 – Present; Supervisors: Corinn Johnson, PhD; Sarah Miller, PhD

- *Assessment:* evaluated children ages 1 to 18 for Autism Spectrum Disorder (ASD); administered, scored and interpreted the Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) modules T, 1, 2, 3; conducted structured ASD diagnostic interviews with caregivers; completed developmental and cognitive testing (i.e., Mullen Scales of Early Learning, Wechsler Intelligence Scales); received live observation supervision; completed phone screenings
- *Intervention:* co-led four weekly social skills groups for children ages 4 to 18 with ASD and consulted with caregivers (i.e., Children's Friendship Training, Program for the Education and Enrichment of Relational Skills); observed parent workshops and behavioral consultation cases

SUCCESS PREPARATORY ACADEMY, K-8 Charter School, New Orleans, LA

2016 – 2017; Supervisor: Vanessa Durand, PhD

- *Assessment:* conducted integrated psychoeducational evaluations for special education qualification; assisted with universal screening; carried out curriculum-based measurements; conducted functional behavioral analyses (FBAs); disseminated information to family members regarding evaluations, individualized education programs, and manifestation determination review hearings
- *Intervention:* provided twice weekly individual therapy for two 6- to 7-year-olds focusing on social-emotional and problem-solving skills (i.e., I Can Problem Solve); led one weekly social skills group for elementary school students; consulted and collaborated with caregivers, teachers, and multidisciplinary professionals; created behavior intervention plans (BIPs) and supported implementation; conducted academic interventions; provided classroom push-in support for individual students

PROJECT DIRECT EARLY CHILDHOOD CONSULTATION, ReNEW Charter Schools Early Childhood Centers, New Orleans, LA

2015 – 2016; Supervisor: Shereen Naser, PhD

- *Assessment:* conducted four early childhood FBAs
- *Intervention:* created BIPs and supported implementation; led one weekly preschool social and emotional skills group; consulted and collaborated with caregivers, teachers, and multidisciplinary professionals

PSYCHOLOGY CLINIC FOR CHILDREN & ADOLESCENTS, Dept. of Psychology, Tulane University, New Orleans, LA

2015 – 2016; Supervisor: Shereen Naser, PhD

- *Assessment:* conducted intake assessments and phone screenings
- *Intervention:* provided outpatient cognitive behavioral therapy for two children with anxiety-based disorders (i.e., Coping Cat, The C.A.T. Project); consulted with caregivers

LUSHER CHARTER SCHOOL, New Orleans, LA

2015; Constance K. Patterson, PhD

- *Assessment:* completed two full psychoeducational assessment reports

OTHER RELEVANT CLINICAL EXPERIENCE**EASTER SEALS NORTH TEXAS, Dallas, TX**

Applied Behavior Analysis Therapist, 2013; Supervisor: Kellyn Johnson, MS, BCBA
Conducted individual behavioral therapy and progress assessments for children ages 3 through 10 diagnosed with ASD and other developmental disabilities

HOPE CENTER FOR AUTISM, Fort Worth, TX

Applied Behavior Analysis Therapist, 2011-2012; Supervisor: Nadia Suckarieh, BCBA
Conducted individual behavioral therapy and progress assessments for children ages 2 through 12 diagnosed with ASD and other developmental disabilities; trained new therapists

SUNDANCE BEHAVIORAL HEALTHCARE CENTER, Fort Worth, TX

Volunteer Intern, 2011; Supervisor: April Wooldridge, LPC
Assisted with individual, group and family therapy sessions; completed assessment and intervention paperwork

WORKSHOPS & PROFESSIONAL TRAINING

Sleep, Young Children and their Families

Sep. 2018; 1 hour *Anna Breuer, PsyD*, Louisiana Infant Mental Health Association

Parent Child Interaction Therapy for Traumatized Children

July 2018; 10 hours *University of California at Davis*, Online Curriculum

Workshop on Diversity, Equity and Inclusion

April 2018; 1.5 hours *Community Engagement Advocates*, Tulane University Office of Multicultural Affairs

Overview of Dialectical Behavioral Therapy (DBT)

March 2018, 1.5 hours *James J. Mazza, PhD*, Tulane University

Autism Diagnostic Observation Schedule, Second Edition (ADOS-2) Training

Sep. 2017; 8 hours *Jodi Kamps, PhD*, The Autism Center at Children's Hospital New Orleans

Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-5) Training

June 2017; 16 hours *Charles Zeanah, MD*, Tulane University Institute of Infant & Early Childhood Mental Health

Child Abuse Resource Education (CARE) Workshop

Sep. 2015; 3 hours *Stacie LeBlanc, JD, MEd*, New Orleans Children's Advocacy Center

Datavyu Behavioral Coding Training

April 2016; 3 hours *Karen Adolph, PhD*, Society for Research in Child Development Conference

Workshop on the Process of Group Therapy

Jan. 2016, 1.5 hours *Laura Danna, LCSW-BACS*, Project Fleur-de-lis

Convention on the Rights of the Child Training

Jan. 2016; 2 hours *Tulane University*, Online Curriculum

TEACHING EXPERIENCE

COURSE INSTRUCTOR, Tulane University

PSYC3210: Introduction to Child Psychology (Fall 2017)

Taught one full undergraduate course; performed all aspects of instruction, including course planning, lecturing, testing, grading, and holding office hours

LABORATORY INSTRUCTOR, Tulane University

PSYC3090: Univariate Statistics I (Fall 2016; Spring 2017)

PSYC3131: Experimental Psychology (Fall 2014; Spring 2015; Spring 2018)

Instructed and lectured laboratory courses consisting of 12-24 undergraduate students; held office hours; graded assignments

GUEST LECTURER, Tulane University

PSYC7230: Professional Issues in Psychology (Fall 2017)

PSYC3210: Introduction to Child Psychology (Fall 2016)

TEACHING ASSISTANT, Tulane University

PSYC3210: Introduction to Child Psychology (Fall 2017)

HIGH SCHOOL ENGLISH TEACHER, French Department of Education, Verdun, France

Lycée Jean-Auguste Margueritte (2009 – 2010)

LEADERSHIP, COMMUNITY & PROFESSIONAL SERVICE

2018 – Present	Yoga Instructor , 200-Hour Certification, Free to Be Power Yoga, New Orleans, LA
2016 – Present	Ad-Hoc Reviewer for <i>Infancy</i>
2015 – Present	Psychology Department Representative , Tulane University Graduate Studies Student Association
2011	Foster Care Mentor , ACH Child and Family Services, Fort Worth, TX
2008 – 2009	Homeless Shelter Child Advocate , Regent Family Residence Homeless Shelter, New York, NY

PROFESSIONAL AFFILIATIONS

2018 – Present	Association for Psychological Science
2018 – Present	Greater New Orleans Society for Neuroscience
2017 – Present	Zero to Three National Organization
2017 – Present	Louisiana Infant Mental Health Association (LIMHA)
2015 – Present	National Association of School Psychologists (NASP)
2015 – Present	Cognitive Development Society (CDS)
2014 – Present	Society for Research in Child Development (SRCD)
2014 – Present	International Society on Infant Studies (ICIS)
2013 – Present	American Psychological Association (APA) – Divisions. 7, 16, 33, 53