

**ANIKA MARIE TRANCİK, Ph.D.**

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**EDUCATION**

- 2006-2007 UNIVERSITY OF SOUTH FLORIDA, Tampa, FL  
FMHI (Lois de la Parte Florida Mental Health Institute), APA accredited Pre-doctoral internship
- 1999-2006 UNIVERSITY OF WASHINGTON, Seattle, WA  
Ph.D. Clinical Psychology, 2007  
Major Area of Study: Child Clinical Psychology
- 1990-1994 CORNELL UNIVERSITY, Ithaca, NY  
B.S. Honors, Interdepartmental Major Biology and Society  
Concentration: Child Development and Maternal Health
- 1992 LUND UNIVERSITY, Lund, Sweden  
Child Development and Environmental Sciences (courses taken in Swedish)

**CHILD BEHAVIORAL HEALTH SPECIALTY**

- Spring 2009-  
Present **Behavioral Health Services – THE FLORIDA CENTER FOR CHILD AND FAMILY DEVELOPMENT  
Sarasota, FL**  
The *Families Moving Forward* intervention is a scientifically validated, tailored behavioral consultation intervention that is designed to help children with FAS and their caregivers. It includes caregiver support and education, advocacy assistance, community linkages, sustained behavioral consultation, targeted school and provider consultation, positive behavior support, motivational interviewing, and cognitive-behavioral therapy approaches.  
*Incredible Years Parenting Program*: this prevention and intervention program is empirically supported and aims to build parenting skills (e.g. how to play with children, helping children learn, effective praise and use of incentives, effective limit-setting, and strategies to handle misbehavior) that promote children's social competence and reduce behavior problems. Video vignettes of parent and child interactions are used to facilitate discussion and role plays are used to demonstrate and practice parenting skills.
- Fall 2009 -  
Present **Consulting/Staff Psychologist - COMPREHENSIVE MEDPSYCH SYSTEMS  
Bradenton/Sarasota, FL**  
Consultant (Spring 2010 to present); Part-time staff psychologist (Fall 2009 to Spring 2010) providing child clinical behavioral health treatment for student athletes attending IMG Sports Academy, Bradenton, FL and the greater Sarasota, FL area.
- Fall 2007 -  
Fall 2009 **Psychology Fellow – HILLSBOROUGH SCHOOL DISTRICT  
BING ELEMENTARY SCHOOL, Brandon, FL  
PIERCE MIDDLE SCHOOL, Tampa, FL**  
The only Clinical Psychologist providing individual and group therapy to elementary and middle school children in ESE and regular education classes with challenges ranging from difficulties with peer relationships, anger management, anxiety, school work completion, suicidal ideation, and multiple home stressors. Collaborate with Teachers, School Psychologist, Guidance Counselor, and Social Worker on program development e.g. provision of additional therapy resources to students such as grief and loss groups and girls groups. Consultant on School's Individual Education Plan (IEP), functional behavior plan, and crisis intervention teams.

**CHILD BEHAVIORAL HEALTH SPECIALTY (continued):**

- Spring -  
Summer 2007      **Psychology Resident – THE CHRISTIAN ACADEMY  
SERVING PRESCHOOL THROUGH MIDDLE SCHOOL STUDENTS, Tampa, FL**  
**Supervisor: Keturah Jenkins-Hall, Ph.D.**  
Provided individual, family, and group therapy to students and families affiliated with the school and Bible-Based Fellowship Church. Observed children in the classroom and assisted teachers in developing and following a behavior modification plan. Consulted with teachers regarding techniques to help them manage disruptive classroom behaviors. Administered psychological/neuropsychological assessments to make recommendations on classroom accommodations and placement decisions.
- Spring -  
Summer 2007      **Psychology Resident – CHILDRENS CRISIS STABILIZATION UNIT  
MENTAL HEALTH CARE, INC., Tampa, FL**  
**Supervisor: Nancy Pape, Ph.D.**  
Provided brief therapy and crisis intervention to consumers through individual, family, and group modalities. Focused on psycho-education and increasing healthy coping skills, safety, and positive family interactions. Most of the consumers were admitted under the Baker Act and required referral to outpatient services upon returning home. Worked with a multi-disciplinary team of psychiatrists, nurses, behavior specialists, and crisis interventionists in treatment decisions and recommendations.
- Fall 2006 -  
Spring 2007      **Psychology Resident – FDLRS FAMILY LEARNING PROGRAM, Tampa, FL**  
**Supervisor: Dianne Koch, Ph.D.**  
Participation on a synerdisciplinary team (family, psychology, pediatrics, social work, education, speech & language pathology, parent advocate) that evaluates and makes recommendations regarding the concerns about a child's learning, development, behavior, and adjustment. Provide assessment and intervention services to children and families using a co-therapy model. The orientation is primarily one of developmental-structural and contextual.
- Fall 2006 –  
Spring 2007      **Psychology Resident - ST. JOSEPH'S CHILDREN'S HOSPITAL'S PEDIATRIC  
HEMATOLOGY/ONCOLOGY PROGRAM, Tampa, FL**  
**Supervisor: James Messina, Ph.D.**  
Provided individual, family, and group therapy to assist in coping with medical diagnoses, conditions related to treatment, and family adjustment to illness. Treatment approaches primarily involved behavioral interventions. Administered psychological/neuropsychological assessments prior to and post-treatment to identify basal levels of abilities and post-treatment cognitive functioning. Testing was also conducted for learning disabilities and behavioral and/or developmental issues and used to identify appropriate services for the child in the school, community, or hospital setting.
- Fall 2005-  
Spring 2006      **Practicum Student- ADOLESCENT DIALECTICAL BEHAVIORAL THERAPY GROUP  
Children's Hospital and Regional Medical Center, Lake City Way Clinic, Seattle, WA**  
**Supervisor: Jennifer Gross, MA, LMHC, Matthew Speltz, Ph.D.**  
Observe group process and learned dialectical behavioral treatment techniques (e.g. mindfulness, distress tolerance, emotion regulation exercises) with at-risk adolescents diagnosed with borderline personality disorder, eating disorders, and/or emotion regulation difficulties.

## **CHILD BEHAVIORAL HEALTH SPECIALTY (continued):**

- Winter 2000-  
Summer 2006 **Graduate Student Therapist - PSYCHOLOGICAL SERVICES AND TRAINING CLINIC**  
**Department of Psychology, University of Washington, Seattle, WA**  
**Supervisors: Kim Kendall Ph.D., Christopher Martell, Ph.D., David Kosins, Ph.D.,**  
**Chris McCurry, Ph.D., Wendy Hutchins-Cook, Ph.D., Corey Fagan, Ph.D.**  
As individual and family psychotherapist provided acceptance and commitment therapy (ACT) to a Mexican-European adolescent with generalized anxiety disorder; cognitive behavioral therapy, life skills, and identity development to a gay adolescent Latino male with ADHD; behavioral activation and cognitive behavioral analysis system of psychotherapy (CBASP) to a socially phobic and chronically depressed adult male. Also provided family systems and parenting skills to a Japanese-Caucasian divorced family and to a Caucasian family with a 4-year-old boy with ODD, as well as cognitive behavioral therapy and behavioral activation to a single mother and son with severe separation anxiety.
- Winter 2003-  
Spring 2004 **Parent Intervention - PARENTING CLINIC, INCREDIBLE YEARS PROGRAM**  
**School of Nursing, University of Washington, Seattle, WA**  
**Supervisors: Nancy Cohen, Ph.D., Carolyn Webster-Stratton, Ph.D.**  
Co-led a group of 12 parents with first and second grade at-risk public elementary school children. As part of the Incredible Years Program used a collaborative approach to teach parenting skills over a course of 12 group sessions.
- Winter 2002-  
Spring 2003 **Treatment Practicum - PARENTING CLINIC, INCREDIBLE YEARS PROGRAM**  
**School of Nursing, University of Washington, Seattle, WA**  
**Supervisors: Julie Rinaldi, Ph.D., Carolyn Webster-Stratton, Ph.D.**  
Co-led two groups of 20-30 first and second graders at Wing Luke Elementary, a Seattle public school using the empirically supported "Dinosaur School" intervention program developed by Dr. Carolyn Webster-Stratton. Children were from diverse ethnic and cultural backgrounds and many spoke English as a second language. Goals of this treatment program included the promotion of social and emotional competence such as reducing conduct problems and antisocial behaviors, and promoting positive interactions with peers. Taught children to identify emotions and problem-solve in an interactive group format. Provided opportunities to practice skills using role plays and real-life situations.
- Summer 2004-  
Present **Teacher and Program Coordinator – CHILDRENS' MEDITATION CLASS**  
Vajralama Buddhist Center, New Kadampa Tradition, Seattle, WA  
Parbawatiya Buddhist Center, New Kadampa Tradition, Safety Harbor, FL  
Teach classes on Buddhist philosophy (Dharma) and meditation techniques to children from infancy to adolescence. Plan curriculum and related activities. Coordinate and train seven class assistants and three other teachers.
- Summer 1993 **Cornell Tradition Summer Practicum - ONCOLOGY/HEMATOLOGY SERVICE**  
**Oakland Children's Hospital, Oakland, CA**  
**Supervisor: Certified Child Life Manager**  
Provided pediatric patients with developmentally appropriate playroom activities and opportunities for emotional mastery of stressful experiences associated with chronic illness and medical procedures.

## **PSYCHOEDUCATIONAL AND NEUROPSYCHOLOGICAL EVALUATION**

- Fall 2009-  
Present      **Psychologist – FASD CLINIC OF THE FLORIDA CENTER  
Sarasota, FL**  
The Florida Center for Child and Family Development is home to the State’s first and only Fetal Alcohol Diagnostic and Intervention Clinic. The purpose of the clinic is to diagnose alcohol-related disorders, as well as to provide education and training statewide on FASD. I am the psychologist on the interdisciplinary team that evaluates children using the 4-Digit Diagnostic Code for FASDs.
- Fall 2009 -  
Present      **Consulting/Staff Psychologist - COMPREHENSIVE MEDPSYCH SYSTEMS  
Bradenton/Sarasota, FL**  
Consultant (Spring 2010 to present); Part-time staff psychologist (Fall 2009 to Spring 2010) providing neuropsychological and psychoeducational testing of children attending Pendleton School (Elementary through High School grades), IMG Academies, Bradenton, FL, and Imagine School (Elementary and Middle School grades), North Port, FL. At the Imagine School collaborated with school staff and parents on Individual Education Plans (IEP) and the Response to Intervention (RTI) process. At Pendleton School provided recommendations for interventions and accommodations to the Learning Resource Center teachers, students, and parents.
- Fall 2007-  
Summer 2009      **Psychology Fellow– FETAL ALCOHOL SPECTRUM DISORDERS (FASD) CLINIC  
THE FLORIDA CENTER FOR CHILD AND FAMILY DEVELOPMENT, Sarasota, FL**  
The Florida Center for Child and Family Development is home to Florida State’s first and only Fetal Alcohol Diagnostic and Intervention Clinic. The purpose of the clinic is to diagnose alcohol-related disorders, as well as to provide education and training statewide on FASD. Primary responsibilities include provision of psychology services including evaluation of central nervous system damage, formulation of recommendations, compilation of assessment data into a comprehensive report, and collaboration with an interdisciplinary team that evaluates children using the 4-Digit Diagnostic Code for FASDs. Presentations and trainings are ongoing at conferences and hospital Grand Rounds including a recent lecture to All Children’s Pediatricians at Sarasota Memorial Hospital.
- Fall 2006 -  
Summer 2007      **Psychology Resident – CLEFT PALATE/CRANIO-FACIAL CLINIC MEDICAL  
CHILDREN’S SERVICES (CMS), Tampa, FL**  
**Supervisors: Dianne Koch, Ph.D., Mary Paven, M.D.**  
Conducted psychological assessments and made recommendations for treatment and services as part of a multidisciplinary team.
- Fall 2005-  
Spring 2006      **Psychometrist - CHILDREN BEING TREATED FOR CANCER  
Neuropsychological Consultation Services, Children’s Hospital, Seattle, WA**  
**Supervisor: David Breiger, Ph.D.**  
Administer neurobehavioral assessment battery (e.g., Continuous Performance Test-II, Beery-IV, FAS Verbal Fluency, Children’s Memory Scale, Grooved Pegboard, WIAT-II-A, WISC-IV) in a study to determine if children with acute lymphoblastic leukemia randomized to two different chemotherapy treatment groups (steroid or intrathecal therapy) showed differential neurobehavioral dysfunction.
- Spring 2003-  
Summer 2006      **Psychometrist - CRANIO-FACIAL ADJUSTMENT AND DEVELOPMENT STUDY  
Children’s Hospital and Regional Medical Center, Lake City Way Clinic, Seattle, WA**  
**Supervisor: Matthew Speltz, Ph.D.**  
Administered, scored, and provided feedback on the Bayley for infants diagnosed with craniofacial disorders or are enrolled as matched controls in a longitudinal clinical research study.

## **PSYCHOEDUCATIONAL AND NEUROPSYCHOLOGICAL EVALUATION (continued):**

- Winter 2002-  
Spring 2004     **Intake Assessment Triage - PSYCHOLOGICAL SERVICES AND TRAINING CLINIC**  
**Department of Psychology, University of Washington, Seattle, WA**  
**Supervisor: Corey Fagan, Ph.D.**  
Primary point of contact for customers seeking mental health services through the Training Clinic. Interviewed potential clients over the phone to determine if the Clinic was an appropriate match for the services needed by the client. Each structured interview assessed the presenting problem, risk for suicide, history of abuse, drug and alcohol use, conflict coping strategies, and (when applicable) parenting style. Provided crisis intervention and made referrals as appropriate. Took graduate student requests for training cases and matched these requests with callers seeking services. Provided emergency back-up and clinical consultation to less advanced graduate students.
- Fall 2002-  
Fall 2003     **Cognitive Assessor - FAS DIAGNOSTIC AND PREVENTION NETWORK AND**  
**FAMILIES MOVING FORWARD, University of Washington, Seattle, WA**  
**Supervisor: Heather Carmichael Olson, Ph.D.**  
Administered a four-hour cognitive assessment battery to children with fetal alcohol syndrome and wrote psychological assessment reports. Psychological test administration included, but was not limited to: Color Trails for Children (CTT), Differential Abilities Scale (DAS), Harter Perceived Self-Competence Profile, Kaufman Brief Intelligence Test (K-BIT), Neuropsychological Assessment (NEPSY), Rey Complex Figure Test (RCFT), Test of Everyday Memory for Children (Rivermead Behavioral Memory Test), Test of Everyday Attention for Children (TEA-Ch), Test of Language Competence, Wisconsin Card Sorting Test (WCST), Wechsler Individual Achievement Test Screener, and Wechsler Intelligence Test series.
- Summer 2001-  
Spring 2002     **Practicum Student - CHILD PSYCHIATRY/NEUROPSYCHOLOGICAL CONSULT**  
**Children's Hospital Regional Medical Center, Seattle, WA**  
**Supervisor: David Breiger, Ph.D.**  
Conducted cognitive assessments with children aged 4 to 15 on the inpatient psychological unit. Worked together with psychiatry resident and the treatment team to identify assessment questions related to treatment goals and provided oral and written summaries of assessment results. Children presented with a wide range of psychological disorders such as disruptive behavior disorders, anxiety disorders, early onset schizophrenia, and eating disorders.

## **ADULT BEHAVIORAL HEALTH**

- Fall 2006-  
Spring 2007     **Psychology Resident – DACCO WOMEN'S OUTPATIENT SERVICES, Tampa, FL**  
**Supervisor: Richard Weinberg, Ph.D.**  
Provide group and individual treatment to women who are addicted to drugs and/or alcohol. Conduct intake evaluations and consult with Drug Dependency Court, and Hillsborough Kids, Inc (HKI) regarding recommendations for and compliance with treatment.
- Fall 2005-  
Spring 2006     **Diagnostic Practicum - NORTHWEST IMMIGRANT RIGHTS PROJECT**  
**Department of Psychology, University of Washington, Seattle, WA**  
**Supervisors: Kimberly Barrett, Ed.D., Alejandra Suarez, Ph.D.**  
Independently conduct psychological and forensic assessments of clients seeking asylum in the United States upon request from lawyers working for the Northwest Immigrant Rights Project.

## **ADULT BEHAVIORAL HEALTH (continued):**

Fall 2002-  
Spring 2003      **Practicum – POST TRAUMATIC STRESS DISORDER (PTSD) CLINIC**  
**Department of Psychology, University of Washington, Seattle, WA**  
**Supervisor: Lori Zoellner, Ph.D.**  
Conducted clinical assessments and observed cognitive behavioral therapy (i.e., Prolonged Exposure) for women who were physically or sexually assaulted and diagnosed with PTSD. Assessment measures included multiple structured clinical interviews: The Structured Clinical Interview for DSM-III-R (SCID-I and SCID-II), Hamilton Rating Scale for Depression (HAM-D), Posttraumatic Stress Interview (PSSI), Pre-Assault Traumatic Events Interview, Standardized Trauma Inventory (STI), Social Adjustment Scales (SAS), and Clinical Global Inventory (CGI).

## **SUPERVISION OF CLINICAL SERVICES**

Fall 2007 -  
Fall 2009      **Graduate Student Supervision – HILLSBOROUGH SCHOOL DISTRICT CLINICAL PSYCHOLOGY PRACTICUM STUDENTS, Tampa, FL**  
Provide group clinical supervision focused on therapy process to advanced graduate students completing a practicum in the Hillsborough School District.

Fall 2006 -  
Spring 2007      **Graduate Student Supervision – ST. JOSEPH'S CHILDREN'S HOSPITAL OF TAMPA Tampa, FL**  
Provide individual clinical supervision to advanced graduate students completing a practicum on the oncology/hematology service.

Fall 2002-  
Summer 2004      **Group Supervisor - PSYCHOLOGICAL SERVICES AND TRAINING CLINIC**  
**Department of Psychology, University of Washington, Seattle, WA**  
Co-led two small group supervisions with Dr. Corey Fagan. Supervised two separate cohorts of second year graduate students who were starting to work with clients in a therapeutic setting for the first time. Supervision included recommendations for treatment approaches, education on the benefits and disadvantages of various approaches, encouragement and support for the challenges that arose for beginning therapists. Provided regular feedback to students on their progress.

Spring 2004      **Teaching Assistant - PSYCHOLOGICAL ASSESSMENT OF CHILDREN**  
**Department of Psychology, University of Washington, Seattle, WA**  
**Professor: David Breiger, Ph.D.**  
Supervision of graduate students in the Child Clinical track on administration of a wide range of cognitive assessment tools including the WISC-IV, WPPSI-II, and WASI. Supervision included live observations of students administering tests, providing feedback on test administration and behavior management, reviewing scoring decisions, and evaluating psychological reports.

Winter 2002 &  
Winter 2004      **Teaching Assistant ADVANCED PSYCHOLOGICAL ASSESSMENT OF CHILDREN**  
**Department of Psychology, University of Washington, Seattle, WA**  
**Professor: David Breiger, Ph.D.**  
Supervision of graduate students in the Child Clinical track on administration of a wide range of cognitive assessment tools including the DAS and WIAT. Coordinated practice assessment cases and provided instructions on report writing including revising on student drafts.

## **CHILD PSYCHOLOGY RESEARCH EXPERIENCE**

Summer 2004 - **Research Associate/Cognitive Assessor - TODDLER TO SCHOOL AGE FOLLOW-UP**  
Summer 2006 **Institute for Learning and Brain Sciences, University of Washington, Seattle, WA**

**Supervisor: Andrew M. Meltzoff, Ph.D., David Breiger, Ph.D.**

Perform all of the intelligence assessments of children age 5 to 6 years old using the WPSSI-III and WISC-IV in this follow-up study. Participants were tested as infants on object permanence tasks, 4-5 years later we want to see whether intelligence is correlated with earlier object permanence abilities. Write feedback letters to parents. Conduct literature reviews on infant correlates of later IQ. Write and submit human subject application for IRB approval and renewal.

Spring 2002-  
Spring 2003 **Research Supervisor - PROJECT 1, 2, 3, GO!**  
**Department of Psychology, University of Washington, Seattle, WA**

**Principal Investigator: Liliana Lengua, Ph.D.**

Supervised 10-15 undergraduate research assistants while principal investigator was on maternity leave. Led bi-monthly research team meetings, conducted intensive week-long trainings, and provided continued guidance on data collection measures including PPVT, parent-child interaction tasks, and collection of salivary cortisol.

Summer 2000 **Research Associate/Assessor - FAST TRACK: MULTI-SITE PREVENTION TRIAL**  
**Department of Psychology, University of Washington, Seattle, WA**

**Supervisor: Robert McMahon, Ph.D.**

Interviewed adolescents in the third year of a prevention trial aimed at decreasing conduct problems in young high-risk children. Interview included C-DISC, as well as questions regarding drug and alcohol use, ethnic identity, delinquency, friendships, romantic relationships, parent-child communication, and supervision.

Fall 1999-  
Fall 2003 **Research Associate/Supervisor – KIDS WORLD PROJECT**  
**Department of Psychology, University of Washington, Seattle, WA**

**Supervisor: Liliana Lengua, Ph.D.**

Recruitment and retention of over 100 study participants aged 8 to 12 years and their families. Supervised and trained undergraduate students who conducted three-hour home visits for this three-year longitudinal study. Every year I and two other graduate students would train a new cohort of interviewers (5 weeks, 25 hours) on how to administer the CDI, CBCL, and child tasks and collect physiological data using a portable system. After the training I would role-play a child and parent for three to four students separately so that they could be certified to go on their first home visit. I would then supervise two to three students on their first home visit. For year two of the study I designed child tasks that assessed frustration, risk-taking, reward response, auditory attention, and shyness. These tasks were administered in conjunction with physiological measures of heart rate and electrodermal response. Coded video tapes of child behavior during tasks administered in year one of the study, supervised and trained four undergraduates to assist with the coding. Held weekly coding meetings and established coding system reliability.

### **Child Psychology Research Experiences (continued):**

- Fall 1996 - **Staff Research Associate - PSYCHOPATHOLOGY AND DEVELOPMENT**  
Summer 1999 **MacArthur Foundation Network, University of California, Berkeley**  
**Supervisor: Thomas W. Boyce, M.D.**  
Individual differences of cardiovascular reactivity, salivary cortisol levels, temperature asymmetries, and respiratory rates of children aged 4-8 years in response to cognitive, physical, and social challenges. Responsible for subject recruitment, administration of reactivity protocol, operation of computer acquisition program and cardiovascular impedance equipment, collection of salivary cortisol, scoring physiological data, and data entry.
- Summer 1996 **Qualitative Research Assistant – PSYCHOPATHOLOGY AND DEVELOPMENT**  
**Joint Medical Program, University of California, Berkeley**  
**Supervisor: Thomas W. Boyce, M.D.**  
Transcribed and analyzed of focus groups consisting of preschool teachers and mental health workers in the US and England who were asked to describe the behaviors and emotions that are of concern to them in 3- to 5-year-old children.
- Summer 1998 **Research Assistant/Interviewer - PSYCHOPATHOLOGY AND DEVELOPMENT**  
**MacArthur Foundation, Department of Psychiatry, University of Wisconsin, Madison**  
**Supervisor: Marilyn Essex, Ph.D.**  
Longitudinal study that began in 1989, funded by NIMH. Testing using the Cambridge neuropsychological battery (CANTAB) with children aged 7 and administering the CIDI-SF 12 Month DSM-IV diagnostic interview to mothers.
- Fall 1996-  
Summer 1999 **Staff Research Associate - PRESCHOOL PEER RELATIONSHIPS, SES, AND HEALTH**  
**MacArthur Foundation Network, University of California, Berkeley**  
**Supervisors: Thomas W. Boyce, M.D. & Nancy Adler, Ph.D.**  
Studied the relations among cardiovascular reactivity, social dominance, socioeconomic status, and health. On-site data collection at three Bay Area childcare centers. Primary responsibilities included tool development, behavioral observations in the classroom, and data analysis using SPSS.
- Winter 1997–  
Summer 1999 **Lab Assistant II - PRESCHOOL ENVIRONMENT PROJECT**  
**Center for Disease Control and Prevention, University of California, Berkeley**  
**Supervisor: Abbey Alkon, Ph.D.**  
Conducted an evaluation of a violence intervention training program for preschool teachers, Safe Start. Was in charge of all phases of data collection in four childcare centers. Most of the work was on-site and involved establishing relationships with childcare directors, teachers, parents, and children. Responsibilities included subject recruitment; interviewing children on peer relationships and hostility using adapted versions of Dr. Kenneth Dodge's peer nomination hostile attribution bias measures; developing, distributing and collecting questionnaires; interviewing parents over the phone; and data entry.

## PEDIATRIC PSYCHOLOGY RESEARCH EXPERIENCE

- Fall 2007-  
Present **Program Evaluation – FASD CLINIC OF THE FLORIDA CENTER**  
**Supervisor: Kathryn Shea, LCSW**  
**Sarasota, FL**  
Develop and complete program evaluation, establish data collection mechanisms, identify appropriate outcome measures, and provide a summary of results that can be used to improve and inform current practices in order to improve the quality of service delivery. Build collaborative relations with University of South Florida, Lois de la Parte Florida Mental Health Institute.
- Summer 2001-  
Summer 2006 **Dissertation: Examining the Relations among Family Risk Factors, Parenting, L-HPA activity, and Child Adjustment**  
**Committee Chair: Liliana Lengua, Ph.D.**  
**Dissertation Committee: Theodore Beauchaine, Ph.D., Jeansok Kim, Ph.D., Andrew M. Meltzoff, Ph.D.**  
Was awarded funding for dissertation research from the Center for Mind Brain and Learning, University of Washington to collect salivary cortisol from 3.5-year-old children before and after laboratory assessment and for two days at home. This dissertation study examines the relations among family risk factors, parenting behaviors, L-HPA activity, and child adjustment with the following three aims. The first aim is to investigate whether family risk factors, including maternal depression, family conflict, socioeconomic status (SES), and negative life events, are associated with cortisol activity. The second aim is to test whether parenting is a mediator of the effects of family risk factors on L-HPA activity. By understanding the mechanisms through which family risk factors impact the L-HPA axis, prevention and intervention strategies can be implemented in order to avoid the potentially harmful consequences of prolonged or erratic exposure to cortisol released by the L-HPA axis. The third aim is to test whether L-HPA activity as indicated by cortisol measures mediates the effects of family risk factors on child adjustment. By understanding the mechanisms through which family factors impact child adjustment, children who are at greater risk can be more effectively identified and treated. Dissertation defense was completed and passed in July of 2006.
- Winter 2005-  
Summer 2006 **Research Associate/Cognitive Assessor - BRAIN BEHAVIOR RELATIONS**  
**Institute for Learning and Brain Sciences, University of Washington, Seattle, WA**  
**Supervisor: Andrew M. Meltzoff, Ph.D., David Breiger, Ph.D.**  
Conduct intelligence assessments of children aged 5 using the WPSI-III. The study goal is to see how fMRI and MRI results correlate with intelligence, verbal skills, and behavior. Provide feedback to parents regarding their child's performance.
- Summer 2002 **Research Associate – FAS DIAGNOSTIC AND PREVENTION NETWORK AND FAMILIES MOVING FORWARD**  
**Principle Investigator: Susan J. Astley, Ph.D.**  
**Intervention Research Director & Developer: Heather Carmichael Olson, Ph.D.**  
**University of Washington, Seattle, WA**  
The objective of this project was to develop and test an intervention model of collaborative behavioral consultation between parents of children with alcohol-related disabilities and trained intervention specialists. This project was funded by the Center for Disease Control and Prevention. During the planning phase I worked closely with Drs. Astley and Carmichael Olson to develop the evaluation plan. The following tasks were part of my job responsibilities:
- Selected, wrote, and developed unique measures to assess process, dosage, and content of the intervention protocol.
  - Developed the methods to integrate the evaluation plan into the intervention protocol.
  - Trained intervention specialist on the methods for data collection.

### **Pediatric Psychology Research Experience (continued):**

- Supervised project staff on data entry, storage, and review of data accuracy.
- Wrote a project report summarizing the strengths and weaknesses of the intervention model, including barriers to integrating this intervention approach into State agencies.

Fall 1999- Summer 2002 **Masters Research - Clusters of Physiological Reactivity During Two Emotion-Eliciting Tasks: Associations with Measures of Emotionality, Self-regulation, and Adjustment Children, Families, and Neighborhoods, University of Washington, Seattle, WA**  
**Supervisor: Liliana Lengua, Ph.D.**

Five clusters of physiological response (heart rate [HR] and electrodermal responding [EDR]) to two emotion-eliciting tasks were identified in a community sample (N=86, 8 to 12 years) and used to investigate the relation among physiological response, temperament, and adjustment. Cluster 1 had little physiological response and increased conduct problems. Cluster 2 had above average EDR during the anxiety task and higher fear. Cluster 3 had below average HR during the anxiety task, above-average EDR during the frustrating task, and low fear, irritability, impulsivity, and conduct problems. Cluster 4 had above-average HR and average to below-average EDR and high fear, irritability, and impulsivity. Cluster 5 had above-average HR during both tasks, above-average EDR during the frustrating task, low fear, and a tendency toward high irritability. The findings suggest distinct physiological and temperamental profiles in emotion-eliciting contexts that have implications for adjustment.

Summer 1995 **INDEPENDENT CONSULTANT**

Anshen & Allen Architects, San Francisco, CA

Traveled to Sweden and created a document containing photographs and narrative of innovative hospital facilities.

### **INVITED LECTURES, WORKSHOPS, AND CONFERENCE PRESENTATIONS**

Trancik, A (2008-present). Intervention and Prevention of Fetal Alcohol Spectrum Disorders. Ongoing training funded by the FL Department of Health. Training sites across the state of FL provide continuing education for a wide range of professionals including mental health counselors, teachers, foster care parents, medical professionals, and professionals serving juvenile offenders.

Trancik, A. (2008). Fetal Alcohol Spectrum Disorders: Diagnosis, Effects, Intervention, Family Support. Continuing Medical Education course presented at the Sarasota Memorial Hospital grand rounds for All Children's Hospital, Sarasota, FL.

Trancik, A. (2008). Making responsible choices: Facts about Fetal Alcohol Spectrum Disorders. Workshop for adolescents at Girl, Inc., Sarasota, FL.

Trancik, A. & Carmicheal-Olson, H. (2003). Bayley assessment: how it relates to outcome. Didactic presented to the University of Washington Psychology and Psychiatric Residents, Seattle Children's Hospital, Seattle, WA.

Trancik, A., Lengua, L., & Embry, L. (2001). Modeling physiological reactivity and implications for temperament and adjustment. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Goldstein, L., Bensadoun, J., Trancik, A., Boyce, T. W., & Adler, N. (1999). Differences in Physical and Mental Health Indices Among Preschoolers' Social Status Groups. Paper presented at the biannual meeting of the Society for Research in Child Development, Albuquerque, NM.

## **PUBLICATIONS**

Trancik, A. & Lengua, L. (2008). Examining the relations among cortisol response, family risk factors, parenting, and child adjustment. *Dissertation Abstracts International*, 68 (8-B), 5629. (UMI No. 3275920).

Trancik, A. (2007, September 1). Expulsions aren't help [Opinion to the Editor]. *St. Petersburg Times*, [http://www.sptimes.com/2007/09/01/Opinion/Expulsions\\_aren\\_t\\_hel.shtml](http://www.sptimes.com/2007/09/01/Opinion/Expulsions_aren_t_hel.shtml)

Trancik, A. (2007). *Policy Brief: How faith-based organizations support the emotional well-being of children and families*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute.

Trancik, A. (2002). *Clusters of physiological reactivity during two emotion-eliciting tasks: Associations with measures of emotionality, self-regulation, and adjustment*. Unpublished master's thesis, University of Washington, Seattle, Washington.

Goldstein, LM, Trancik, A., Bensadoun J., Boyce, TW, & Adler NA. (1999). Social Dominance and Cardiovascular Reactivity in Preschoolers: Associations with SES and Health, *Annals of New York Academy of Sciences*, 896, 363-366.

Trancik, A. & Evans, G. (1995). Spaces Fit for Children: Competency in the Design of Daycare Center Environments, *Children's Environments*, 12(3), 311-319.

## **AWARDS AND RESEARCH GRANTS**

Spring 2004     **DEPARTMENT OF PSYCHOLOGY FELLOW**

**University of Washington**

Awarded the Teaching Assistant Fellow position based on previous teaching experience and positive student and faculty evaluations. Primary coordinator for this large lecture class (400 students). Led review sessions and held office hours. Mentored and supervised newer graduate students who were less experienced teaching assistants. Wrote practice exams, graded exams.

August 2001     **RESEARCH GRANT FROM THE CENTER FOR MIND, BRAIN, AND LEARNING**

**University of Washington**

Monetary award that funded my salary for two quarters and the collection and analysis of salivary cortisol samples from 3-year-old children for my dissertation research.

July 1999        **DISTINGUISHED SERVICE AWARD**

**University of California, Berkeley**

Nominated by the Center for Disease Control Preschool Environment Project principal investigator for successful completion of a project that contributed to departmental goals of providing services to the community and investigating the effectiveness of violence prevention programs.

1992-1994       **CORNELL TRADITION FELLOW**

**Cornell University**

Competitive award granted for public service, work experience, and grade point average. Award included work study subsidy during the school year and funding for a summer practicum that I completed at Oakland Children's Hospital in 1993.

1992              **RESEARCH GRANT FROM THE SWEDISH WOMENS' EDUCATION ASSOCIATION**

**Lund University Sweden & Cornell University**

Funded fieldwork comparing the effectiveness of six Swedish childcare centers.

**Professional Affiliation:** American Psychological Association, member