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Department of Psychology
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EDUCATION

University of Connecticut, 2005 to present

Ph.D. Candidate in Clinical Psychology

Concentrations: **Neuropsychology** and **Child Clinical Psychology**

Dissertation: Pragmatic language abilities: Working memory influences on mutual information

Proposal Defended: February, 2009

Anticipated date of defense: April, 2010

Committee Members: Inge-Marie Eigsti, Ph.D., Deborah Fein, Ph.D., & Jim Magnuson, Ph.D.

M.A. in Clinical Psychology, 2008

Masters Thesis: Is exposure enough? Narrative development in internationally adopted children

University of Wisconsin-Madison, 2001 to 2005

B.S. in Psychology (with Honors)

Honors Thesis: How infants “read”: The effect of exposure when learning a bedtime story

HONORS & AWARDS

- 2009 **Theodore Millon Dissertation Scholarship** (\$1500)
Competitive scholarship awarded to nominated student for the most outstanding dissertation proposal in the areas of personality, social, clinical or health psychology.
- 2009 **Doctoral Dissertation Fellowship Award** (\$2000)
Competitive scholarship awarded to defended dissertation proposals.
- 2008 **University of Connecticut Research Foundation Travel Award** (\$1000)
Award for travel to international conference to present independent research.
- 2007 **NIH Travel Award for the ISDP Annual Conference** (declined; \$500)
Award to attend and present at the International Society for Developmental Psychobiology Annual Conference.
- 2005 **University of Wisconsin-Madison Academic Excellence Award** (\$1000)
Recognition for completion of outstanding independent research project.
- 2004 **Hilldale Undergraduate/Faculty Research Fellowship Grant** (\$5000)
Award of \$4,000 personal scholarship and research grant of \$1,000 presented to senior thesis proposals reflecting original and intellectually significant research.
- 2003 **Honors Sophomore Summer Apprenticeship Research Grant** (\$2000)
Personal scholarship of \$1,500 and research grant of \$500 awarded to proposals that exemplify development of research skills and independent research.
- 2001 to 2005 **Dean’s List**, six out of eight semesters at the University of Wisconsin-Madison
- 2002 & 2003 **National Dean’s List**, 2002 & 2003

PROFESSIONAL ORGANIZATIONS

<i>2008 to present</i>	Student Affiliate, International Society for Autism Research
<i>2007 to present</i>	Student Affiliate, Connecticut Neuropsychology Society
<i>2007 to present</i>	Student Affiliate, Connecticut Psychological Association
<i>2007 to present</i>	Student Affiliate, International Society for Developmental Psychobiology
<i>2006 to present</i>	Student Affiliate, Society for Research and Child Development
<i>2004 to present</i>	Student Affiliate, American Psychological Association

PROFESSIONAL ACTIVITIES

<i>Ad hoc reviewer</i>	Journal of Autism and Developmental Disorders
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CLINICAL EXPERIENCE**Clinical Supervision Experience**

<i>2006 to present</i>	Student Supervisor University of Connecticut Psychological Services Clinic
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Child and Family Vertical Team, 2008 to present

Supervisors: George Allen, Ph.D. and Marianne Barton, Ph.D.

Provided weekly individual and group supervision to second and third-year students in the psychotherapy of children, families, and adults. Observed psychotherapy sessions through one-way mirror and video. Edited students' reports, progress notes, and provided guidance in case conceptualization and treatment planning. Received weekly supervision for this experience through individual supervision with licensed clinical psychologist and an interactive classroom format and group meetings with the clinic director.

Clinical Methods and Psychodiagnostics Graduate Course, 2006 to 2007

Supervisor: Sarah Hodgson, Ph.D.

Provided weekly supervision to eight first-year graduate students, which involved attending weekly class, observing and providing feedback during administration of cognitive, achievement, and personality test batteries, reviewing scoring of these measures (projectives included Exner's Comprehensive System for the Rorschach), and editing reports. Ordered assessment measures, record forms, and additional testing supplies for the clinic. Received weekly individual supervision for this experience from a licensed clinical psychologist.

Psychotherapy Experience

2005 to present

Graduate Student Clinician University of Connecticut Psychological Services Clinic

Clinician for several child, family, and adult clients, 2008 to present

Supervisors: Marianne Barton, Ph.D. and Sarah Hodgson, Ph.D.

Long-term therapy with existing clients based on principles of dialectical- and cognitive-behavioral therapies, and family systems and attachment theories. Received weekly individual supervision and attended weekly infant-mental health seminar. Reasons for referral included developmental delay, mood disorders, personality disorders, and parent-child relationship disturbances.

Adult Vertical Team, 2007 to 2008

Supervisor: Dzintra Kingsley, Ph.D.

Provided outpatient psychotherapy to adults based on principles of dialectical-behavioral therapy and interpersonal therapy. Delivered weekly case presentations and prepared quarterly written summaries of treatment progress. Primary reasons for referral included mood disorders, adjustment disorders, post-traumatic stress disorders, personality disorders, and relationship disturbances. Received weekly individual and group supervision.

Child and Family Vertical Team, 2006 to 2007

Supervisor: Barbara Bunk, Ph.D.

Provided outpatient therapy to children and families based on principles of family systems, attachment, developmental, behavioral, and cognitive-behavioral therapy. Delivered weekly case presentations and prepared quarterly written summaries of treatment progress. Consulted with schools and attended Planning and Placement Team meetings as necessary. Primary reasons for referral included Autism Spectrum Disorders, developmental disabilities, attachment disorders, anxiety disorders, and parent-child relationship disturbances. Received weekly individual and group supervision.

Child and Adult Vertical Teams, First year observer, 2005 to 2006

Supervisors: Barbara Bunk, Ph.D. and Dzintra Kingsley, Ph.D.

Observed a variety of child, family, and adult cases as a first year graduate student. Attended weekly group supervision.

2004 to 2005

Behavioral Therapist

Integrated Developmental Services, Incorporated/Dane County, Wisconsin

Received thirty hours of training in Applied Behavioral Analysis and Greenspan Floor Time Model to become an in-home therapist for children with Autism Spectrum Disorders. Taught and supported skill development in the areas of behavioral regulation, social interaction, communication, and daily living. Shadowed in preschools to generalize learned skills and promote autonomy. Performed daily record-keeping and attended weekly team meetings to assess progress and develop individualized goals for each child.

Clerkship Experience

2008 to 2009

Graduate Student Extern
Bunk, Grueneberg, and Associates
Glastonbury, CT

Supervisors: Barbara Bunk, Ph.D. and Ilene Grueneberg, Ph.D.

Provided individual, family, and group psychotherapy to outpatient adults and children. Provided psychotherapy services and written monthly summaries of treatment progress to the Department of Children and Families. Primary reasons for referral included bereavement, trauma history, mood disorders, anxiety disorders, attachment disorders, and court mandated treatment for parent-child reunification. Received weekly individual and group supervision.

School Consultation

2006 to 2008

Graduate Student Clinician
Coventry Early Childhood Center
Coventry, CT

Supervisor: Marianne Barton, Ph.D.

Provided consultation to the special education director and teachers at the Coventry Early Childhood Center, an integrated public preschool. Attended weekly faculty meetings and provided consultation during classroom observation. Conducted Functional Behavior Analysis and created and implemented behavioral plans for children. Provided individual in-school therapy for children. Conducted developmental and psychological evaluations, wrote comprehensive reports, provided feedback for teachers and parents, and attended Planning and Placement Team meetings. Received weekly individual and group supervision.

Psychological Assessment

2006 to 2008

Graduate Student Clinician
Assessment Team
University of Connecticut Psychological Services Clinic

Supervisors: Sarah Hodgson, Ph.D. and Marianne Barton, Ph.D.

Conducted psychological assessments and classroom observations, scored and interpreted test data, wrote comprehensive reports, and provided feedback for adult and child clients. Primary reasons for referral included autistic spectrum disorders, learning disorders, language delays, developmental delays, mood disorders, and Attention Deficit/Hyperactivity Disorder. Received weekly group supervision.

Neuropsychological Assessment

2009 to present

**Pediatric Neuropsychology Practicum Extern
Yale Neuropsychology Service, Department of Neurosurgery
New Haven, CT**

Supervisor: Marisa Spann, Ph.D.

Administered neuropsychological tests to children referred for a range of medical illnesses (e.g., brain injury, brain tumor, epilepsy, Sickle-cell, genetic conditions, etc.). Conducted brief neuropsychological screenings of pediatric brain tumor survivors in the Neuro-Oncology Clinic of Yale-New Haven Hospital. Administered, scored, and interpreted test data, composed integrated, comprehensive neuropsychological reports, provided feedback to parents and caregivers, and consulted with schools, pediatricians, neurosurgeons, and other health care providers. Received weekly individual and group supervision. Developed psycho-educational book for children with intractable epilepsy in the process of undergoing surgery. Involved literature review of the surgical process and adaptation into “child-friendly” format.

2008

**Adult Neuropsychology Practicum Extern
West Haven VA Medical Center
West Haven, CT**

Supervisor: John Beauvais, Ph.D.

Administered neuropsychological tests to adults with a variety of impairments (outpatient). Conducted brief neuropsychological screenings of patients in the Stroke Clinic. Scored and interpreted test data, composed concise neuropsychological reports, and provided feedback to clients and caregivers. Primary reasons for referral included Parkinson’s Disorder, Alzheimer’s Disorder, dementia, and stroke. Received weekly individual supervision and attended group case presentations.

2007 to 2008

**Pediatric Neuropsychology Practicum Extern
Connecticut Pediatric Neuropsychology Associates
Glastonbury, CT**

Supervisors: Gregory Javornisky, Ph.D., ABPP & Gary Isenberg, Psy.D., ABPP
Administered neuropsychological tests to children with a variety of learning and cognitive impairments (outpatient). Scored and interpreted test data, and composed several concise neuropsychological reports documenting results of evaluation. Primary reasons for referral included Autism Spectrum Disorders, Attention Deficit/Hyperactivity Disorder, developmental disorders, genetic conditions, language impairment, learning disability, Leukemia, and traumatic brain injury. Received weekly individual supervision.

Assessment Instrument Experience

Cognitive and Achievement: Adaptive Behavior Assessment System, Bracken Basic Concept Scale-Revised, Clinical Evaluation of Language Fundamentals- Third Edition, Comprehensive Assessment of Spoken Language, Differential Abilities Scale, Expressive One-Word Picture Vocabulary Test, Expressive Vocabulary Test, Grey Oral Reading Test, Mullen Scale of Early Learning, Peabody Picture Vocabulary Test – Third and Fourth Editions, Stanford-Binet Intelligence Scale – 5th Edition, Test of Early Language Development- Third Edition, Test of Language Competence, Test of Language Development, Test of Nonverbal Intelligence- Third Edition, Test of Written Language, Vineland Adaptive Behavior Scales, Wechsler Abbreviated Scale of Intelligence, Wechsler Adult Intelligence Scale – Third and Fourth Editions, Wechsler Individual Achievement Test – Second Edition, Wechsler Intelligence Scale for Children- Fourth Edition, Wechsler Preschool and Primary Scale of Intelligence-Revised, Wide Range Achievement Test – Fourth Edition, Woodcock-Johnson Tests of Achievement – Third Edition

Diagnostic: ADHD Symptoms Rating Scale, Autism Diagnostic Interview-Revised, Autism Diagnostic Observation Schedule (Lab reliable on Modules 1-4), Behavioral Assessment System for Children, Beck Anxiety Inventory, Beck Depression Inventory, Brief Symptom Inventory, Brown Attention-Deficit Disorder Scales, Childhood Autism Rating Scale, Child Behavior Checklist, Child Behavioral Questionnaire, Children’s Depression Inventory, Disturbances of Attachment Interview, Diagnostic Interview for Children and Adolescents-IV, Kiddie-SADS-Present and Lifetime Version, Structured Clinical Interview for DSM-IV

Personality and Projective: Children’s Apperception Test, House-Tree-Person, Kinetic Family Drawings, Millon Clinical Multiaxial Inventory- Third Edition, Minnesota Multi-Phasic Personality Inventory- Second Edition, Projective Drawings, Rorschach (Exner Comprehensive System), Rotter Incomplete Sentences, Tasks of Emotional Development, Thematic Apperception Test

Neuropsychological: Beery Developmental Test of Visual-Motor Integration, Behavior Rating Inventory of Executive Functioning (BRIEF), Boston Naming Test, California Verbal Learning Test, Children’s Memory Scale, Comprehensive Test of Phonological Processing, Continuous Performance Test, Lafayette Pegboard, Delis-Kaplan Executive Function System, NEPSY-I, NEPSY-II, Purdue Pegboard, Repeatable Battery for the Assessment of Neuropsychological Status, Rey-Osterrieth Complex Figure, Stroop Task, Tactual Performance Test, Test of Everyday Attention for Children, Test of Memory and Learning, Test of Memory Malinger, Test of Verbal Fluency, Test of Visual Perceptual Skills – Second Edition, Tower of London-DX Second Edition, Trails A and B, Wisconsin Card Sorting Test, Wechsler Memory Scales – Third Edition, Wide Range Assessment of Memory and Learning II, Wide Range Assessment of Visual Motor Abilities

RESEARCH EXPERIENCE

2005 to present

Developmental Cognitive Neuroscience Laboratory

Supervisor: Inge-Marie Eigsti, Ph.D.

Current Projects: Prosody in Autism; Comprehension and Use of Common Ground in Autism; Language Development and Cognitive Abilities of Internationally Adopted Children and Children with Autism

- Recruited and screened participants, scheduled appointments, conducted neuropsychological assessments and parent interviews, and wrote reports
- Created experimental paradigms and test batteries, recorded and analyzed behavioral, eye-tracking, and fMRI data
- Obtained reliability on administration and scoring of ADI-R and ADOS Modules 1 through 4
- Wrote manuscripts for publication
- Secondary assistant for fMRI studies
- Supervised undergraduate research assistants

2003 to 2005

Infant Language Learning Lab

Supervisor: Jenny Saffran, Ph.D.

Completed Project: Studies of cross-modal matching abilities after visual and auditory language exposure in 11 month-olds

- Recruited participants, scheduled appointments, and wrote newsletters
- Ran experiments, and recorded and analyzed data

2002 to 2005

Temperament and Twin Behavioral Genetics Laboratory

Supervisor: Hill Goldsmith, Ph.D.

Projects: Genetics of Emotional Ontogeny (GEO)

Examined pragmatic interactions and detected emergence of pride and shame in two year olds; Persistence in task completion in three year olds

- Responsible for taping experiments, coding, and data entry
- Trainer and master coder for pride and shame study

PRESENTATIONS

Eigsti, I.M., **Schuh, J.M.**, Mencl, E., Schulz, R., & Paul, R. (May, 2009). Neural underpinnings of prosody processing in autism. Poster presented at the *2009 International Meeting for Autism Research (IMFAR)*, Chicago, IL.

Schuh, J.M., Mirman, D., Gustafson, T., & Eigsti, I.M. (May, 2009). Do you see what I see? The influence of working memory on shared knowledge in children with autism and typical development. Poster presented at the *2009 International Meeting for Autism Research (IMFAR)*, Chicago, IL.

Schuh, J.M., Eigsti, I.M., Mirman, D., & Gustafson, T. (March, 2009). Do you see what I see? The influence of working memory on shared knowledge in children and adults. Poster presented at the *2009 Society for Research in Child Development Biennial Meeting (SRCD)*, Denver, CO.

Schuh, J.M., Eigsti, I.M., & Reigler, S. (June, 2008). Narrative development in international adoption: Exposure and individual differences. Poster presented at the *6th Annual Meeting of the American Academy of Clinical Neuropsychology*, Boston, MA.

- Schuh, J.M.**, Eigsti, I.M., Evans, J., Pollak, S., & Miller, J. (November, 2007). Is exposure enough? Narrative development in internationally adopted children. Invited paper presented at the 32nd Annual Boston University Conference on Language Development (BUCLD), Boston, MA.
- Schuh, J.M.**, Eigsti, I.M., Evans, J., Pollak, S., & Miller, J. (November, 2007). Language in international adoption: Exposure and individual differences. Accepted for presentation at the 40th Annual Meeting of the International Society for Developmental Psychobiology, San Diego, CA.
- DeGroot, J. M.** (July, 2003). Recognition of words in storybook learning by 11 month-olds. Paper presented at the *Sophomore Apprenticeship Retreat*, University of Wisconsin-Madison.

PUBLICATIONS & MANUSCRIPTS UNDER REVIEW

- Schuh, J.M.** (in press). Declarative memory. In Kreutzer, et al. (Ed). *Encyclopedia of Clinical Neuropsychology*. NY: Springer Publishing.
- Eigsti, I.M., de Marchena, A., **Schuh, J.**, & Kelley, E. (in review). Language acquisition in autism spectrum disorders: A developmental account. *Language, Speech, and Hearing Services in Schools*.
- Eigsti, I. M., Weitzman, C., Joseph, T., **Schuh, J. M.**, de Marchena, A., Casey, B.J. (in review) Long-term effects of institutionalization on language and cognitive abilities: What is the mechanism?
- Eigsti, I. M., & **Schuh, J. M.** (2008). Neurobiological underpinnings of language in autism spectrum disorders. *Annual Review of Applied Linguistics*, 28, 128-149.
- Schuh, J.M.**, Eigsti, I.M., Evans, J., Pollak, S., Miller, J. (2008). Is exposure enough? Narrative development in internationally adopted children. *BUCLD 32: Proceedings of the Boston University Conference on Language Development*. (pp. 438-439). Somerville, MA: Cascadilla Press.

TEACHING EXPERIENCE

Courses

2005 to 2006 **Teaching Assistant**
Introductory Psychology, University of Connecticut

Guest Lectures

2009 **“Social Relations”**
Introductory Psychology, University of Connecticut

2009 **“Autism Spectrum Disorders”**
Abnormal Psychology, University of Connecticut

2008 **“Eating Disorders”**
Abnormal Psychology, University of Connecticut

2006 **“Suicide Risk & Prevention”**
Abnormal Psychology, University of Connecticut

2004 **“Learning in Infancy”**
Child Psychology, University of Wisconsin-Madison

Mentorship Experience

- 2007 to present* **University of Connecticut Mentor Connection**
Summer research program serving high school students, particularly those from underrepresented backgrounds. Total of 7 students.
- 2005 to present* **Undergraduate Research Assistants**
Mentored students on research projects many of which formed the basis of senior and honors theses. Total of 12 students.

COMMUNITY SERVICE

- 2008* **Graduate Student Representative**
Clinical Psychology Division, University of Connecticut
Served as class representative during faculty meetings to voice student concerns and provide input regarding graduate curriculum and requirement modifications.
- 2003 to 2005* **Lead counselor**
Youth Services of Southern Wisconsin- Briarpatch Division
Completed 60 hours of training in the family systems approach. Volunteered 6-8 hours per week. Answered 24-hour crisis line for adolescents and their families, led short-term individual and family counseling, wrote intake reports, assisted in shelter or host home placement for adolescents, reported abuse allegations to county agencies, and made referrals to other agencies. Received individual supervision.

APPLICATION ADDENDUM: ASSESSMENT INSTRUMENTS “OTHER MEASURES”**Adult Assessment Instruments***Symptom Inventories*

	# Clinically Administered/ Scored	# Clinical Reports Written with this Measure	# Administered as Part of a Research Project
Brief Symptom Inventory (BSI)	4	1	0
Brown Attention-Deficit Disorder Scales	2	2	0
Barkley Semistructured ADHD Interview for Adults	1	1	0

Commonly Used Neuropsychological Assessment Measures

Boston Naming Test (BNT)	5	5	4
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)	5	3	0
Verbal Fluency (FAS)	6	4	0
Wechsler Test of Adult Reading (WTAR)	2	1	0
Autism Diagnostic Observation Schedule-Module 4	0	0	4
Peabody Picture Vocabulary Test- Third and Fourth Edition	0	0	8

Child Assessment Instruments*Parent/Youth-Report Measures*

	# Clinically Administered/ Scored	# Clinical Reports Written with this Measure	# Administered as Part of a Research Project
Adaptive Behavior Assessment System-Second Edition (ABAS-II)	4	4	0
Child Behavior Checklist	1	29	122
Children's Behavioral Questionnaire (CBQ)/ Early Adolescent Temperament Questionnaire-Revised (EATQ-R)	0	28	80
Sensory Profile	9	7	0
Vineland Adaptive Behavior Scales, Second Edition	10	10	0

Symptom Inventories

ADHD Symptoms Rating Scale (ADHD-SRS)	3	3	0
Asperger Syndrome Diagnostic Scale (ASDS)	1	1	0
Childhood Autism Rating Scale	10	2	4
Beck Anxiety Inventory- Youth	1	1	0
Beck Depression Inventory- Youth	1	1	0
Brown Attention-Deficit Disorder Scales	3	3	0
Kinsbourne Overfocusing Scale	0	0	42
Social Communication Questionnaire (SCQ)	0	0	42
Social Responsiveness Scale (SRS)	0	0	42

Diagnostic Interview Protocols

	# Clinically Administered/ Scored	# Clinical Reports Written with this Measure	# Administered as Part of a Research Project
Autism Diagnostic Interview, Revised (ADI-R)	0	0	19
BASC Structured Developmental History	12	11	0
Diagnostic Interview for Children and Adolescents (DICA)	3	3	0
Disturbances of Attachment Interview (DAI)	0	15	37

Visual-Motor Assessment

Lafayette/Purdue Pegboard	14	5	0
Test of Visual-Perceptual Skills-Third Edition	5	4	0
Wide Range Assessment of Visual Motor Ability (WRAVMA)	12	12	0
Lafayette/Purdue Pegboard	14	5	0

Commonly Used Neuropsychological Assessment Measures

Autism Diagnostic Observation Schedule- Modules 1 - 4	14	6	22
Boston Naming Test (BNT)	3	2	4
California Verbal Learning Test- Children's Version	29	21	39
Clinical Evaluation of Language Fundamentals- Fourth Edition	4	17	56
Comprehensive Assessment of Spoken Language	1	1	4
Comprehensive Test of Phonological Processing- Second Edition	4	4	0
Expressive One-Word Picture Vocabulary Test	3	3	0
Expressive Vocabulary Test- Second Edition	0	0	24
Mini-Mental Examination	6	6	
NEPSY-I	7	15	35
Peabody Picture Vocabulary Test- Third and Fourth Editions	3	16	63
Stroop Test	6	6	0
Test of Early Language Development- Third Edition (TELD-3)	1	1	0
Test of Everyday Attention for Children (TEA-Ch)	4	3	0
Test of Language Competence (TLC)	8	2	0
Test of Written Language- Fourth Edition	5	0	0
Trailmaking Test A & B	12	5	0
Tower of London-Drexel Version	1	1	0
Verbal Fluency (FAS)	5	2	0
Wisconsin Card Sorting Test (WCST)	14	4	0

Projective Assessment

Children's Apperception Test	1	1	0
Rotter Incomplete Sentences Blank	1	1	0
Tasks of Emotional Development	1	1	0