

Sheba P. Katz, PhD

Silver Psychology Center
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EDUCATION:

Doctorate of Philosophy, **Combined Counseling Psychology and School Psychology**, *August 2008*
Florida State University, Tallahassee, FL **APA-Accredited Program**

Bachelor of Science Degree in **Psychology** with Honors, *May 2003*
Florida State University, Tallahassee, FL

LICENSES/CERTIFICATIONS:

Licensed Psychologist, Florida Department of Health License #: PY 8046 Exp. Date: 5/31/2012

Nationally Certified School Psychologist Certification #: 38196 Exp. Date: 2/28/2012

CLINICAL EXPERIENCE:

Licensed Psychologist, Silver Psychology Center

Fort Myers, FL June 2009-Present

Conduct vocational rehabilitation, mental retardation, learning disability, AD/HD, autism/Asperger's syndrome, neuropsychological, and emotional disturbance evaluations; Complete intake interviews with clients, including mental status examination; Develop and implement treatment plans; Conduct competency and sanity evaluations; Provide counseling in individual and family sessions; Develop behavioral plans.

Postdoctoral Resident, Spartan Psychological Consulting

Dallas, TX October 2008-June 2009

Made professional decisions concerning diagnosis of juvenile inmates; identified behavioral, emotional, drug/alcohol, or personality problems; developed subsequent referrals and recommendations for appropriate programs on an individual basis; completed reports for the courts including observations and parent interview data; conducted learning disability and psychological evaluation with children and adolescents. Supervisor: Jacquelyn Pack, PhD

Postdoctoral Resident/LSSP Trainee, Dallas Independent School District

Dallas, TX August 2008-August 2009.

Conducted mental retardation, learning disability, autism/Asperger's syndrome, neuropsychological, and emotional disturbance evaluations; developed individualized educational plans for special education students; developed counseling goals based on educational need; conducted individual counseling sessions; implemented a Response-to-Intervention model with in the school; led trainings on Response-to-Intervention model; consulted with teachers on classroom management and individual behavior plans for students; participated in weekly student support team meetings; provide research-based intervention sources for parents and faculty in schools; led individualized

educational plan (IEP) meetings; consult with parents and teachers for emotional, academic, and behavioral difficulties; participated in 504 meetings. Supervisor: Jacquelyn Pack, PhD

Psychological Intern, Fort Worth Independent School District

Fort Worth, TX August 2007-July 2008.

APA-Accredited Internship

Conducted mental retardation, learning disability, autism/Asperger's syndrome, neuropsychological, and emotional disturbance evaluations; conducted intake interviews at Alternative Education Program; led group therapy and psychoeducational group sessions with at-risk youth; conducted individual counseling sessions; facilitated intakes and lead family systems therapy at a family resource center; consulted with parents and teachers for emotional, academic, and behavioral difficulties; supervised practicum student; and provided schoolwide crisis intervention services. Supervisor: Jodi Lowther, PhD

Evaluator, Florida State University Adult Learning and Evaluation Center

Tallahassee, FL May 2006-May 2007.

Conducted learning disability evaluations; interviewed clients on relevant background information; Administered intelligence tests, achievement tests, and cognitive tests; Conducted feedback sessions informing clients of diagnosis and recommendations. Supervisors: Carol Painter, Ph.D.; Briley Proctor, Ph.D.

Psychometrist and Mental Health Counselor, Child Psychology Private Practice

Tallahassee, FL May 2005-July 2007.

Administered and scored cognitive, achievement, emotional, and behavioral assessments for Child Protective Service's preadoptive evaluations; Evaluated child for developmental disability diagnoses and assessed potential for malingering for Social Security benefits; Completed parent consultation; observed parent-child and interactions in the home environment; observed students in school settings; conducted a functional behavioral assessment to identify antecedents and consequences of child behaviors; Lead developmental interviews with parents; Conducted mental status examinations; Assisted in parent competency evaluations; Researched ethical and legal guidelines in child welfare cases; Worked with parents to design and implement behavioral intervention plan; conducted counseling sessions with siblings in the home; Attended foster parent training sessions. Supervisor: Carol Oseroff, Ph.D.

Psychology Trainee, Tallahassee Memorial Hospital Behavioral Health Center

Tallahassee, FL May 2006-December 2006.

Administered and scored child, adolescent and adult personality, behavioral, neuropsychological, and cognitive assessment measures in an inpatient and outpatient setting; Wrote integrative reports on clients; Conducted intake interviews; Attended didactic trainings on dialectical behavior therapy for borderline personality disorder. Supervisor: Larry Kubiak, Ph.D.

Group Counselor, Educational Psychology and Learning Systems Department, Florida State University

Tallahassee, FL May 2006-July 2006.

Developed group counseling curriculum; Lead training group for graduate-level group counseling course; Attended weekly group supervision. Supervisor: Steve Pfeiffer, Ph.D.

School Psychology Practicum Student, Florida State University Multidisciplinary Center

Tallahassee, FL August 2005-May 2006.

Conducted student disability evaluations on children through the administration of cognitive and achievement tests; Wrote integrative reports on clients; Presented case studies to a group of peers; Participated in weekly group supervision meetings and didactic trainings; Consulted with teacher to complete a functional behavioral assessment in the school environment and designed behavioral intervention plan for a student. Supervisors: Ann Cituk, Ph.D.; Anne Selvey, Ph.D.

Mental Health Counselor, Florida State University Career Center

Tallahassee, FL August 2005-May 2006.

Lead intake interviews and kept therapy notes; Conducted individual counseling sessions; Carried a case load of three clients per week; Administered a variety of career assessments and personality inventories; Presented case studies to a group of peers; Participated in weekly group supervision meetings; Completed integrated reports on clients. Supervisors: James Sampson, Ph.D.; Gary Peterson, Ph.D.

Intervention Counselor, Cornerstone Learning Community

Tallahassee, FL September 2005-May 2006.

Functioned as the counselor and consultant at a private school for pre-K through eighth grade; Designed and implemented peer mediation program within the school; Lead a social skills training group in a classroom; Provided brief individual counseling sessions; Provided bi-weekly information sheets on current psychological research and related classroom activities; Consulted with teachers and parents in designing academic and behavioral interventions. Supervisor: Gary Peterson, Ph.D.

Intervention Counselor, Beta Program at Wakulla Middle School

Tallahassee, FL February 2005-May 2005.

Lead psycho-educational curriculum classes in small groups designed to provide substance abuse prevention services to at-risk students; Conducted individual counseling sessions with adolescents; Case load of three clients per week; Collected observational data in classroom setting; Kept observational, progress and therapy notes; Participated in academic and behavioral intervention planning. Supervisor: Donald Kelly, Ph.D.

Practicum Supervisor, Human Services Center at Florida State University

Tallahassee, FL January 2005-May 2005.

Conducted weekly supervision meetings with two masters-level graduate student counselors; Reviewed videotapes and did live observations of supervisees; Conducted both midterm and final student evaluations. Supervisor: Steve Pfeiffer, Ph.D.

Counseling Psychology Trainee, Human Services Center, Florida State University

Tallahassee, FL January 2004-May 2004.

Provided psychotherapy with clients in an outpatient setting; Carried a case load of 2 clients per week; Led intake interviews and kept therapy notes; Conducted individual therapy sessions with adults using a variety of counseling techniques including cognitive-behavioral and person-centered therapies; Attended weekly individual and group supervision meetings. Supervisor: Steve Pfeiffer, Ph.D.

Behavioral Consultant, Nims Middle School

Tallahassee, FL January 2004-May 2004.

Conducted weekly observations of student (baseline and intervention); Kept observational notes and collected teacher data of student progress; Reviewed relevant research on appropriate behavioral interventions; Designed and implemented consultation intervention plan with teacher; Lead weekly meetings with teachers to discuss progress and modifications to plan. Supervisor: Huijun Li, Ph.D.

RESEARCH EXPERIENCE:

Dissertation Researcher, Florida State University

Tallahassee, FL April 2006-March 2008.

Developed an original dissertation, entitled "The Effects of Decision-Making Style and Cognitive Thought Patterns on Negative Career Thoughts," that examined the predictive utility of a maximizing decision making style and rumination on the maintenance of negative career thoughts; Reviewed relevant background literature; Scored, entered, and cleaned data; Formulated hypotheses and developed comprehensive full-length paper; Successfully presented and defended before dissertation committee. Supervisor: Robert Reardon, Ph.D.

Graduate Research Assistant, Florida Center for Reading Research

Tallahassee, FL May 2003-August 2007.

Worked on research projects involving the investigation of individual differences in reading and language development; Entered and analyzed data using a variety of statistical programs, experience writing IRB proposals; Lead trainings for researchers on data management procedures. Supervisor: Christopher Schatschneider, Ph.D.

Thesis Equivalent Researcher, Florida State University

Tallahassee, FL May 2005-April 2006.

Developed an original thesis, entitled "The Effects of Decision-Making Style and Cognitive Thought Patterns on Negative Career Thoughts," that examined the predictive utility of a maximizing decision making style and rumination on the maintenance of negative career thoughts; Reviewed relevant background literature; Scored, entered, and cleaned data; Formulated hypotheses and developed comprehensive full-length paper. Supervisor: Donald Kelly, Ph.D.

Test Administrator, Florida Center for Reading Research

Tallahassee, FL March 2003-May 2004.

Administered achievement measures in a study evaluating intervention strategies for improving Florida Comprehension Assessment Test (FCAT) scores. Supervisor: Julie Buck, Ph.D.

Follow-up Tester, Clinical Psychology Lab, Florida State University

Tallahassee, FL January 2003-August 2003.

Collected data for a longitudinal study focused on the use of preschool age intervention techniques (Head Start Program) to further the development of phonological processing skills in at-risk children; Recruited subjects; Administered various speech and language measures and measurements of intelligence and achievement. Project Coordinator: Marcy Wyatt; Supervisor: Christopher Lonigan, Ph. D.

Honors Thesis Researcher, Honors Research Program, Florida State University

Tallahassee, FL May 2002-May 2003.

Developed an original thesis, entitled "The Convergent and Discriminant Validity of the Child Psychopathy Narcissism Dimension," that examined the convergent and discriminant validity of the narcissism dimension of the Antisocial Process Screening Device; Reviewed relevant background literature; Scored, entered, and cleaned data; Formulated hypotheses and developed comprehensive full-length paper; Defended research findings and paper before a honors thesis committee. Mentor: Bryan Loney, Ph.D.

Research Assistant, Child Clinical Lab, Florida State University

Tallahassee, FL January 2002-May 2003.

Worked on research project entitled "Gender and Adolescent Behavior Problems" investigates gender differences in the development, maintenance and expression of youth conduct problems; Supervised and monitored subject recruitment; Trained new research team members in subject recruitment and the administration of select research measures; Administered a variety of emotional and behavioral rating scales, a brief research intelligence test and a computer-based emotional processing measure. Supervisor: Bryan Loney, Ph.D.

Research Assistant, Dozier School for Boys

Tallahassee, FL May 2002-August 2002.

Reviewed relevant literature including Cleckley's Mask of Sanity and Hare's Psychopathy Checklist-Revised (PCL-R) Manual; Assessed and coded severe juvenile sexual offenders' for psychopathy based on PCL-R scores. Supervisor: Wallace Kennedy, Ph.D.

Research Assistant, Social Psychology Lab, Florida State University

Tallahassee, FL January 2002-May 2002.

Collected data from a sample of college students to examine the effects of racism on law enforcement; Designed and constructed a computer task and questionnaire for data collection; Entered data using Excel; Assisted in the preparation of a written presentation of project's results. Supervisor: Ashby Plant, Ph.D.

LEADERSHIP/VOLUNTEER EXPERIENCE:

Doctoral Student Representative, Educational Psychology and Learning Systems Department, Florida State University

Tallahassee, FL August 2005-August 2006.

Worked on a committee with other graduate student leaders to plan and organize graduate program orientation, faculty-student social, and renovations of faculty office suite and graduate student lounge for the program. Assisted faculty members in preparation for APA site visit; Functioned as faculty-student liaison; Attended biweekly faculty meetings and represented student interests in these meetings; Distributed information from faculty to students; Organized and lead student-faculty feedback meetings; Recruited speakers for brown bag luncheons; Collected and maintained doctoral student information on internships, graduate assistantships, research experience, field work experience, teaching experience and program of study.

Mentor, America Reads, Florida State University

Tallahassee, FL August 2002-May 2003.

Taught reading skills to at-risk, elementary-aged children to develop phonics skills through intensive one-on-one tutoring; Trained on Revised Open Court Curriculum (ROCC); Attended a discussion class reviewing relevant literature (i.e., dyslexia, & AD/HD). Supervisor: Janet Kistner, Ph.D.

Victim Advocate, Leon County Sheriff's Office

Tallahassee, FL October 2002-May 2003.

Provided phone counseling for victims of crimes; Applied key concepts of the Kubler-Ross's psychological stages of grieving and adjustment. Supervisor: Maria Folsom, MSW.

PRESENTATIONS AND PUBLICATIONS:

Paivandy, S.L. (2008). The construct validity of cognitive constructs in cognitive information processing and social cognitive career theories. (Florida State University). *Dissertation Abstracts International*.

Paivandy, S. L., Bullock, E., Reardon, R., & Kelly, D. (2008). The effects of decision-making style and cognitive thought patterns on negative career thoughts. *Journal of Career Assessment, 16* (4), 474-488.

Paivandy, S. L., Loney, B. R., Butler, M., A., & Lima, E. N. (May 2003). The convergent and discriminant validity of the Child Psychopathy Narcissism Dimension. 15th Annual American Psychological Society Convention, Atlanta, GA.

Proctor, B., & **Paivandy, S.** (June 2004). Position paper on corporal punishment in schools. Florida Association of School Psychologists.

PROFESSIONAL DEVELOPMENT TRAINING:

Effective Interventions Combining Sensory Integration (SI) and Neurodevelopmental Treatment (NDT). Summit Professional Education, Fort Myers, FL. (March 3, 2010). 6 CEUs

Asperger's Syndrome and High Functioning Autism. Summit Professional Education, Fort Myers, FL. (November 23, 2009). 6 CEUs

So What Are We Supposed to do With Students Who Are Disruptive or Who Can't Control Their Emotions? Southwest Florida Association of School Psychologists, Fort Myers, FL (October 22, 2009).

Drugs and Gangs (and why kids think they're cool). Fort Worth Independent School District, Fort Worth, TX. (February 1, 2008).

Educating All Kinds of Minds. Fort Worth Independent School District, Fort Worth, TX. (February 1, 2008).

Turning Bullies into Buddies. Educational Services Center Region XI, Fort Worth, TX. (August 23, 2007). CE hours/Credits: 6

Specialized Classroom Management: A Boys Town Approach. Fort Worth Independent School District, Fort Worth, TX. (August 7, 2007).

Dyslexia: School-Based Identification. Texas Scottish Rite Hospital for Children, Fort Worth Independent School District, Fort Worth, TX. (August 15, 2007).

Ethics and Professional Practice 2007-2008. Dallas/Fort Worth Regional Association School Psychologists, Richardson, TX. (September 21, 2007). CE hours/Credits: 3

The Use of the Jesness Inventory- Revised for Assessing Emotion and Behavior. Dallas/Fort Worth Regional Association School Psychologists, Richardson, TX. (September 21, 2007). CE hours/Credits: 3

Critical Incident Stress Management: Group Crisis Intervention . Fort Worth Independent School District, Fort Worth, TX. (September 26-27, 2007). Contact hours: 14

Texas Behavior Support Initiative and Crisis Prevention/Intervention Training. Fort Worth Independent School District, Fort Worth, TX. (October 2-3, 2007).

Consensus Definition of SLD that Integrates RtI and New Methods of Cognitive Assessment. Texas Association of School Psychologists Annual Conference, Austin, TX. (October 11, 2007). CE hours/Credits: 6

Evidence Based Practice in the Treatment and Education of Children with Autism. Texas Association of School Psychologists Annual Conference, Austin, TX. (October 12, 2007). CE hours/Credits: 3

Cognitive Behavior Intervention with Aggressive Children and their Parents: The Coping Power Program. Texas Association of School Psychologists Annual Conference, Austin, TX. (October 12, 2007). CE hours/Credits: 3

Practical Guidelines for the Implementation of RtI. Texas Association of School Psychologists Annual Conference, Austin, TX. (October 13, 2007). CE hours/Credits: 3

Issue Briefing I: Practical Techniques to Assist Children in Trauma. Florida Crime Prevention Training Institute (December 9, 2002) CE hours/Credits: 4

ASSESSMENT EXPERIENCE:

Cognitive/Intelligence Assessments:

- Wechsler Intelligence Scale for Children-IV (WISC-IV)
- Wechsler Intelligence Scale for Children-IV Integrated
- Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI-III)
- Wechsler Adult Intelligence Scale-III (WAIS-III)
- Stanford-Binet Intelligence Scale-V (SB-V)
- Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III COG)
- Comprehensive Test of Phonological Processing (CTOPP)
- Differential Ability Scales (DAS II)
- Gordon Diagnostic Scale (GDS)

- Kaufman Brief Intelligence Test -2(K-BIT 2)
- Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)
- Kaufman Assessment Battery for Children (K-ABC II)
- NEPSY-Second Edition (NEPSY-II)
- Universal Nonverbal Intelligence Test (UNIT)
- Developmental Profile-Third Edition (DP-III)
- Wide Range Assessment of Memory and Learning (WRAML-2)
- Behavior Rating Inventory of Executive Function (BRIEF)

Achievement Tests:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Phonological Awareness Literacy Screening (PALS)
- Phonological Awareness Test (PAT)
- Woodcock-Johnson III Tests of Achievement (WJ-III ACH)
- Gray Oral Reading Test (GORT-4)
- Oral Reading Fluency (ORF)
- Test of Word Reading Efficiency (TOWRE)
- Peabody Picture Vocabulary Test-3 (PPVT-3)
- Expressive One-Word Picture Vocabulary Test-Revised (EOWPVT-R)
- Goldman-Frostoe Test of Articulation-2 (GFTA-2)
- Goldman-Frostoe-Woodcock Test of Auditory Discrimination (GFW-TAD)
- Peabody Individual Achievement Test-Revised (PIAT-Math and PIAT-Reading)
- Diagnostic Achievement Battery - Third Edition (DAB3)
- Kaufman Survey of Early Academic and Language Skills (K-SEALS)
- Bracken Basic Concept Scales
- Wechsler Individual Achievement Test - Third Edition (WIAT-III)
- Nelson-Denny Reading Test (NDRT)
- Test of Early Reading Ability (TERA-2)
- Test of Language Development (TOLD)
- Kaufman Tests of Educational Achievement (KTEA)
- Oral and Written Language Scales (OWLS)
- Academic Competence Evaluation Scales (ACES)

Visual Motor Integration/Adaptive Assessments:

- Beery Developmental Test of Visual and Motor Integration (VMI)
- Vineland-II Adaptive Behaviors Scales
- Koppitz Developmental Scoring System for the Bender Gestalt Test-Second Ed. (Koppitz-2)

Autism/Asperger's Syndrome Assessments:

- Childhood Autism Rating Scale (CARS)
- Psychoeducational Profile-Third Edition (PEP-3)
- Gilliam Autism Rating Scale- Second Edition (GARS-2)
- Short Sensory Profile
- Sensory Profile School Companion
- Autism Diagnostic Observation Schedule (ADOS)

- Social Communication Questionnaire (SCQ)
- Asperger Syndrome Diagnostic Scale (ASDS)
- Social Responsiveness Scale (SRS)

Personality and Psychological Assessments:

- Jesness Inventory-Revised
- Psychopathy Checklist-Revised (PCL-R)
- Antisocial Process Screening Device (APSD)
- Minnesota Multiphasic Personality Inventory (MMPI-2 & MMPI-A)
- Barkley's Disruptive Behavior Rating Scale
- Connors' Parent/Teacher Rating Scale
- Million Personality Inventories (MBMD & MAPI)
- Career Thoughts Inventory (CTI)
- NEO Five-Factor Personality Inventory (NEO-PIR)
- Behavioral Assessment System for Children, Second Edition (BASC-II)
- Children's Depression Inventory (CDI)
- Beck's Depression Inventory (BDI)
- Beck Youth Inventories of Emotional and Social Impairment
- Achenbach Rating Scales: Parent (CBCL), Teacher (TRF), Self Report (YSR)
- Revised Children's Manifest Anxiety Scale (RCMAS)
- Reynold's Depression Scales (RDS, RADS, & RCDS)
- Trauma Symptom Inventory and Trauma Symptom Child Checklist (TSI & TSCC)
- Eating Disorders Inventory (EDI)
- Quality of Life Inventory (QOLI)
- Learning And Study Strategies Inventory (LASSI)
- Multidimensional Anxiety Scale for Children (MASC)
- Piers-Harris 2 Self-Concept Scale
- Resiliency Scales for Children and Adolescents
- Structured Assessment of Violence Risk in Youth (SAVRY)
- Adolescent Anger Rating Scale (AARS)
- Comprehensive Behavior Rating Scale for Children (CBRSC)
- Personality Inventory for Children-2 (PIC-2)
- Personality Inventory for Youth (PIY)

Projective Assessments:

- Children's Self-Report and Projective Inventory (CSRPI)
- Rorschach Inkblot Test
- Kinetic Family Drawing
- Person-House-Tree
- Sentence Completion
- Roberts Apperception Test for Children
- Thematic Apperception Test (TAT)

Career/Interest Inventories:

- Strong Interest Inventory
- Self-Directed Search (SDS)

- Discover
- SIGI Plus
- Choices
- Career Key
- Workplace Skills Survey
- Personnel Tests for Industry-Oral Directions Test

HONORS/AWARDS:

Chancellor's List (2004-2006)

Summa Cum Laude (2003)

Second Runner-up for Howard D. Baker Undergraduate Research Award, May 2003

Phi Kappa Phi (Spring 2003-Present)

Phi Beta Kappa (Fall 2002-Present)

Golden Key Honor Society (Fall 2002-Present)

Psi Chi, Psychological Honor Society (Spring 2002-Spring 2003)

Phi Eta Sigma Honor Society (Spring 2001-Present)

Florida Merit Scholarship Recipient (2000-2003)

Florida State University Twenty-first Century Scholarship Recipient (2000-2003)

Anchor Club Service Scholarship Recipient (2000)

National Dean's List (2002-2003)

University Dean's List (Fall 2000- Present)

TECHNICAL/COMPUTER SKILLS:

Familiarity with data analytic programs: SPSS 11.0, SPSS Data Entry Builder, SAS and Statistica.

Experienced with PsychInfo, Netscape Navigator, and MS Office XP programs, specifically Word, Excel, Access, Encore, and PowerPoint.

PROFESSIONAL MEMBERSHIPS:

American Psychological Association

National Association of School Psychologists

Florida Association of School Psychologists

Florida Psychological Association

Southwest Florida Association of School Psychologists