

Enid A. Moreira

emoreira@fiu.edu

EDUCATION

Florida International University **2014-2018**
Bachelor of Arts and Sciences in Psychology
Bachelor of Arts in Women's and Gender Studies
Cumulative GPA: 3.6, *Cum Laude*

HONORS AND AWARDS

Braman Scholarship **2017-2018**
Dean's List Spring and Fall semesters **2016-2017**
Awarded to students earning a semester GPA of 3.5 or higher on 9 or more semester credit hours

PRESENTATIONS

SYMPOSLA

Heymann, P., **Moreira, E.A.**, Wilson, M., Heflin, B.H., Hagan, M., Gillenson, C., Neuman, K., Bagner, D.M. (November, 2021). Adapting the Infant Behavior Program for remote delivery during the COVID-19 pandemic. Symposium to be presented at the 55th Convention of the Association for Behavior and Cognitive Therapies (ABCT), Virtual Conference.

POSTERS

Moreira, E.A., Goodman, A., Frazier, S.L. (2020, November). *Green mental health: Promoting social-emotional skills via outdoor physical activities in park-based after-school programs*. Poster presented at the 54th Convention of the Association for Behavior and Cognitive Therapies (ABCT), Virtual Conference.

Moreira E.A., Cruz, E., Sanchez, A., Comer, J.S., (2019, February). *Cultural Formulation Interview Fidelity Predicting Satisfaction with Intake*. Poster session presented at the annual Miami International Child & Adolescent Mental Health (MICAMH) at Florida International University, Miami, FL.

Cruz, E., **Moreira E.A.**, Sanchez, A., Comer, J.S.,(2019, February). *Assessing Cultural Formulation Interview Fidelity among community clinicians*. Poster session presented at the annual Miami International Child & Adolescent Mental Health (MICAMH) at Florida International University, Miami, FL.

Moreira E.A., Cornacchio, D., M.S., Sanchez, A., Comer, J.S., (2018, March). *Examining the effects of stigma related attitudes on pursuing face-to-face and Internet-based mental health services*. Poster session presented at the annual Conference on Undergraduate Research at Florida International University, Miami, FL.

RESEARCH EXPERIENCE

Florida International University **Miami FL**

Early Childhood Behavior Lab **June 2020-Present**

Study: *Preventive Intervention for Behavior Problems in Infants from High-Risk Families* (RO1HD102201)

Funding Mechanism: National Institute of Child Health and Human Development

Role: Project Coordinator

PI: Daniel M. Bagner, PhD

Project Description: Examining the efficacy and maintenance of a remote preventive

intervention targeting parenting to improve behavior and regulation in infants from high-risk families to prevent the need for later, more intensive treatment in childhood.

- Coordinate Year 1 of the project including responsibilities such as: developing study infrastructure, translate to Spanish all materials such as recruitment scripts, promotional materials, and establish partnerships with recruitment sites. Adapt all recruitment and consenting procedures to abide to COVID-19 regulations and restrictions.
- Create all REDCap projects for the administration of participant questionnaires
- Recruit, consent and screen families in English and Spanish
- Manage data trackers
- Oversee a group of 10-14 research assistant (RAs) and train them on REDCap, recruitment, consenting and screening
- Manage the IRB by writing and submitting all amendments

Nurturing All Families through Advances in Services Innovation Research (NAFASI) Lab

Study: *Peer2Peer Support and Information Sharing Among After-School Staff: Promoting Emotional Well-Being via Effectiveness and Connectedness* (F31HD100156)

Funding Mechanism: National Institute of Child Health and Human Development

Role: Coder

PIs: Stacy L. Frazier PhD, Rachel Ouellette, M.S.

Project Description: Dissertation project lead by Rachel Ouellette, M.S. and supervised by Stacy L. Frazier, PhD. Collaboration with a multi-site after-school program serving middle-school age youth in neighborhoods with high poverty rates gathering mixed method feedback from after-school providers, centered around understanding and promoting their emotional well-being via their effectiveness supporting youth and connectedness with each other

- Coded participant interviews utilizing a content analysis to examine qualitative interviews towards better understanding effectiveness, connectedness, and work-related well-being among after-school providers

Early Childhood Behavior Lab and NAFASI Lab June 2019- June 2020

Study: *Mental Health Services for Infants/Toddlers Receiving Part C Early Intervention* (R34MH110541)

Funding Mechanism: National Institute of Mental Health

Role: Project Coordinator

PIs: Daniel M. Bagner, PhD and Stacy L. Frazier PhD

Project Description: Developing and examining a workforce support and mental health service model for families of infants/toddlers with developmental delay to reduce risk for mental health problems and enhance readiness for preschool in collaboration with Miami-Dade's Early Steps Part-C

- Coordinate the partnership between the FIU research team and Miami-Dade's Early Steps
- Develop and submit all Internal Review Board (IRB) protocols
- Monitor subject participation and progress
- Assist with data management
- Recruit Early Intervention providers and families receiving Early Intervention Part-C
- Collect data by conduction home-based research visits with families
- Conduct semi-structured interviews with Early Intervention Providers
- Manage and support in person and online workforce support workshops provided to Early Intervention Providers
- Supervised and trained a team of 3 undergraduate research assistants (RAs) on recruitment and data management procedures

Mental Health Intervention and Technology Program

2017-2019

PI: Jonathan S. Comer, PhD

Role: *Research Assistant*

- Conduct phone screens with parents to assess for the presence of childhood anxiety symptoms and triaged family to appropriate referral option.
- Supervise phone screen database to ensure accurate information input and proper scheduling of calls.
- Train new research assistants on conducting phone screens.
- Translate therapy forms, manuals and questionnaires from English to Spanish.
- Manage the REDCap clinic payment tracker to ensure client's information is up to date on the electronic medical record (Valant).
- Became familiar with REDCap and Qualtrics by developing questionnaires and interacting with the online interface.
- Provide assistance in the preparation of materials for the weekly group treatments.

Study: *Kids Face Fears*

Funding Mechanism: Patient Centered Outcomes Research Institute (PCORI) (NCT03707158) Role: *Research Assistant*

PIs: Jonathan S. Comer, PhD; Dana McMakin, PhD

Project Description: A randomized-controlled trial assessing the relative effectiveness of face-to-face versus online (self-administered) cognitive-behavioral therapy (Cool Kids, Cool Little Kids and Chilled) in primary care settings across the United States.

- Translate cognitive-behavioral therapy manuals therapist and parent manuals (Cool Kids, Cool Little Kids, Chilled) for dissemination to pediatric mental health providers and participant families.
- Prepare and translate patient assent and parental consent forms for participation in research study.

Study: *Language Environment Analysis (LENA) Study*

Role: *Part-time Research Assistant*

PIs: Jami Fur; PhD, Shannon Prudence, PhD

Project Description: Research study developed to analyze the environmental and developmental factors contributing to the development of selective mutism by acquiring micro analytic data from participating children (including 16 hours of voice recording utilizing the LENA recording device, cognitive assessment results, and eye-tracking assessment

- Managed project recruitment and conducted phone screens to assess for eligibility and interest in study participation.
- Acted as a liaison between study team and family participants; coordinated study visits, monitored patient progress and comfort with study procedures.
- Managed participant incentives.
- Created patient tracking systems to monitor participant progress through study; used trackers to communicate effectively with study team and maintain consistency across study participants.
- Managed and safe kept the collection of assessment results and LENA recording devices.

Study: *Improving Satisfaction, Engagement and Clinical Outcomes Among Traditionally Underserved Children Through Cultural Formulation.*

Funding Mechanism: National Institute of Mental Health (NIMH; R36 MH116677-01) Role:
Research Assistant

PIs: Amanda L. Sanchez; MS, Jonathan S. Comer; PhD

Project Description: Dissertation project focused on the effectiveness of the implementation of the Cultural Formulation Interview- an intake interview that addresses the client's culture and its effect on the presenting problem -- delivered to parents from underserved communities with children behavioral problems.

- Trained to conduct the Cultural Formulation Interview (CFI) (including how to deliver the interview with clients, how to guide the conversation within the CFI, and how to conceptualize questions so participant families could understand the question asked.)
- Trained to conduct the CFI-Fidelity Interview; measure to assess therapist overall competence and adherence to the CFI.
- Became a reliable coder for adherence and competence to the CFI with fellow coders; subsequently coded therapist fidelity to the CFI, including adherence to questions, therapist empathy, and overall competence.
- Entered coding into study data tracker.

CLINICAL EXPERIENCE

Center for Children and Families at Florida International University July 2017, July 2018
Brave Bunch Camp

Role: *Counselor and Teacher*

Supervisors: Cristina Del Busto; PhD, Jami Furr; PhD

Treatment Description: Cognitive-behavior therapy based week-long intensive treatment for children with selective mutism that simulates a school setting and promotes speaking behaviors.

- Conduct phone screens with families to first assess the presentation of selective mutism or difficulty speaking in social or school situations in their child.
- Reach out to families to assess their interest in participating in the intensive treatment.
- Develop a Spanish script to disseminate information about the intensive treatment and assess participant interest for Spanish speaking families.
- Treat selectively mute children using Child Directed Interaction (CDI) Skills; utilizing CDI procedures of behavior description, verbal reflection and positive labeled praises to reinforce speaking behaviors and VDI procedures to encourage speech by asking questions in open ended, forced choice and yes/no formats.
- Lead classroom activities during camp to deliver instructions to children and counselors while promoting speaking behaviors in the children.
- Prepare administrative tasks for camp such as the preparation of camp materials for therapist, counselors, and children.

SUPERVISORY EXPERIENCE

Supervise, train, and manage undergraduate research assistant

CLINICAL TRAINING AND APPLIED INTERVENTION

ASSESSMENTS AND MEASURES

- BITSEA (English and Spanish)
- WASI
- EIWA

- NIH Toolbox Executive Functioning List Sorting Task (English and Spanish)

INTERVENTIONS

- PCIT-CDI skills in selective mutism treatment in children ages 3-10

SERVICES

MANUSCRIPT REVIEWER

- Development and Psychopathology
- Infant Behavior and Development

LANGUAGES

Spanish: Native Language

English: Native Language Proficiency

Portuguese: Beginner Language Proficiency

