

# SELIN KARACAM

Phone: 0212 287 2850 – Cell: 0532 454 6554 – Email: selin.karacam@gmail.com

## EDUCATION

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**Columbia University - Teachers College**, New York, NY, USA 2012

Ed.M., School Psychology

**Duke University**, Durham, NC, USA 2006

B.A. Psychology, French Language, Early Childhood Education

**Robert College**, Istanbul, Turkey 2002

## CLINICAL EXPERIENCE

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**Private Practice**, Istanbul, TURKEY **January 2016- Current**

**YDY Education Research Consulting**, Istanbul, TURKEY 2015-2016

**Guzel Gunler Private Polyclinic**, Istanbul, TURKEY 2012-2015

*Psychologist with a Focus in Educational and School Psychology*

- Conducted psycho-educational and neuropsychological assessments on students, both bilingual, Turkish native speakers and English native speakers.
- Developed and implemented a Therapeutic School Consultation system to support students with school adaptations issues, behavioral issues, academic issues, autism and ADHD by collaborating with the schools, parents, third-party support professionals, as well as coordinating the collaboration between all parties involved.
- Presented the Therapeutic School Consultation model in national and international conferences, providing theoretical background and case examples.
- Engaged in one-on-one counseling for families to help support children with behavioral difficulties.
- Engaged in one-on-one counseling for students to improve their study skills, planning, organization, prioritizing, breaking tasks into smaller parts, using CBT methodology.
- Attended weekly Team Meetings to collaborate with fellow psychologists on their cases with OCD, ADD/ADHD, CD/ODD, Generalized Anxiety Disorder, and Autism.
- Collaborated with Applied Behavior Analysis, Occupational Therapy, Speech and Language Therapy, and Specific Learning Specialists in understanding cases and implementing intervention programs, following through by evaluation ongoing progress.

**White Plains Middle School**, White Plains, NY, USA 2011-2012

*School Psychology Intern, grades 6-8*

- Counseled students individually and in groups for study skills, social skills, and depression, using Cognitive Behavioral Therapy and Mindfulness.
- Conducted comprehensive initial and triennial psycho-educational evaluations, presented findings and suggested recommendations for classification, classroom accommodations, testing modifications, and other educational supports for Individualized Education Plans at meetings with the Committee on Special Education.
- Attended Instructional Support Team meetings for the initiation of the Response to Intervention (RTI) system to create and implement interventions to help students academically, behaviorally, and emotionally.
- Participated in weekly Team meetings to discuss the progress of students, address their needs, and consult with teachers regularly.
- Prepared a PowerPoint Presentation on Mindfulness-based practices in schools and the “Calm Classroom” curriculum; presented at 8<sup>th</sup> Grade Team meetings, and implemented parts of the curriculum in select 8<sup>th</sup> Grade classrooms.
- Consulted with parents and teachers on students’ academic, social, emotional and behavioral functioning in the school setting.
- Conducted Functional Behavioral Analyses and implemented Behavioral Intervention Plans for students with homework completion problems.
- Attended bi-weekly supervision sessions with Licensed School Psychologist Susan Hall, Ph.D., at Teachers College, and received ongoing onsite supervision from Licensed Clinical Psychologist and School Psychologist Arthur Segreti, Ph.D.
- Attended conventions and conferences such as the New York Special Education Initiative, National Association of School Psychologists Annual Convention, REBT/CBT Based Interventions for Anxiety at the Albert Ellis Institute, Mindfulness Based REBT/CBT Practices at the Albert Ellis Institute, Learning and the Brain Society’s April Symposium.
- Completed and obtained certification for New York State mandated Child Violence Prevention and Child Sexual

- Abuse Prevention Workshops. 2010- 2011
- Hisar High School, Istanbul, Turkey**  
*Counseling Intern, grades 9-12*
- Counseled students on an individual basis, using Cognitive Behavioral Therapy
  - Ran Study Skills Training Groups for each grade level to teach new study techniques
  - Researched and proposed a project to improve study habits and techniques across grades k-12, focusing on effective classroom teaching and academic benchmarks
  - Collaborated with teachers to best reach and teach extraordinary students
  - Collaborated with teachers to establish a 'living values' system, incorporating core values into the general academic curriculum
  - Completed a 20-hour training course on "Solution Focused Therapy" conducted by Dr. Nevin Dolek
- Xavier High School, New York, NY, USA** 2009-2010  
*School Psychology Intern, grades 9-12*
- Counseled students on an individual basis, using Cognitive Behavioral Therapy
  - Conducted psycho-educational evaluations, generated comprehensive reports based on findings
  - Provided consultation to parents, teachers and administrators
  - Organized and conducted psycho-educational groups focusing on study skills training
  - Attended weekly supervision sessions with NY State Licensed Psychologist Jennifer Hope, Ph.D., to discuss progress of cases
- Dean Hope Center for Educational and Psychological Services, Columbia University, New York, NY** 2008-2009  
*Practicum in Psychoeducational Assessment of School Subject Difficulties*  
*Practicum in Psychoeducational Assessment with Culturally Diverse Students*  
*Advanced Practicum in Psychoeducational Interventions in Schools*  
*Advanced Group Practicum*
- Conducted one-on-one educational and psycho-educational assessments with clients
  - Held group sessions on comprehensive psycho-educational assessments based on interviews with parents, teachers and students
  - Attended weekly supervision sessions to discuss the progress of cases
- Dodo Educational and Psychological Counseling, Istanbul, Turkey** 2007-2008  
*Counseling Assistant*
- Implement educational and behavioral reinforcement systems for two elementary school students
- Bowie High School, Bowie, MD, USA** 2006-2007  
*Special Education Teacher, grades 9-12*
- Taught 11<sup>th</sup> and 12<sup>th</sup> grade English Literature, Basic Algebra, Integrated Mathematics, Family Living, Reading and Study Skills to Special Education students diagnosed with emotional disturbances and learning disabilities

## **MEMBERSHIP**

- National Association of School Psychologists, USA** 2008-2016
- New York Association of School Psychologists, New York State, USA** 2013-2015
- Learning and the Brain Society, USA** 2011-2012

## **RESEARCH EXPERIENCE**

- Bogazici University, Istanbul, Turkey** 2007- 2008  
*Research Assistant*
- Analyzed data on emotional literacy of sixth grade students, and completed a preliminary report under the supervision of Fatos Erkman, Ph.D.
- Department of Psychology, Duke University, NC, USA** 2005  
*Research Assistant*
- Collected and entered data using SPSS in social psychology lab of Dr. Laura Richman in a study on gender stereotypes and discrimination. Collected data on perception in the social psychology lab of Dr. James Shah

## **TESTING EXPERIENCE**

### **Cognitive:**

- Wechsler Intelligence Scale for Children - Integrated – Fourth Edition (WISC-IV Integrated)
- Wechsler Preschool and Primary Scale of Intelligence – Revised (WPPSI-IV)
- Wechsler Adult Intelligence Scale – Third Edition (WAIS-IV)
- Wechsler Abbreviated Scale of Intelligence (WASI)

- Woodcock-Johnson III Tests of Cognitive Abilities (WJ-III COG)

**Achievement:**

- Wechsler Individual Achievement Test – Second Edition (WIAT-III)
- Wechsler Individual Achievement Test – Second Edition (WIAT-II)
- Woodcock-Johnson Tests of Achievement (WJ-III ACH)

**Reading and Language:**

- Comprehensive Test of Phonological Processing (CTOPP)
- Gates-MacGinitie Reading Tests
- Gray Oral Reading Test – Fourth Edition (GORT-4)
- Peabody Picture Vocabulary Test – Third Edition (PPVT-III)
- Qualitative Reading Inventory-3 (QRI-3)
- Woodcock-Johnson Reading Mastery Test - Revised (WRMT-R)

**Visual-Motor Perception Batteries:**

- Beery-Buktenica Test of Visual-Motor Integration- Sixth Edition (Beery-VMI-6)
- Grooved Peg Board

**Attention, Memory and Learning:**

- Behavior Rating Inventory of Executive Functioning (BRIEF)
- Boston Naming Test
- Cognitive Assessment System (CAS)
- Delis Kaplan Executive Function System (D-KEFS)
- California Verbal Learning Test- II – Children’s and Adult Versions (CVLT-II)
- Children’s Memory Scale (CMS)
- Conners’ Continuous Performance Test- Second Edition (CPT-II)
- NEPSY- Neuropsychological Developmental Assessment- II (NEPSY-II)
- Rey - Osterrieth Complex Figure Test
- Test of Variables of Attention (TOVA)
- Wide Range Assessment of Memory and Learning (WRAML-2)
- CNS Vital Signs

**Behavior Rating Scales and Personality Measures:**

- Autism Diagnostic Observation Schedule- 2 (ADOS-2)
- Achenbach System of Empirically Based Assessment (ASEBA)
- Beck Depression Inventory (BDI)
- Behavior Assessment for Children, Second Edition (Parent, Teacher and Self Report Forms) (BASC-2)
- Children’s Apperception Test (CAT)
- Child Behavior Checklist for Ages 6-18, Achenbach Scale for Parents, Teachers, Youth Self-Rating Scale (CBCL, TRF, YSR)
- Childhood Autism Rating Scale (CARS)
- Children’s Depression Inventory (CDI)
- Children’s Post-Traumatic Stress Disorder Inventory (CPTSDI)
- Conners’ Rating Scales (Parent, Teacher and Self Report Forms; Long and Short Versions)
- House-Tree-Person Test
- MacArthur Story Stem Battery (MSSB)
- Minnesota Multiphasic Personality Inventory – Adolescent (MMPI-A)
- Minnesota Multiphasic Personality Inventory – Second Edition (MMPI-2)
- Semi-Structured Clinical Interview for Children and Adolescents (SCICA)
- Social Skills Rating System Survey (Parent, Self Report Forms) (SSRS)
- Structured Clinical Interview for DSM-IV Axis I Disorders (SCID)
- Structured Clinical Interview for DSM-IV Childhood Diagnosis (KID-SCID)
- Thematic Apperception Test (TAT)
- Vineland Adaptive Behavior Scales-II