

**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Lewis, Brianna

eRA COMMONS USER NAME (credential, e.g., agency login): BJLEWIS

POSITION TITLE: Assistant Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
Vanderbilt University, Nashville, TN	B.S.	05/2006	Child Development; Human and Organizational Development
Harvard University, Cambridge, MA	M.Ed.	06/2007	Prevention Science and Practice
Fordham University, Bronx, NY	M.A.	08/2011,	Clinical Psychology
	Ph.D.	08/2015	
Yale Child Study Center, New Haven, CT	n/a	06/2015, 06/2016	Clinical Internship and Postdoctoral Fellowship

**A. Personal Statement**

I am an Assistant Professor in the Department of Psychiatry and Behavioral Sciences at Vanderbilt University Medical Center dedicated to clinical research investigating various aspects of individuals with Autism Spectrum Disorder (ASD). I am a licensed clinical psychologist with expertise in the clinical diagnosis and evaluation of individuals with ASD. I received my Ph.D. in clinical psychology from Fordham University (Bronx, NY) and completed pre-internship practicum training focused on evaluation and treatment of individuals with ASD both at the Rose F. Kennedy Center of Excellence in Developmental Disabilities at Albert Einstein College of Medicine (Bronx, NY) where I was a LEND Fellow, and at the Seaver Autism Center for Research and Treatment at the Icahn School of Medicine (New York, NY). I gained further specialized training in the assessment of ASD during my clinical internship and post-doctoral fellowship years at the Yale Child Study Center, in their Autism track. I also have extensive experience selecting and administering assessment measures for children and adolescents with broader psychopathology through training in outpatient, day treatment, and inpatient settings serving children and adolescents.

I have worked as a clinician/psychological examiner responsible for participant characterization on several federally funded projects pertaining to ASD. I have also worked as a clinical psychologist in the Yale Developmental Disabilities Clinic, as part of a multi-disciplinary diagnostic team. From August 2018 through December 2019, I took an extended maternity leave and attended to family care obligations. Upon my return to professional pursuits, I again engaged in work focused on clinical characterization and behavioral phenotyping on various federally and privately funded grants investigating various aspects of ASD across the lifespan. My specific clinical and research interests include psychological assessment, as well as comorbidity and differential diagnosis in individuals with ASD, especially those individuals who seek evaluation and services later in childhood, adolescence, or adulthood.

## B. Positions and Honors

### Positions and Employment

2010-2011	Fellow, Leadership Education in Neurodevelopmental Disabilities (LEND), Rose F. Kennedy Center of Excellence in Developmental Disabilities, Albert Einstein College of Medicine, Bronx, NY
2012	Teaching Associate, Fordham University, Bronx, NY
2013-2014	Clinical Research Coordinator, Department of Pediatrics, Icahn School of Medicine at Mount Sinai, New York, NY
2014-2015	Predoctoral Intern, Autism Track, Yale Child Study Center, New Haven, CT
2015-2016	Postdoctoral Fellow, Autism Track, Yale Child Study Center, New Haven, CT
2016-2018	Assistant Clinical Professor, Yale Child Study Center, Yale School of Medicine, New Haven, CT
2020-present	Assistant Professor, Department of Psychiatry and Behavioral Sciences, Vanderbilt University Medical Center, Nashville, TN

### Other Experience and Professional Memberships

2009-	Member, American Psychological Association
2009-	Member, Society of Clinical Child and Adolescent Psychology (Division 53, APA)
2014-	Member, International Society for Autism Research
2015-	Ad hoc Reviewer, <i>Journal of Autism and Developmental Disorders</i>

### Honors

2005	Psychology Statistics Certificate of Excellence, Vanderbilt University, Nashville, TN
2009-2012	Presidential Scholarship, Fordham University, Bronx, NY
2012	Research Travel Grant, Fordham University, Bronx, NY
2012	Summer Research Fellowship, Fordham University, Bronx, NY

### Licensure

Licensed Psychologist (Health Service Provider) (TN), License #3651  
Licensed Psychologist (CT), License #3591 (Expired, 2016-2018)  
Licensed Psychologist (NY), License #021980-1 (Expired, 2017-2019)

## C. Contributions to Science

### **Psychological Assessment**

Throughout my career, I have had both clinical and research interests in screening and psychological assessment, particularly in children and adolescents. During my graduate training, I examined aspects of screening and identification of psychological symptoms and disorders both within ASD and in broader conditions, specifically, pediatric populations with chronic illness. Beyond the obvious need to establish psychometric properties of an instrument, the clinical utility of an instrument in healthcare settings plays an integral part in the use and effectiveness of psychological instruments. My dissertation research aimed to investigate the psychometric properties of a novel autism measure, The *Autism Mental Status Exam*, and its utility in a specialty pediatric clinic. This work contributed to establishing convergent validity of the measure with the *Social Responsiveness Scale, 2<sup>nd</sup> Edition (SRS-2)*. Selection of behavioral, cognitive, and psychological measures for research requires consideration of various other factors for meaningful contribution to test research hypotheses. My current work focuses on adapting and streamlining diagnostic measures and practices for adults seeking evaluations for ASD. Since my graduate training, my research contributions have centered on serving as a Clinician on various federally- and privately-funded grants gaining expertise in selecting measures for and carrying out characterization of clinical samples for ASD research. I have achieved research-reliability on the *Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition (ADOS-2)* and the *Autism Diagnostic Interview, Revised (ADI-R)*, and have subsequently trained and supervised trainees internally on these diagnostic measures and numerous others. I also served as lead clinician on a multi-site ASD biomarkers consortium under PI James McPartland managing clinician training and reliability benchmarks on all project measures. My research role focuses on precise clinical characterization and behavioral

phenotyping for ASD research with extensive knowledge in instrument properties and utility for both clinical and research purposes.

- a) **Lewis, B.J.**, Annunziato, R.A., Ambrose, M.A., Rubes, M., Supelana, C., Low, C., . . . Shemesh, E. (2013). The EMPOWER (Enhancing, Managing, and PrOmoting WEll-being and Resiliency) Program within the Jaffe Food Allergy Institute – A patient-centered care initiative – the first three years. *International Journal of Person-Centered Medicine*, 3(2), 147-153.
- b) **Lewis, B.J.**, Jamison, J.M., Farrell C., & Grodberg, D. (2015, May). The Autism Mental Status Exam: Psychometric validity of a brief screening tool. International Meeting for Autism Research, Salt Lake City, UT.
- c) Shemesh, E., **Lewis, B.J.**, Rubes M., Ambrose, M.A., Cahill, M., . . . Annunziato, R. (2016). Mental Health Screening Outcomes in a Pediatric Specialty Care Setting. *Journal of Pediatrics*, 168, 193-197.
- d) **Lewis, B. J.** (2016). Wechsler Intelligence Scale for Children, Fifth Edition. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, 2<sup>nd</sup> Edition. Springer Meteor.
- e) Ellison, K.S., Stinson, K., Shulman, K., Rolison, M.J., Day, T.C., McNaughton, K.A., Jarzabek, E., **Lewis, B.**, Wolf, J., Jackson, S.L., Naples, A., McPartland, J. (2017, May). Exploring the Validity of the Social Anxiety Scale in Capturing Symptoms of Social Anxiety in Youths with Autism Spectrum Disorder. International Meeting for Autism Research, San Francisco, CA.
- f) **Lewis, B.**, McNaughton, K., Naples, A., & McPartland, J. (2018, May). The effect of comorbidity on cognitive efficiency in ASD. International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.

#### **D. Additional Information: Research Support**

##### **Ongoing Research Support**

R01MH102272-07          Cascio (PI)          08/07/2014 – 07/31/2024

Bridging the Internal and External Sensory Worlds in Autism

Evaluation of the emotional relevance of the external environment within which social stimuli are embedded requires a continuous exchange of information between exteroceptive and interoceptive processing streams. We previously found Evidence for profoundly disrupted temporal integration of visceral interoceptive and exteroceptive signals, without clear evidence of disrupted interoception alone in individuals with ASD. This project will attempt to isolate and test potential neural drivers and clinical sequelae of this disrupted integration. The proposed work will provide important new insights into the consequences of sensory processing deficits in autism that go beyond exteroceptive sensation, incorporating a sensory milieu that has high relevance for social-emotional functioning.

Role: Clinician

Frist Center for Autism and Innovation Award          Woynaroski (PI)

Increasing Identification of Autistic Adults and Vocational Success

This foundational Frist Center project aims to determine the proportion of adults (a) with self- and/or community-referral to the Frist Center, (b) with or a prior ASD diagnosis, and (c) with or without a comorbid intellectual impairment confirmed to have a diagnosis of ASD when assessed via a comprehensive battery that includes gold standard measures for diagnosing ASD. Additionally, the project aims to determine the proportion of adults who report experiencing academic success and/or vocational success. Lastly, assessment and diagnostic practices will be evaluated to determine which combination of items from frequently used self-report and parent-report assessment tools best predicts an ASD diagnosis, as well as academic and vocational outcomes.

Role: Clinician

##### **Completed Research Support**

R21DC016144-01          Woynaroski (PI)          04/01/2017 – 03/31/2020  
Sensory Project in Infant/Toddler Siblings of Children with Autism (Project SPIS)

This project examined the extent to which early sensory responsivity (a) differs in Sibs-ASD relative to infant siblings of typically developing children (Sibs-TD), and (b) predicts later language and social communication ability in high versus relatively lower-risk groups.

Role: Clinician

U19 MH108206-03          McPartland (PI)          07/01/2015 – 06/30/2019

The Autism Biomarkers Consortium for Clinical Trials

The goal of this consortium is to establish tools that can be used as biomarkers and/or sensitive and reliable objective assays of social impairment in autism spectrum disorder (ASD) clinical trials.

Role: Clinician (Lead Clinician at Yale site)

R01 MH107426-02          McPartland (PI)          07/15/2015 - 05/31/2018

Multimodal Assessment of Social Process Systems across Neurodevelopmental Disorders

This project investigates the relationship between behavioral, eye tracking and EEG measures of social processes and social communication across neurodevelopmental disorders.

Role: Clinician

R01 MH100173-03          McPartland (PI)          08/29/2013 - 06/30/2017

Neural markers of shared gaze during simulated social interactions in ASD

This project uses gaze-contingent eye tracking and EEG to measure responses during simulated social interactions.

Role: Clinician