

**Rg Allen Haugen, MA**  
*Psychometrist / Certified School Psychologist*  
**7220 N. 16<sup>th</sup> Street, Suite I, Phoenix, AZ 85020**  
**(602) 824-8804**

**Education:**

**MA, Psychology in Education, May, 2009**  
Arizona State University  
Tempe, Arizona

**Bachelor of Science, Psychology, December, 2002**  
Arizona State University  
Tempe, Arizona

**Certification:**

**Certified School Psychologist, April, 2010**                      Certificate # XXX-XX-0433  
State of Arizona Department of Education  
1535 West Jefferson Street  
Phoenix, AZ 85007

**Professional Experience:**

**Arizona Child Psychology, PLLC**  
7220 N. 16<sup>th</sup> Street, Suite I, Phoenix, AZ 85020

*Position:* Psychometrist

*Responsibilities:* Childhood assessment and psychological testing.

**Washington Elementary School District**  
4650 West Sweetwater  
Glendale, AZ 85304

August 2010 – Present  
Supervisor: Christina Hanel, Ph.D

*Position:* School Psychologist

*Responsibilities:* Consulted teachers, administrators, and parents to help develop solutions to address academic and behavioral problems. Evaluated students to determine the need for special education services. Assessed cognitive, academic, and social/emotional functioning that could impact functioning within a school environment and developed and recommended research-based interventions to address the areas within

which students' were experiencing difficulties. Provided psychological counseling to help resolve a variety of issues experienced by students

**Scottsdale Unified School District**

701 N. Miller Road  
Scottsdale, AZ 85257

August 2009 – May 2010  
Supervisor: Sylvia Cohen, Ph.D

Position: Doctoral School Psychologist Intern

Responsibilities: Consulted teachers, administrators, and parents to help develop solutions to address academic and behavioral problems. Evaluated students to determine the need for special education services. Assessed cognitive, academic, and social/emotional functioning that could impact functioning within a school environment and developed and recommended research-based interventions to address the areas within which students' were experiencing difficulties. Provided psychological counseling to help resolve a variety of issues experienced by students.

**Arizona Youth Associates (ResCare, Inc.)**

4242 North 19<sup>th</sup> Avenue Suite 100  
Phoenix, Arizona 85015

June 2001-August 2003  
Supervisor: Lindsey (last name unknown) & Sadie Gonzales

Position: Behavioral Health Technician

Responsibilities: Provided a stable therapeutic environment for children with psychological and/or behavioral problems. Developed, organized, and ran therapeutic groups.

**Research and Professional Activities:**

**School Readiness Interventions: Socio-emotional Mediators**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

Purpose of research: Examine how socioemotional process and regulation impact the learning of at-risk children.

Responsibilities: Trained research assistants to code behaviors and emotions of preschool students participating in a variety of tasks which were designed to elicit a range of emotions and self-regulation abilities. Supervised the coding process and organized and analyzed the coded data.

**Emotion Regulatory Processes and Social Functioning 2007: Follow-up Assessment of Young Children at 72 and 84 months**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Further extension into school-aged children, a study which originally examined the emotional development of infants and toddlers.

*Responsibilities:* Trained research assistants to run children through tasks designed to measure children's emotional responses and self-regulation abilities and supervised the coding process. Supervised home visits to ensure visits were conducted in accordance with established procedures. Ran children through tasks during home visits.

**Emotion Regulatory Processes and Social Functioning 2005: Follow-up Assessment of Young Children at 48 and 54 months**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Extension into childhood, a longitudinal study which originally examined the emotional development of infants and toddlers.

*Responsibilities:* Trained research assistants to run children through tasks during laboratory visit and supervised the laboratory visits. Ran children through the laboratory tasks. Trained research assistants to code children's emotions and behaviors from video recordings of laboratory visits and supervised the coding process. Organized and analyzed the coded data.

**Facial and Physiological Correlations of Compassion 2005**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Examine young adults' empathy-related responding and prosocial behavior towards members of in-groups and out-groups.

*Responsibilities:* Trained research assistants to run young adults through tasks during a laboratory visit. Ran subjects through the laboratory tasks.

**Emotion Regulatory Processes and Social Functioning 2004: Follow-up Assessment of Young Children at 36 and 42 months**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Continuation of a longitudinal study examining the factors involved in the emotional development of toddlers.

*Responsibilities:* Trained research assistants to run children through tasks during a laboratory visit and supervised the laboratory visits. Ran children through research tasks. Trained research assistants to code children's emotions and behaviors from a video recording of laboratory visits and supervised the coding process. Organized and analyzed the coded data. Collected the readings of physiological responses of the participants.

**Emotion Regulatory Processes and Social Functioning 2003: Follow-up Assessment of Young Children at 24 and 30 months**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Continuation of a longitudinal study examining the factors involved in the emotional development of toddlers.

*Responsibilities:* Trained research assistants to run children through tasks during a laboratory visit and supervised the laboratory visits. Ran children through research tasks. Trained research assistants to code children's emotions and behaviors from a video recording of laboratory visits and supervised the coding process. Organized and analyzed the coded data. Collected the readings of physiological responses of the participants.

**Emotion, Regulatory Processes and Social Functioning 2002, 6 Year Follow up of "At Risk" Sample**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Examine the relations among emotions, regulatory processes, and social functioning of at-risk children.

*Responsibilities:* Coded children's emotions and behaviors from video recordings of laboratory visits. Ran children through laboratory tasks. Collected and edited physiological measures of children during laboratory visit.

**Emotion Regulatory Processes and Social Functioning 2002: Assessment of Young Children at 6, 12 and 18 months**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Longitudinal study to examine the factors involved in the emotional development of infants and toddlers.

*Responsibilities:* Coded children's emotions and behaviors from video recordings of laboratory visits. Participated in a task with the child during the laboratory visit. Collect physiological measures of children during laboratory visits.

**Substance Abuse among Children of Alcoholics**

Arizona State University  
Tempe, Arizona

Supervisor: Nancy Eisenberg, PhD  
& Tracy Spinrad, PhD

*Purpose of research:* Examine the relations among children's emotions, self-regulation, and familial alcohol status in predicting children's future problem behaviors.

Responsibilities: Integrating data from various sources into one comprehensive data set. Identify and resolve errors in each data set. Analyze the data to test hypotheses of articles to be submitted for publication. Trained research assistants to run children through tasks during laboratory visits and supervised the laboratory visits. Ran children through research tasks. Collect and edited physiological measures of the children during their laboratory visit. Trained research assistants to code children's emotions and behaviors from video recordings and supervised the coding process. Coded children's emotions and behaviors from video recordings.

**Masters Thesis:**

Title: Relations Among Regulation, Negative Emotionality, and Academic Achievement.

Purpose of research: The study investigated whether two distinct types of regulation, 1) the ability to control one's emotions and related behaviors through an effortful process, and 2) processes which are more reactive in nature and not as easily under voluntary regulatory control, would provide unique predictions of academic achievement. The study also examined whether the relation of both types of regulatory abilities with academic achievement was moderated by negative emotionality

Arizona State University  
Tempe, Arizona

Co-Chairs: Maryann Santos De Barona, PhD  
& Nancy Eisenberg, PhD  
Committee members: Linda Caterino, PhD  
& Mark R. Rieser, PhD

**Publications:**

Valiente, C., Eisenberg, N., Spinrad, T. L., Haugen, R., Thompson, M. S., & Kupfer, A. (2013). Effortful Control and Impulsivity as Concurrent and Longitudinal Predictors of Academic Achievement. *Journal of Early Adolescence*, 33(7), 946-972.

Valiente, C., Eisenberg, N., Haugen, R., Spinrad, T. L., Hofer, C., Liew, J., & Kupfer, A. (2011). Children's effortful control and academic achievement: Mediation through social functioning. *Early Education and Development*, 22(3), 411-433.

Liew, J., Eisenberg, N., Spinrad, T. L., Eggum, N. D., Haugen, R., Kupfer, A., et al. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development*, 20, 111-134.

Eisenberg, N., Haugen, R., Spinrad, T. L., Hofer, C., Chassin, L., Zhou, Q., et al. (in press). Relations of temperament to maladjustment and ego resiliency in at-risk children. *Social Development*, , 19(3), 577-600.

