

Rebecca Stetson Werner, Ph.D.

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Education	<p><i>Bryn Mawr College</i>, M.A., 1997; Ph.D., 2000: Clinical Developmental Psychology Harry Frank Guggenheim Foundation Dissertation Fellowship, 1998 John Woodruff Simpson Fellowship in Psychology, 1995-1997 <i>Amherst College</i>, B.A., 1994: magna cum laude, Psychology and English Sigma Xi Society, 1994</p>
Licensure	<p><i>Licensed as a Psychologist, State of Maine, License Number PS1610 (February, 2021 - Present)</i></p>
Clinical and Related Work Experience	<p><i>Psychologist, Neuropsychology and Concussion Management Associates, 2020-present</i> Specializing in comprehensive psychological and developmental evaluation of young and school-aged children, as well as adolescents and emerging adults, with wide-ranging neurodevelopmental concerns across cognitive, communication and language, attention and impulsivity, learning/memory, motor, social and adaptive functioning, and behavioral domains. <i>Neuropsychological Testing Assistant, NCMA, 2019-2020</i> Administered and scored neuropsychological assessments to patients referred to NCMA with neuropsychological or cognitive concerns. <i>Freelance Writer, Various, 2013-2019</i> Published family, parenting, and child development essays including in Hopper Magazine, Taproot Magazine, Full Grown People, and Maine the Way Quarterly. <i>Research Associate, Psychology Department, University of Massachusetts, Boston, 2003-2004</i> Mentored by Dr. Alice Carter, working in her research lab to supervise and mentor graduate students' psychoeducational assessments & research projects of young children. <i>Postdoctoral Research Fellow, Yale Child Study Center, 2001-2003</i> Completed two year NIMH funded research postdoctoral fellowship. Mentored by Dr. Linda Mayes, investigated social development of young children, particularly friendships, aggressive and prosocial behavior, and social understanding in typically developing and high risk samples. <i>Predocotoral and Postdoctoral Psychology Fellow, Yale Child Study Center, 1999-2001</i> Fellowship included providing therapeutic intervention and treatment to children and families in outpatient settings, conducting developmental and psychoeducational assessments, consulting to schools, child care centers, and New Haven's <i>Birth to Three</i> program, focusing on inpatient assessment and treatment, as well as medical pediatric/crisis consultation. Specialty in treatment and assessment, and in consultation with caregivers and providers for young children with developmental concerns, exposure to trauma, and autism spectrum disorder. <i>Graduate Assistant, Bryn Mawr College, 1994-2000.</i> Taught classes and served as lab instructor for Abnormal, Introductory, and Developmental Psychology. Assistant teacher in college run preschool. Clinician at residential treatment facility for court adjudicated adolescents. Intern at Lehigh University Counseling Center. At Bryn Mawr's Child Study Center, performed evaluations and provided child and family therapy. In home behavioral therapist to young children with autism spectrum disorder. <i>Project Coordinator, Young Children and Aggression Project, Bryn Mawr College, 1997-1999.</i> Investigated preschoolers' early social-cognitive understanding of their aggressive and prosocial behavior patterns. Managed all parent and school contact and collected data.</p>
Selected Academic Publications	<p>Werner, R. S., Cassidy, K. W. & Juliano, M. (2006). "The role of social-cognitive abilities in preschoolers' aggressive behavior." <i>British Journal of Developmental Psychology</i> Brown, W.T. and Werner, R.S. (2004) "One Comer School's Approach to Bullying and Other Student Interpersonal Problems." Chapter from <i>Transforming School Leadership</i>. Cassidy, K. W., Werner, R. S., et al. (2003). "The relationship between psychological understanding and positive social behavior." <i>Social Development</i>, 12, 198-221.</p>