

# Danielle M. Cimorelli, Ph.D., NCSP

*Florida Licensed Psychologist (PY 10183)*

*Nationally Certified School Psychologist (NCSP #51637)*

*Registered Behavior Technician (RBT-22-215043)*

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## EDUCATION

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### **Doctor of Philosophy, School Psychology**

Duquesne University: Pittsburgh, PA

2017

**Dissertation:** *Perceptions and Predictions with School Climate: Analyzing the Comprehensive School Climate Inventory*

### **Master of Science in Education, Child Psychology**

Duquesne University: Pittsburgh, PA

2013

### **Bachelor of Science, Psychology; Italian Minor**

University of Central Florida: Orlando, FL

2009

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## CLINICAL WORK

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### **A.E. Wood Foundation**

*Full Spectrum ABA*

**Licensed  
Psychologist/Diagnostician**  
2022- Present

Psychologist and diagnostician working as part of a multidisciplinary team (psychology, behavior analysis, social work) to provide comprehensive diagnostic evaluations for children suspected of meeting criteria for a developmental disability, such as ASD or ADHD. Additionally, working to help train additional clinicians in the appropriate use of diagnostic assessments, such as the Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition (ADOS-2) and relevant behavior rating scales as needed.

### **Full Spectrum ABA**

**Tampa Bay Area**

**Registered Behavior  
Technician (RBT)**  
2022- Present

Registered Behavior Technician (RBT) providing ABA Therapy under the supervision of Board Certified Behavior Analysts (BCBA). Working one-on-one with children diagnosed with ASD and ADHD, and behavioral concerns. Helping to promote prosocial behaviors and functional skills, as well as to decrease inappropriate or problematic behaviors. Settings include home, community, and school.

### **Bay Area Early Steps Program**

**University of South Florida**

**Licensed  
Psychologist/Early  
Interventionist**  
2018- 2021

Staff psychologist for the Tampa Bay-area state early intervention program; part of multidisciplinary team conducting eligibility evaluations for at-risk children for developmental delays. Conducted diagnostic evaluations for Autism Spectrum Disorder using the ADOS-2 and CARS-2 assessments. Provided natural environment behavioral and early intervention services to families of eligible infants and toddlers (birth- age 3) with behavioral, speech, and developmental delays. Worked with and supported families and caregivers to help develop natural environment programs to help develop children's skills. Engaged in multidisciplinary consultation with diverse peer professionals to provide high quality individualized care for children and families.

**Postdoctoral Fellow**  
2017-2018

**Boling Center for Developmental Disabilities**  
**University of Tennessee Health Science Center**

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Worked in a multidisciplinary team setting providing assessment and intervention services for children from age 24 months through 18 years. Received training related to the early detection, differential diagnosis, and intervention for developmental disabilities, such as Autism Spectrum Disorder, Intellectual Disabilities, global developmental delays, Attention Deficit/Hyperactivity Disorder, and disruptive behavior disorders, as well as schizoaffective, language, and internalizing disorders. Primary training foci included psychological and interdisciplinary evaluations, diagnostic interviewing, and Applied Behavior Analysis strategies. Evaluations consisted of assessments of cognitive abilities, achievement, socio-emotional/behavioral functioning, and adaptive functioning.

**Predoctoral Intern**  
2016-2017

**Pittsburgh Psychology Internship Consortium (P-PIC)**  
**Pittsburgh Public School District**  
*APPIC- Approved Internship Site*

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Provided full-time psychoeducational services for children aged 4-19 years (Transition to Kindergarten through high school). Assessed for special education eligibility; evaluated behavioral and academic outcomes of interventions; planned and implemented evidence-based interventions through Multi-tiered Systems of Support (MTSS). Provided supervision and consultation for teacher-implemented interventions worked with school administrators, teachers, and other personnel to help assess students' educational and social-emotional needs. Implemented evidence-based behavior interventions, individual and group counseling sessions, and tracked progress using teacher-evaluated behavior charts, progress monitoring tools, and school-based assessments.

**Predoctoral Practicum Student**  
2014-2016

**Pittsburgh Public Schools**

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Served children ages 4 years to 19 years. Assessed children for special education eligibility and evaluated behavioral and academic outcomes of interventions. Planned and implemented academic interventions to address students' academic and social-emotional needs; used progress monitoring to track intervention efficacy and students' progress. Worked with school administrators, teachers, and other personnel to help assess students' educational and social-emotional needs within the school's framework.

**Predoctoral Practicum Student**  
2013-2014

**Hampton Township School District**

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Provided psychoeducational evaluations for students aged 4-19 years to determine eligibility for school-based services; used cognitive and academic achievement testing, behavior rating scales, and direct classroom observations. Using data collected during the evaluation process, recommended evidence-based intervention strategies to use within and outside of Special Education services. Provided psychotherapy services to students both at the group level and via one-on-one sessions. Consulted with classroom teachers to provide evidence-based strategies to help improve the student's classroom performance and behaviors.

**Predoctoral Practicum Student**

**Shaler Township School District**

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Served children ages 5 years to 19 years. Integrated the role and function of school psychologists with practical experience in the classroom. Facilitated and implemented

2012-2013

academic and behavioral interventions with students experiencing difficulties in the classroom. Administered curriculum-based measurement assessments to gather progress monitoring information for students struggling with basic mathematical skills, and helped formulate interventions for students with academic difficulties, including Check In, Check Out and Cover, Copy, Compare.

## TEACHING EXPERIENCE

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### **Psychology Internship Faculty**

*USF Health Doctoral Internship in Professional Psychology*  
2020-2021

Trained doctoral interns within the Bay Area Early Steps developmental evaluation clinic (direct assessment, cultural competence, developmental milestones); guiding provision of home- and community-based therapeutic interventions for children and families; instructing about developmental delays, Autism Spectrum Disorder, and trauma-focused care for families.

### **Psychology Internship Preceptor**

*USF Health Doctoral Internship in Professional Psychology*  
2019-2020

Provided hands-on supervision and provision of clinical training experiences for doctoral psychology interns through the Bay Area Early Steps developmental evaluation clinic at USF Health.

### **Adjunct Professor, Psychology**

*Christian Brothers University*  
2018

Taught in the College of Adult Professional Studies (CAPS) program for adult learners and other non-traditional students. Courses taught include General Psychology and Personality.

### **LEND Training Facilitator**

*Boling Center for Developmental Disabilities*  
2017

Assisted in training experiences related to Autism Spectrum Disorder and current research for the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program, Boling Center for Developmental Disabilities.

### **Boling Center Resident Education**

*Boling Center for Developmental Disabilities*  
2017

Leadership of monthly teaching presentations for medical residents regarding the development, diagnosis, and treatment of Autism Spectrum Disorder through the University of Tennessee Health Science Center.

### **Multidisciplinary Team Lead**

*Boling Center for Developmental Disabilities*  
2017

Worked with and educated members of the interdisciplinary team on Autism Spectrum Disorder, as well as appropriate assessments and interpretation of results, and subsequent diagnoses and interventions.

### **Instructor, English Language and Customs**

*Istituto Cesare Balbo, Casale Monferrato, Piedmont, Italy*  
2012

Instructed Italian students at the high school and elementary school levels in conversational English skills, as well as customs of various regions and areas in the United States. Facilitated and helped plan and supervise group trips to Germany and Austria, as well as Milan, Venice, and Alessandria, Italy.

## RESEARCH INTERESTS

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- Evidence-based interventions and treatments for Autism Spectrum Disorder and other related developmental disabilities (e.g., intellectual disability, Attention-Deficit/Hyperactivity Disorder).
- Promoting inclusion and accommodations for children with ASD and other developmental disabilities in family, community, and school environments.
- Understanding the relationship between developmental disabilities and functional independence, social skills, and quality of life.
- Impact of developmental disabilities on behavioral and academic functioning.

## RESEARCH EXPERIENCE

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**Agazzi, H., Najmabadi, S., Flood, J., Cimorelli, D., & Chenneville, T.** (2021). *COVID-19 adaptations for health service psychology internship training*. Journal of Clinical Psychology in Medical Settings, <https://doi.org/10.1007/s10880-021-09784-2>.

**Mikkelson, N., Groh, N., & Cimorelli D.** (2019). *Imaginative clinical practice. Using effective clinical strategies to engage caregivers in the therapy process*. American Speech-Language-Hearing Association (ASHA) Convention Seminar.

**Cimorelli, D.** (2017). *Perceptions and predictions with school climate: Analyzing the comprehensive school climate inventory* (Doctoral dissertation, Duquesne University). Retrieved from <https://dsc.duq.edu/etd/164>

**Carapellotti, D.M.** (2016). *Efficacy of behavior contracts in an urban elementary classroom: Individual student interventions*. National Association of School Psychologists Poster Presentation. National Association of School Psychologists Poster Presentation.

**Carapellotti, D.M.** (2015). *Surveying teachers' perceptions of school safety and the school environment*. National Association of School Psychologists Poster Presentation.

**Carapellotti, D.M.** (2014). *Identifying risk and protective factors of interpersonal violence in schools*. National Association of School Psychologists Poster Presentation.

Graves, S. L., Nichols, K., Aston, C., **Carapellotti, D.M.**, Soblarvarro, A., & Ryan, A. (2014). *Strength-based assessment training of APA professional psychology programs*. National Association of School Psychologists Paper Presentation.

Robertson, R., Graves, S.L., **Carapellotti, D.M.**, Beeks, A., & Ryan, A. (2013). *Response class hierarchies of existing mands and problem behavior in children with autism spectrum disorder*. American Psychological Association Annual Convention Poster Presentation.

## PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

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### **American Psychological Association (APA)**

Role: *Affiliate*

### **National Association of School Psychologists (NASP)**

Role: *Member*

## ADDITIONAL CLINICAL TRAINING

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### **Certificate in Applied Behavior Analysis (ABA)**

#### **Florida Institute of Technology Online**

**2021-Present**

Pursuing training in Applied Behavior Analysis to obtain the Verified Course Sequence (VCS) credits as approved by the Behavior Analyst Certification Board (BACB) to qualify for the Board Certified Behavior Analyst (BCBA) certification examination.

### **Parent-Child Interaction Therapy (PCIT)**

Completed training received from certified trainers from PCIT International to work with families from the greater Memphis area experiencing behavioral and relationship difficulties to help parents develop more effective strategies to parent their children. *Training completed August 2018.*

**2017**

- ABA for Families, Boling Center for Developmental Disabilities** **2017**  
 Application of Applied Behavior Analysis therapy for families with children aged 24 to 48 months with a diagnosis of ASD. Utilized the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) to assess children’s developmental skills to plan therapeutic programming. Trained parents and family members in strategies for teaching their children new skills and behaviors.
- Newborn Follow-Up Clinic, Regional One Health Medical Center (Memphis, TN)** **2017**  
 Administering the Bayley Scales of Infant Development, Third Edition and the ADOS-2 to children aged 12 months to 36 months, born prematurely or with congenital health conditions to track development over the first several years of life, with the goal of early detection and intervention for potential developmental disabilities.
- Autism Diagnostic Observation Schedule, 2<sup>nd</sup> Edition (ADOS-2) Clinical Training Workshop** **2017**  
 Conducted by Dr. Susan Risi, Western Psychological Services; Pittsburgh, PA
- NASP PREPaRE Workshop 1** **2015**  
 Crisis Prevention and Preparedness: Comprehensive School Safety Planning (NASP 2015)

**RELATED PROFESSIONAL EXPERIENCE**

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- 2013-2016 **Graduate Assistant, Office of Freshman Development and Disability Services**  
*Duquesne University*  
 Provided support to the Director and Assistant Director in evaluating medical and psychological documentation in support of disability accommodations, and providing letters of accommodation to students with disabilities, including psychological, learning, and physical disabilities, medical conditions, and Attention-Deficit/Hyperactivity Disorder. Helped plan and develop programs and activities for first-year university students’ growth, development, social adjustment, and academic success.
- 2012-2013 **Graduate Research Assistant, Department of Counseling, Psychology, and Special Education**  
*Duquesne University*  
 Assisted professors in the Special Education department at Duquesne University with research-related tasks, including literature reviews, organization and analysis of data, and manuscript writing.
- 2009-2011 **Activities Director and Program Aide**  
*Brevard Alzheimer’s Foundation, Inc.*  
 Worked with outpatient clients with Alzheimer’s disease and other forms of dementia, traumatic brain injuries, and physical limitations; provided therapeutic recreational and socialization activities, as well as provided physical care, assistance with daily living skills, and mental health care.