Curriculum Vitae (October, 2022)
YASMINE ELASMAR

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EDUCATION

2017-2021 B.A., Psychology, New York University
Psychology GPA: 3.98

RESEARCH INTERESTS

Early motor skill development; perceptual-motor development; developmental cascades; individual differences in motor-action planning; Head-mounted eye-tracking in freely mobile infants

RESEARCH EXPERIENCE

2022 - current Research Staff, Infant Action Lab, New York University
PI: Karen Adolph; Advisors: Karen Adolph and Christina Hospodar

Currently, I recruit and part-take in in-person and home studies. At large, the studies simultaneously assess how infants adapt their bodies and interactions within their naturalistic environments, and the individual differences that correlate with varying experience levels and locomotor statuses. Datavyu coding has been a staple of my training since an undergraduate in Dr. Adolph's lab to quantitatively capture, analyze, and question different infant behaviors from videos. As well, I engage in our weekly lab meetings with insightful ideas, and plans on how to best manage and ease the flow of our busy schedules. Lastly, I have taken initiative in training and mentoring undergraduate students in lab on all lab protocols, conduct, and guidance.

2021 - 2022 Research Assistant, School System Improvement Lab, Rutgers University
PI: Linda Reddy; Advisor: Christopher Dudek

I collaborated with a skilled Educational Psychology team whose goal is to assess students that display externalizing behaviors in classrooms, as these could be leading factors that implicate their success in the future. The assessments I conducted were primarily in-person behavioral observations in K-3 public schools, as well as administering the WJIV test to suggested students within each classroom. School psychologists then designed individual student-centered for the classroom paraprofessionals to learn and implement over the course of multiple coaching sessions. Additionally, when I was not out in the field collecting live behavioral data from classrooms, I spent an ample amount of time strengthening my excel coding and data analysis capabilities. I learned how to build graphs and data tables efficiently and clearly in SPSS that helped us to construct a general picture of our data structure.

2021 Research Assistant/Paraprofessional, International Institute for the Brain (iBrain)

Once I graduated from NYU, I began to work with children between the ages of 4 to 21 years of age that have varying degrees of motor and cognitive disabilities. The work I performed primarily revolved around the physical, emotional, and educational support of the students during their daily physical, occupational, speech, and academic sessions. Moreover, I paid particular attention to the brainstorming, and problem-solving nature of the position as well. Each student benefits from different therapeutic

interventions, and as a research assistant, it was my responsibility to help implement different communication “switch” devices that can be geared to different motor and verbal capabilities. Upon successfully improving the quality of life of the students there, I also gained further experience in developmental psychology by working with students within a broad range of ages and varying degrees of motor and cognitive abilities that directly influenced how they view their world and interact with it.

2020 - 2021 Undergraduate Research Assistant, Infant Action Lab, New York University
PI: Karen Adolph; Advisors: Karen Adolph, Christina Hospodar, and Justine Hoch

During my Junior and Senior academic and summer semesters at NYU I gained vital knowledge and hands-on experience working with infants within the realm of developmental psychology, specifically motor development. With the mentorship of Dr. Adolph and PhD students Christina Hospodar and Justine Hoch, I also learned how to quantify, and disentangle infant locomotion with the Datavyu behavioral coding software. In our weekly meetings, I presented on various infant locomotor development literature, our coding progress, and leading questions; this allowed me to strengthen my public speaking and presentation skills. In addition to those weekly meetings, my knowledge of my projects and my public speaking skills were showcased when I presented at two research conferences at NYU: Undergraduate Research Conferences (2020, 2021), and was thrilled to answer various questions and remarks regarding my presentations.

2018 - 2019 Undergraduate Research Assistant, Phelps Psychology Lab, New York University
PI: Elizabeth Phelps; Advisor: Javiera Oyarzun

In the NYU Phelps lab, I worked closely with post-doctoral fellow Javiera Oyarzun to launch of a comprehensive study about individual differences that analyzed participants’ physiological and psychological stress responses and how that may correlate with their gastrointestinal microbiome diversity. When I joined the team, the study was still in its very early stages, so I was able to learn how to organize and develop a sound study protocol, brainstorm problem-solving strategies, and surpass the piloting stages. I learned how to administer widely used questionnaires to assess participants’ diets and backgrounds, anxiety levels, and their typical dispositions. My proudest achievement is being able to confidently carry out the entire two-day lab protocol with participants on my own. I ran memory tests on MatLab, performed cortisol sampling and EKGs, EMGs, and conducted Cold Pressor Tests.

HONORS AND AWARDS: RESEARCH

2019 - 2021 Dean’s List, New York University

2018 - 2021 M & W Constantine Scholarship ($5,000 per year), New York University

2018 - 2021 Women In Science Scholarship ($2,500 per year), New York University

2017 - 2021 College Scholarship ($39,000 per year), New York University

2021 Interview & Podcast: *The Art Book*
https://podcasts.nycitynewsservice.com/2020/12/01/1st-generation/

2017 QuickChek Scholarship ($1,000)

2017 BACONJ Scholarship ($1,000)

2012 - 2017 Rutgers Future Scholar (RFS)

LEADERSHIP ROLES

2022 - current Mentor, Infant Action Lab, New York University

As a research staff member, I have recently taken initiative in mentoring an undergraduate research assistant that have newly joined our lab. I will be meeting with her on a weekly basis to discuss her goals, train her to fulfill certain roles in lab data collections, and to brainstorm organizational strategies that she can utilize to manage her workflow.

2019 – 2021 Vice President & Social Chair, Society of Undergraduate Neural Science (SUNS), New York University

I coordinated approximately 15 large-scale events with staff and undergraduates that addressed their Neuroscience interests. Also, I recruited NYU Neuroscience and Psychology faculty to give lectures on various topics including vision, career paths, psychopathy, stress, yoga, etc. I mentored and kept high engagement levels with students via in-person and online meetings, bi-weekly newsletter emails, and social media platforms.

2019 - 2021 Mentor, and Cohort Leader, Proud To Be First (P2B1), New York University

Passing the torch has always been a leading force in my life, so I mentored 14 first-generation, and first-year students that I was assigned to based on similar backgrounds, and academic interests during my Junior and Senior years at NYU. I scheduled monthly 1-on-1 check-ins that were tailored to each of my mentees' personalities, goals, and current needs. I hosted events that were honed specifically to my mentees research and professional interests and goals. I worked closely with mentoring staff to organize budgeting, coordinated large-scale program-wide events, and improved approaches for interpersonal communication.

2018 - 2021 Member of the Women In Science (WINS) Program, New York University

I was a panelist at the WINS Senior Q & A session for underrepresented women in STEM. I presented at the annual WINS Senior Talk in May 2021. I networked with professional staff and keynote speakers by attending various lectures and STEM-related events.

PROJECTS IN PROGRESS:

1. Hospodar, C. M., **Elasmar, Y.,** & Adolph, K.E. Developmental and real-time influences on infant locomotor activity: Effects of locomotor posture and toy dispersion

   We are studying the factors that shape infant locomotor experience. One possibility is how infants move (crawling or walking), and how well they crawl or walk, determines how much they move. A second possibility is that the location of interesting destinations makes infants want to move—whether all of the objects to play with are in 1 location or dispersed around the room. We hypothesize that walkers will move more than crawlers overall, and that both crawlers and walkers will move more in the toys-dispersed condition. In our preliminary findings, we see evidence of an interaction between locomotor status and condition. Walkers are moving more in the toys-dispersed condition because they can accomplish faster speeds, and higher vantage points, that make the dispersed toys more accessible as opposed to crawlers. Thus, there is an interplay between developmental and real-time factors, such that the interaction between locomotor status and environmental conditions shape infants' locomotor activity.

2. Hospodar, C.M., **Elasmar, Y.**, & Adolph, K.E. Adaptability in infant walking: Infant's gait modifications on adjustable ramps and bridges
   This research is focusing on the development of adaptability by testing infants' gait modifications as

they walk over novel and challenging terrain (adjustable ramp and bridge apparatuses). Although major theories of motor control and its development recognize the central importance of adaptability, most research on infant walking has tested infants walking over flat, open ground, ignoring the fact that infants must learn to walk in a novel and changing world that requires adaptability. The proposed project will characterize individual differences in adaptability, test whether neuromuscular control contributes to adaptability, and test whether adaptability in walking generalizes across tasks with different demands, with findings promising to inform the development of screening tools and intervention designs to test and improve walking f unction for children with movement delays or disabilities.

CONFERENCE POSTERS AND PRESENTATIONS

3. Hospodar, C. M., Hoch, J.E., **Elasmar, Y**., & Adolph, K. E. (2022, July). *Developmental and real-time influences on infant locomotor activity: Effects of locomotor status and toy dispersion* [Paper presentation]. International Congress of Infant Studies, Ottawa, Canada
4. **Elasmar, Y.**, Hospodar, C. M., Hoch, J.E., & Adolph, K.E. (2021, May) *Developmental and real-time influences on infant locomotor activity: Effects of locomotor status and toy dispersion* [Paper presentation]. Senior presentation for Women In Science (WINS), New York University
5. **Elasmar, Y.**, Hospodar, C. M., Hoch, J.E., & Adolph, K.E. (2021, May) *Effects of Toy Type and Caregiver Availability on Infants' Object Play* [Conference presentation]. Annual Undergraduate Research Conference, Virtual, New York University
6. Karns, J., **Elasmar, Y.,** Hospodar, C. M., Hoch, J.E., & Adolph, K.E. (2021, May) *How Toy Type and Caregiver Availability Affect Infant and Caregiver Locomotion* [Conference presentation]. Annual Undergraduate Research Conference, Virtual, New York University
7. Hospodar, C. M., Hoch, J. E., **Elasmar, Y.**, Adolph, K E. (2021, April). *Developmental and real-time influences on infant locomotor activity: Effects of locomotor posture and toy dispersion* [Paper presentation]. Society for Research in Child Development, Virtual.
8. **Elasmar, Y.**, Hospodar, C. M., Hoch, J.E., & Adolph, K.E. (2020, May) *Developmental and real-time influences on infant locomotor activity: Effects of locomotor status and toy dispersion* [Conference presentation]. Annual Undergraduate Research Conference, Virtual, New York University
9. **Elasmar, Y.** (2020, December) *Research & Jobs at NYU* [Virtual Presentation] Proud To Be First, New York University

SKILLS

Languages: English (native), Spanish (intermediate)

Computer: Adobe Photoshop, Datavyu, KoboToolBox, Microsoft Office (Excel, PowerPoint, Word), SPSS

Technology: Head mounted eye tracking, Motion tracking, MATLAB, vMix, EKG, EMG

Assessments: Woodcock-Johnson Administering and Scoring