

Kennedy Krieger Institute Postdoctoral Fellowship in Child Clinical Psychology



Kennedy Krieger Institute and
The Johns Hopkins University School of Medicine
Baltimore, Maryland





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Kennedy Krieger Institute Postdoctoral Fellowship in Child Clinical Psychology

Overview

The Center for Neuropsychological and Psychological Assessment (CNaP) at Kennedy Krieger Institute offers postdoctoral training opportunities in child clinical psychology. The goal of the child clinical psychology postdoctoral fellowship is to train clinical psychologists in performing evidence-based assessments of youth with neurodevelopmental and psychiatric disorders. In accordance with the scientist-practitioner model of training and practice, postdoctoral fellows receive training in evidence-based assessment via didactic instruction, specific skill modeling, supervised and independent practice, and direct evaluation of research. Postdoctoral fellows are positioned to become leaders in the fields of pediatric neurodevelopmental and psychiatric disorders, having developed a broad array of relevant clinical, research and training skills. Fellows spend approximately 70% of their time delivering clinical services, and 30% on didactic learning and research experiences.

Our postdoctoral fellowship program offers clinical training experiences with a wide range of patient populations, from birth through young adulthood. Children and adolescents are served in diverse settings throughout the Institute, including in CNaP's outpatient specialty clinics and other interdisciplinary settings, such as Kennedy Krieger School Programs and the Center for Autism Services, Science and Innovation (CASSI™).

Fellows complete four six-month rotations in CNaP's outpatient specialty clinics. They also spend their first full year in the Targeted Assessment Clinic; their second full year in the Evaluations for Development, Growth, and Education Clinic (EDGE); and both years in the Follow-Up Clinic. Each clinic is described on the following pages.



"During my fellowship at Kennedy Krieger Institute, I learned many valuable skills and increased my knowledge of neurodevelopmental disorders through assessment experiences and didactics. Throughout my time at Kennedy Krieger Institute, I developed greater independence with and confidence in my clinical skills. I enjoyed working with the staff and faculty from CNaP, and I appreciated the care, passion and energy they have for training."

– Clinical psychology postdoctoral fellow

Clinical Experiences

CNaP Outpatient Specialty Clinics

Fellows gain experience in psychological assessment by completing four six-month rotations through outpatient specialty clinics. There are two supervising psychologists per rotation, and fellows spend three months with each one. Additionally, fellows spend their first full year in the Targeted Assessment Clinic, their second full year in the EDGE Clinic and both years in the Follow-Up Clinic. Through involvement in these clinics, fellows gain experience serving individuals, from toddlers to young adults, with a wide range of neurodevelopmental and/or psychiatric disorders. As part of this experience, fellows offer consultation to medical providers, families and school staff members, and they are exposed to relevant special education law.

Development and Early Learning (DEL) Clinic

In the DEL Clinic, fellows participate in evaluations of children 6 years old and younger. Patients in this clinic present with developmental and/or behavioral conditions. Participation in this clinic provides fellows with opportunities to learn about assessment procedures used with young children, and evidence-based intervention strategies for supporting young children with developmental disorders. Fellows also develop skills in differentiating between typical and atypical development in young children.

Supervisors: Rebecca Lieb, PhD, ABPP, and Shelley McDermott, PhD, BCBA-D

Emotional and Behavioral Disorders (EBD) Clinic

In the EBD Clinic, fellows participate in evaluations of children and adolescents presenting with a variety of behavioral and emotional conditions. Participation in this clinic provides fellows with opportunities to learn about assessment procedures used for clarifying conditions related to mood and behavioral disorders.

Supervisors: Tanisha Drummond, PhD, ABPP, and Judith Trussell, PhD

Evaluations for Development, Growth, and Education (EDGE) Clinic

In the EDGE Clinic, fellows participate in interdisciplinary evaluations with developmental pediatricians for patients identified as requiring less extensive testing. Together, fellows and pediatricians conduct diagnostic interviews and provide feedback to families. Fellows also gain experience in constructing an abbreviated test battery to answer a specific referral question.

Supervisor: Danielle Wexler, PhD, ABPP

Executive Function (EF) Clinic

In the EF Clinic, fellows participate in evaluations of children and adolescents with known or suspected neurodevelopmental, psychiatric and/or medical disorders that can be associated with executive dysfunction. Many of the individuals seen in this clinic have or are suspected of having attention-deficit/hyperactivity disorder (ADHD) and learning disorders. Participation in this clinic provides fellows with opportunities to learn about the development of executive function skills through early childhood and adolescence, common conditions associated with executive dysfunction across settings, special education law, and other school-specific information.

Supervisors: Rashida Barner, PhD, and Ashley Kniola, PsyD



"Fellows in the child clinical psychology fellowship gain a diverse skill set that prepares them to operate as independent clinicians after completing a postdoc."

– Clinical psychology postdoctoral fellow

Follow-Up Clinic

In the Follow-Up Clinic, fellows check in with families of patients whom clinicians have identified would benefit from follow-up several months after their assessment. In this context, fellows assist families in identifying and accessing resources, and in further developing their understanding of their child's condition and relevant treatment options. Fellows develop critical research evaluation skills and gain hands-on familiarity with research processes—core competencies for psychologists—through active participation in departmental research initiatives.

Supervisors: Allison Gornik, PhD, and second-year fellows

Pathways to Young Adulthood Clinic

The Pathways to Young Adulthood Clinic provides comprehensive evaluation, consultation and progress monitoring for older teens and young adults with developmental and/or social-emotional needs. The mission of this clinic is to empower older teens and young adults to understand their learning strengths and needs, and to self-advocate, better manage self-care, and know when and how to seek the supports they need to work toward independence.

Supervisors: Shalena Heard, PhD, and Christine Merola, PsyD

Targeted Assessment Clinic

In the Targeted Assessment Clinic, fellows conduct diagnostic interviews and targeted psychological evaluations with patients who have been identified as requiring less extensive testing. Participation in this clinic provides fellows with experience in constructing an abbreviated test battery to answer a circumscribed referral question.

Supervisor: Alison Pritchard, PhD, ABPP

Supervision and Evaluation

Postdoctoral fellows receive a minimum of four hours of supervision per week (two hours of group supervision and two hours of individual supervision). Supervision is provided by licensed psychologists, three of whom are board-certified in child clinical psychology through the American Board of Professional Psychology. Group supervision takes place in the context of departmental rounds

and focuses on case presentations, discussion of assessment methods and review of relevant research. Individual supervision takes place with the supervising psychologists of each rotation.

At the beginning of each rotation, each fellow meets with their supervisor to identify specific professional goals. Fellows receive formal written feedback on their progress toward those goals three months into the rotation, and then again at the end of the rotation. Fellows receive a minimum of two written evaluations per year, one at the end of each rotation. Fellows receive documents detailing the due process and grievance procedures.

There is no requirement for postdoctoral training to obtain licensure as a psychologist in Maryland. This fellowship does, however, satisfy supervised practice hours that are required for licensure in several surrounding jurisdictions (e.g., New Jersey and New York).

Interdisciplinary Training

Support from the Maternal and Child Health Bureau's Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) program has allowed us to create and maintain an interdisciplinary training model. Child clinical psychology fellows are part of the LEND program, which also includes pediatrics, social work, occupational and physical therapies, speech-language pathology, nutrition, neurology, psychiatry, education and audiology. Our fellows also actively participate in a structured series of interdisciplinary seminars, rounds and clinics. To ensure comprehensive interdisciplinary training, all fellows complete an individualized training plan (ITP).

Didactic Experiences

All CNaP fellows have the opportunity to participate in a wide range of didactic seminars and grand rounds, both at Kennedy Krieger and through the Johns Hopkins University School of Medicine and the Johns Hopkins Bloomberg School of Public Health. Primary didactic training in child and adolescent clinical psychology is achieved through a weekly series of seminars, including:

- Professional Development Seminar
- Case Conferences

- Neurodevelopmental Disabilities Journal Club
- Grand Rounds

See our list of weekly training opportunities and the schedule of seminars and professional development events on Page 8 for details.

Research

Postdoctoral fellows are provided with opportunities to participate in or develop their own research projects within the fields of psychology or neurodevelopmental disabilities. Research opportunities are available through the mentorship of faculty members and researchers throughout the Kennedy Krieger and Johns Hopkins research community, and dedicated time is available for research.

See our faculty member biographies (Pages 6–7) and the list of recent publications (Page 9) for more information on current research.

Administrative Structure

Dr. Shelley McDermott is the director of training for the child clinical psychology postdoctoral fellowship, which is based in CNaP. Drs. Cynthia Salorio and Alison Pritchard are CNaP's co-directors. Dr. Lisa Jacobson is the director of research. Dr. Beth Slomine serves as the senior psychologist and oversees psychology training throughout the Institute. Dr. Miya

Asato is the vice president of training and directs the Institute's nationally recognized LEND program, which provides graduate-level, interdisciplinary training to clinicians with an interest in neurodevelopmental disabilities.

All training supervisors for the child clinical psychology postdoctoral fellowship have extensive clinical experience in child clinical psychology and developmental disabilities. Several core training supervisors hold academic faculty appointments through the Department of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine.

Fostering Leadership

The child clinical psychology postdoctoral fellowship is designed to create leaders in the field of psychology. Through didactic learning opportunities and clinical experiences, our fellows acquire valuable skills in evidence-based practices, independent research, teaching, supervision, advocacy and training.

Fellows have opportunities to present at Institute-sponsored seminars and at local, national and international conferences. All fellows have opportunities to participate in teaching and training activities within CNaP. Fellows also have the opportunity to gain experience in supervising graduate students.

Sample Schedule for Incoming Fellows

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1 – Fall	Follow-Up Clinic	Didactics/ Writing Day	EF Clinic/ Journal Club	Targeted Assessment Clinic	Research/ Didactics
Year 1 – Spring	Follow-Up Clinic	Didactics/ Writing Day	Pathways Clinic/ Journal Club	Targeted Assessment Clinic	Research/ Didactics
Year 2 – Fall	Follow-Up Clinic	EBD Clinic	Writing Day/ Journal Club	EDGE Clinic	Research/ Didactics
Year 2 – Spring	Follow-Up Clinic	DEL Clinic	Writing Day/ Journal Club	EDGE Clinic	Research/ Didactics

Benefits

The child clinical psychology postdoctoral fellowship begins each year on Sept. 1. The wage for first-year residents is consistent with the National Institutes of Health (NIH) PGY1 stipend, which is currently at least \$63,480. Fellows receive appointments through the Johns Hopkins University School of Medicine. Kennedy Krieger provides individual health insurance benefits. Spousal and family coverage is also available. In addition, the Johns Hopkins Medicine University Health Services offers comprehensive ambulatory medical care for fellows and their dependents, with services provided by faculty and professional staff members. Fellows receive a minimum of 15 days off each year for vacation and one week of professional/conference time per year. Support for travel and professional conferences is provided. All fellows are given individual office space, including a computer with online access to The Johns Hopkins University's medical library system and online full-text access to university journal subscriptions. A full range of scoring programs, dictation software and statistical packages is maintained in CNaP.

Visit **KennedyKrieger.org/Clinical-Psych-Postdoc** for more information about Kennedy Krieger's child clinical psychology postdoctoral fellowship and application guidelines.

Application Process

The child clinical psychology postdoctoral fellowship is a full-time, two-year experience beginning on **Tuesday, Sept. 1, 2027**. Candidates must have completed all requirements for their doctoral degree prior to beginning the fellowship. Only graduates of APA/CPA-accredited doctoral programs and APA/CPA-accredited doctoral internships will be considered.

To apply, visit the APPIC Psychology Postdoctoral Application (APPA) CAS website at: appic.org/Postdocs/APPA-CAS-Postdoc-Application-Information

Complete the basic demographic, education and transcript requests required of all applicants for all APPA CAS programs. Then select "Kennedy Krieger Institute – Child Clinical Psychology Postdoc Program." APPA CAS allows you to request letters of recommendation electronically, which are then

uploaded by the letter-writers. Note: APPA CAS refers to letters of recommendation as "Evaluations."

Important application dates:

- Please submit application materials by **Friday, Dec. 18, 2026**.
- Interviews will be held at Kennedy Krieger or via video conference during the weeks of **Jan. 4 and 11, 2027**.

This fellowship adheres to the new APPIC Postdoctoral Selection Standards with Common Hold Date (CHD), which allows postdoctoral programs to make offers at any time following the completion of interviews. Applicants can then accept, decline or hold an offer until the designated CHD of **Monday, Feb. 26, 2027**. For more information about the CHD, visit: appic.org/Postdocs/Postdoctoral-Selection-Standards

About Kennedy Krieger Institute

In 1967, Kennedy Krieger became the nation's first University Affiliated Program (now known as University Centers for Excellence in Developmental Disabilities, Education, Research, and Service, or UCEDD). It serves today as a model for similar programs throughout the country. It is affiliated with The Johns Hopkins University and is located close to the Johns Hopkins Medical Campus in downtown Baltimore, Maryland.

Licensed for 70 inpatient beds and with more than 80 outpatient specialty clinics, Kennedy Krieger serves as a training and research center for hundreds of healthcare providers, including physicians, psychologists and allied health professionals. We take an interdisciplinary team approach to diagnosing and treating complex neurological disorders and neurodevelopmental disabilities.

Employment at Kennedy Krieger is contingent upon being vaccinated for COVID-19. Documentation will be required. Requests for a religious or medical exemption, or due to pregnancy or an intent to become pregnant, may be granted. Requests for such exemptions must be submitted through the appropriate channels.

Faculty and Staff

Department of Neuropsychology Directors



Lisa Jacobson, PhD, ABPP

Director of Research, CNaP | Jacobson@KennedyKrieger.org
Director of Informatics and Research Data Governance, CNaP
Co-Director, Center for Innovation and Leadership in Special Education
Associate Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine



Alison Pritchard, PhD, ABPP

Co-Director, CNaP | Pritchard@KennedyKrieger.org
Co-Director, Child Clinical Psychology Fellowship
Associate Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine



Cynthia Salorio, PhD, ABPP

Co-Director, CNaP | Salorio@KennedyKrieger.org
Co-Director, Behavioral Phenotyping Core of the Intellectual and Developmental Disabilities Research Center
Professor of Physical Medicine and Rehabilitation, Johns Hopkins University School of Medicine



Beth Slomine, PhD, ABPP

Assistant Vice President, Psychology | Slomine@KennedyKrieger.org
Director of Rehabilitation Neuropsychology, CNaP
Co-Director, Center for Brain Injury Recovery
Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine

Child Clinical Psychology Fellowship Core Training Supervisors



Rashida Barner, PhD

Clinical Psychologist, CNaP | Barner@KennedyKrieger.org
Dr. Barner conducts psychological evaluations with children and adolescents who present with conditions related to neurodevelopment, mood and anxiety, as well as with other conditions, such as social or family issues. Dr. Barner's clinical interests include providing culturally competent evaluations to a diverse population. Dr. Barner sees patients through the Emotional and Behavioral Disorders Clinic and the Executive Function Clinic.



Tanisha Drummond, PsyD, ABPP

Clinical Psychologist, CNaP | Drummond@KennedyKrieger.org
Dr. Drummond conducts evaluations with children and adolescents who present with neurodevelopmental disorders, mood and anxiety conditions, and other behavioral conditions. Dr. Drummond specializes in using objective personality inventories to aid in diagnostic clarification and treatment recommendations. Dr. Drummond sees patients through the Emotional and Behavioral Disorders Clinic.



Allison Gornik, PhD

Clinical Psychologist, CNaP | Gornik@KennedyKrieger.org

Assistant Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine

Dr. Gornik works with children, adolescents and young adults, and their families, across a broad range of ages and neurodevelopmental and psychiatric conditions, and has a particular interest in working with gender-diverse patients. She conducts targeted and comprehensive assessments within the Executive Function Clinic and the Pathways to Young Adulthood Clinic, and she supervises fellows in the Follow-Up Clinic.



Shalena Heard, PhD

Clinical Psychologist, CNaP | HeardS@KennedyKrieger.org

Dr. Heard has extensive experience providing therapy and psychological assessment services to children, adolescents and adults within inpatient, residential, outpatient and school settings. She currently focuses on providing older adolescents and young adults with the resources and skills they need as they transition to adulthood.



Ashley Kniola, PsyD

Clinical Psychologist, CNaP | Kniola@KennedyKrieger.org

Dr. Kniola conducts psychological evaluations with children and adolescents, up to 15 years old, who are experiencing difficulties related to their behavioral and emotional functioning. She sees clients through the Executive Function Clinic as well as the Evaluations for Development, Growth, and Education Clinic. Dr. Kniola is also engaged in research related to sex differences in autism spectrum disorder (ASD) and social-emotional and educational outcomes related to homeschooling.



Rebecca Lieb, PhD, ABPP

Clinical Psychologist, CNaP | Lieb@KennedyKrieger.org

Assistant Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine

Dr. Lieb has experience working with a variety of developmental conditions and age ranges. Dr. Lieb is also an active member of the American Psychological Association (APA), serving as the 2021 chair of the APA's Continuing Education Committee.



Shelley McDermott, PhD, BCBA-D

Co-Director, Child Clinical Psychology Fellowship | McDermott@KennedyKrieger.org

Clinical Psychologist, CNaP

Assistant Professor of Psychiatry and Behavioral Sciences, Johns Hopkins University School of Medicine

Dr. McDermott's clinical interests include assessment of preschool and school-age children with suspected neurodevelopmental disorders such as ASD, ADHD and learning disorders. In addition, Dr. McDermott has experience working with children and adolescents who present with conditions related to mood and anxiety. Dr. McDermott sees patients through the Executive Function Clinic.

“One of the things I valued most about my experience in the child clinical psychology fellowship program was the quality of supervision I received. I appreciated the hands-on approach to training. I would not be where I am today without the training I received at Kennedy Krieger Institute.”

– Clinical psychology postdoctoral fellow



Christine Merola, PsyD

Clinical Psychologist, CNaP | Merola@KennedyKrieger.org

Dr. Merola conducts psychological evaluations for young people, from school-age children and teens to young adults, with a variety of neurodevelopmental and mental health conditions. Some of her clinical interests include culturally competent evaluations, assessment of young adults with autism spectrum disorder, prodromal psychosis, and interdisciplinary collaboration. Dr. Merola sees patients through the Emotional and Behavioral Disorders Clinic, the Executive Function Clinic, and the Pathways to Young Adulthood Clinic. She also co-directs the doctoral externship program at CNaP.



Judith Trussell, PhD

Clinical Psychologist, CNaP | Trussell@KennedyKrieger.org

Dr. Trussell conducts psychological evaluations with children, adolescents and young adults who present with challenges in learning, mood, self-regulation, social functioning and attention. Her areas of clinical interest include anxiety disorders, adjustment issues for young adults (including college students) and interdisciplinary collaboration in providing services to families. Dr. Trussell sees clients through the Emotional and Behavioral Disorders Clinic.



Danielle Wexler, PhD, ABPP

Clinical Psychologist, CNaP | WexlerD@KennedyKrieger.org

Dr. Wexler's clinical interests include both comprehensive and targeted assessment of children and adolescents with neurodevelopmental disorders and mental health challenges. She conducts evaluations for children who present with ADHD, learning disabilities, ASD, anxiety and depression. Dr. Wexler sees patients through the Executive Function Clinic, the Development and Early Learning Clinic and the Targeted Assessment Clinic, and she co-directs the interdisciplinary Evaluations for Development, Growth, and Education Clinic.

Weekly Training Opportunities

In addition to weekly clinic rounds and case presentations, the following is a sample of didactic opportunities available to all trainees.

MONDAY

11 a.m.–12:30 p.m. Psychiatry Grand Rounds,
The Johns Hopkins Hospital

TUESDAY

8:15–9 a.m. Teaching Rounds, Emotional and
Behavioral Disorders Clinic

8:15–9 a.m. Teaching Rounds, Development
and Early Learning Clinic

9–10:30 a.m. Kennedy Krieger Institute Core
Course Interdisciplinary Seminar
in Developmental Disabilities

12–1 p.m. Teaching Rounds, Emotional and
Behavioral Disorders Clinic

2–3 p.m. Teaching Rounds, Development
and Early Learning Clinic

WEDNESDAY

8:15–9 a.m. Teaching Rounds, Executive
Function Clinic

12:15–1 p.m. Teaching Rounds, Executive
Function Clinic

THURSDAY

8:15–9 a.m. Case Conference/Case Autopsy,
Targeted Assessment Clinic

1:30–2:30 p.m. Teaching Rounds, Pathways Clinic

3–3:45 p.m. Teaching Rounds, Congenital/
Genetic Disorders Clinic

FRIDAY

9–10:30 a.m. Interdisciplinary Case Conference

MONTHLY

8:15–9 a.m. Clinical Psychology Case
Conference (Second and Fourth
Mondays)

12–1 p.m. Kennedy Krieger Institute Grand
Rounds (Second Tuesdays)

4–5 p.m. Neurodevelopmental Disabilities
Journal Club (First and Third
Wednesdays)

4–5 p.m. Psychology Professional
Development Seminar
(Second Wednesdays)

Clinical Research in CNaP

Overview

CNaP boasts a robust clinical research program, offering many opportunities for fellow involvement in research.

Faculty members at CNaP are engaged in research projects funded by national organizations such as the NIH and the Patient-Centered Outcomes Research Institute (PCORI), and by local and national foundations. These studies engage collaborators across Kennedy Krieger, Johns Hopkins and external sites, and they cover a very broad range of topics, but all are in the service of understanding and managing the neurodevelopmental conditions that affect children. These ongoing projects often represent rich research opportunities for fellows.

In addition, faculty and staff members at CNaP participate in clinical research and quality

improvement projects that make use of the department's extensive clinical database, which houses neuropsychological test scores, demographic data and other clinical information on tens of thousands of our pediatric patients. Fellows frequently are involved in projects that make use of these data, often presenting their findings at conferences or in the form of manuscripts in peer-reviewed journals. See the Recent Publications list for examples of publications by recent fellows.

In addition to these opportunities to be involved in specific research projects, the department hosts a weekly Neurodevelopmental Disabilities Journal Club in which faculty members, staff members and fellows discuss a preselected journal article's content and methodological merits.

Recent Publications

2020 to present

PEER-REVIEWED ARTICLES:

2026

Becker, S., **Pritchard, A. E.**, & Lunsford-Avery, J. (2026). Behavioral sleep treatment in ADHD across child and adolescent development: Recent findings, integration with existing interventions, and emerging directions. *Current Sleep Medicine Reports*. <https://doi.org/10.1007/s40675-026-00387-7>

Lieb, R. W., Kalb, L. G., Reetzke, R., Ludwig, N. N., Love, C. E., Ng, R., **Wexler, D.**, **Gornik, A. E.**, Holingue, C., & Hong, J. (2026). Associations between emotion and behavior codes and ADOS-2 scores in a sample of children referred for autism evaluation. *Autism*, 29. <https://doi.org/10.1177/13623613251355231>

2025

Carey, L., Sadera, B., & **Pritchard, A. E.** (2025). Cognitive demands of digital instruction: Teacher understanding of executive function in technology enhanced learning environments. *Journal of Technology and Teacher Education*, 33(3), 445–463. <https://doi.org/10.70725/345109pzaens>

Dombrowski, S. C., McGill, R. J., Canivez, G. L., Watkins, M. W., **Pritchard, A. E.**, & Jacobson, L. A. (2025). Conjectures and refutations in structural ability research: Insights from Bayesian Structural Equation Modeling. *Journal of School Psychology* (110). <https://doi.org/10.1016/j.jsp.2025.101432>

Gornik, A. E., Love, C., Pritchard, A., **Lieb, R. W.**, Jacobson, L., Ng, R., Peterson, R., & Kalb, L. (2025). Unequal neighborhoods, unequal skills: Adaptive functioning and access to community resources. *Journal of the International Neuropsychological Society*, 31(4), 289–294. <https://doi.org/10.1017/s1355617725101070>

Lieb, R. W., Jacobson, L. A., Kalb, L. G., **Pritchard, A. E.**, **McDermott, S. M.**, Ludwig, N. N., Peterson, R. K., Ng, R., & **Wexler, D.** (2025). Evaluating the equivalency of teletesting and the impact of the COVID-19 pandemic on measures of reading achievement in a clinically referred sample. *Archives of Clinical Neuropsychology*, 40(5), 945–953. <https://doi.org/10.1093/arclin/acae120>

Lieb, R. W., Kalb, L. G., Reetzke, R., Ludwig, N. N., Love, C. E., Ng, R., **Wexler, D.**, **Gornik, A. E.**, Holingue, C., Hong, J. (2025). Associations between emotion and behavior codes and ADOS-2 scores in a sample of children referred for autism evaluation. *Autism*, Online ahead of print. <https://doi.org/10.1177/13623613251355231>

Northrup, R., **Pritchard, A. E.**, & Jacobson, L. A. (2025). Healthcare communication in intellectual and developmental disabilities: Creating a stakeholder-driven research agenda. *International Journal of Developmental Disabilities*. <https://doi.org/10.1080/20473869.2025.2484608>

Wright, J. A., Bergkamp, J., Grus, C. L., Lichtenberg, J. W., **Lieb, R. W.**, McKinnie, M. C., Miller, M. J., Perez Rojas, A. E., Ramclam, A. N., Washburn, J. J., & Ponce, A. N. (2025). A unifying, process-oriented model of competency in health service psychology. *Training and Education in Professional Psychology*, 19(3), 163–177. <https://doi.org/10.1037/tep0000514>

2024

Gornik, A. E., Northrup, R. A., Kalb, L. G., Jacobson, L. A., Lieb, R., Peterson, R. K., **Wexler, D.**, Ludwig, N., Ng, R., & **Pritchard, A. E.** (2024). To confirm your appointment, please press one: Examining demographic and health system interface factors that predict missed appointments in a pediatric outpatient neuropsychology clinic. *The Clinical Neuropsychologist*. <https://doi.org/10.1080/13854046.2023.2219421>

2023

Gornik, A. E., Jacobson, L. A., Kalb, L. G., **Pritchard, A. E.** (2023). If opportunity knocks: Understanding contextual factors' influence on cognitive systems. *Research in Child & Adolescent Psychopathology*. <https://doi.org/10.1007/s10802-023-01134-0>

Wexler, D., Pritchard, A. E., & Ludwig, N. (2023). Characterizing and comparing adaptive and academic functioning in children with low average and below average intellectual abilities. *Neuropsychologist*, 37(6), 1239–1256. <https://doi.org/10.1080/13854046.2022.2096484>

2022

Wexler, D., Salgado, R., **Gornik, A. E.**, Peterson, R., & **Pritchard, A. E.** (2022). What's race got to do with it? Informant rating discrepancies in neuropsychological evaluations for children with ADHD. *The Clinical Neuropsychologist*, 36(2), 264–286. <https://doi.org/10.1080/13854046.2021.1944671>

2021

von Buttlar, A. M., Zabel, T. A., **Pritchard, A. E.**, & Cannon, A. D. (2021). Concordance of the Adaptive Behavior Assessment System, second and third editions. *Journal of Intellectual Disability Research*, 65(3), 283–295. <https://doi.org/10.1111/jir.12810>

2020

Pritchard, A. E., Holingue, C., Zabel, T. A., Jacobson, L. A., Jones, E., & Kalb, L. (2020). Caregiver perspectives on informed consent for a pediatric learning healthcare system model of care. *AJOB Empirical Bioethics*, 12(2), 92–100. <https://doi.org/10.1080/23294515.2020.1836066>

ABSTRACTS AND PRESENTATIONS:

Wexler, D., Ludwig, N. N., **Pritchard, A. E.** (February 2021). *More alike than different: Comparing children with low average intellectual abilities to their lower functioning peers* [Poster presentation]. Annual meeting of the International Neuropsychological Society (INS), Virtual.



For more information, scan the QR code, visit KennedyKrieger.org/Clinical-Psych-Postdoc or call 443-923-7917.