

Kennedy Krieger Institute Postdoctoral Fellowship in Child Clinical Psychology: Assessment Track



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





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Kennedy Krieger Institute Postdoctoral Fellowship in Child Clinical Psychology: Assessment Track

Overview

The Department of Neuropsychology at Kennedy Krieger Institute offers postdoctoral training opportunities in child clinical psychology. The goal of the child clinical psychology fellowship is to train clinical psychologists in performing evidence-based assessments of, and interventions for, youth with neurodevelopmental and psychiatric disorders. In accordance with the scientist-practitioner model of training and practice, postdoctoral fellows will receive training in evidence-based assessment and intervention via didactic instruction, specific skill modeling, supervised and independent practice, and direct evaluation of research. Postdoctoral fellows will be positioned to become leaders in the fields of pediatric neurodevelopmental disorders and psychiatric disabilities, having developed a broad array of relevant clinical, research and training skills. Fellows spend approximately 70 percent of their time delivering clinical services, and 30 percent 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 our outpatient specialty clinics, the Psychiatric Mental Health Program, and other interdisciplinary settings, such as Kennedy Krieger School Programs and the Center for Autism and Related Disorders.

Fellows complete four six-month major rotations in our outpatient specialty clinics, as well as a two-year rotation providing therapeutic services through the Institute's Psychiatric Mental Health Program. Fellows also participate in the Targeted Assessment Clinic throughout the two-year fellowship. The specific major rotations are 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 the Department of Neuropsychology, and I appreciated the care, passion and energy they have for training."

Major Rotations: Primary Clinical Experiences

OUTPATIENT SPECIALTY CLINICS: ASSESSMENT EXPERIENCES

Fellows gain experience in psychological assessment by participating in each of the following outpatient specialty clinics. Fellows participate in each outpatient specialty clinic for six months. There are two supervising psychologists per major rotation, and each fellow spends three months being supervised by each supervising psychologist. Through involvement in these outpatient specialty clinics, fellows gain experience serving individuals, from infants 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. The specific outpatient specialty clinics are described below.

Executive Function (EF) Clinic

In the Executive Function 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 (e.g., multi-tiered systems of intervention).

Supervisors: Rashida Barner, PhD; Shalena Heard, PhD; and Shelley McDermott, PhD, BCBA-D

“Trainees in the child clinical psychology fellowship gain a diverse skill set that prepares them to operate as independent clinicians after postdoc.”

Emotional and Behavioral Disorders (EBD) Clinic

In the Emotional and Behavioral Disorders 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 (e.g., personality assessment).

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

Development and Early Learning (DEL) Clinic

In the Development and Early Learning Clinic, fellows participate in evaluations of children 6 years of age and younger. Patients in this clinic present with developmental, behavioral and/or learning 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: Shelley McDermott, PhD, BCBA-D, and Rebecca Lieb, PhD, ABPP

Targeted Assessment Clinic

In the Targeted Assessment Clinic, fellows conduct diagnostic interviews and 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

OUTPATIENT INTERVENTION EXPERIENCE

In addition to the six-month rotations through our assessment-focused outpatient clinics, fellows participate in the Psychiatric Mental Health Program for the duration of the two-year fellowship.

Psychiatric Mental Health Program (PMHP)

Fellows will participate in the Psychiatric Mental Health Program one day a week for the entire two years of the fellowship. Through participation in this program, fellows will gain experience providing outpatient treatment to children and adolescents who present with a variety of neurodevelopmental and/or psychiatric conditions. Fellows will gain experience with multiple treatment modalities, such as cognitive behavioral therapy (CBT), dialectical behavior therapy (DBT), and comprehensive behavioral intervention for tics (CBIT).

Supervisors: Dan Kleiner, PsyD; Joseph McGuire, PhD; and Amie Bettencourt, PhD

OPTIONAL TRAINING EXPERIENCES

Preschool Interdisciplinary Clinic

The Preschool Interdisciplinary Clinic (PIC) consists of a team of professionals from across the Institute who provide diagnostic clarification and ongoing monitoring of children with various neurodevelopmental disorders.

Supervisor: Shelley McDermott, PhD, BCBA-D

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, attentional, executive function 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, self-advocate, and better manage self-care to work towards independence.

Supervisors: Shalena Heard, PhD, and Susy Thomas, PhD

Kennedy Krieger School Programs

Kennedy Krieger School Programs include nonpublic special education day schools for children and adolescents in elementary through high school. Kennedy Krieger Schools: Fairmount Campus (for students in kindergarten through eighth grade) and Kennedy Krieger High School are nationally recognized schools with students who have a variety of diagnoses and federal classifications, including autism spectrum disorder (ASD), learning disabilities, emotional and behavioral disorders, speech-language disorders, intellectual disabilities and other health conditions, such as seizures and traumatic brain injuries.

Supervisor: Emma Cole, PhD, ABPP

Center for Autism and Related Disorders (CARD)

The Center for Autism and Related Disorders provides assessment and treatment services for children and adolescents who have or are suspected of having ASD.

Supervisor: Amy Keefer, 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 primarily 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 major rotation. At the beginning of each rotation, each fellow will meet with their supervisors to identify specific professional goals, and the fellow will receive formal written feedback on progress toward those goals three months into the rotation, and then again at the end of the rotation. Fellows will receive a minimum of two written evaluations per year, one at the end of each six-month major rotation. Fellows will receive documents detailing the due process and grievance procedures.

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

Interdisciplinary Training

Support from the Maternal and Child Health Bureau’s LEND (Leadership Education in Neurodevelopmental and Other Related Disabilities) 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 trainees complete an individualized training plan (ITP).

Didactic Experiences

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

- Diversity and Culture Seminar
- Professional Development Seminar
- Case Conferences
- Grand Rounds

See our list of weekly training opportunities and the schedule of seminars and professional development events on pages 8–10 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 (pages 12–13) for more information on current research.

Administrative Structure

Drs. Alison Pritchard and Shelley McDermott are the Co-Directors of Training for the postdoctoral residency program in child clinical psychology. The postdoctoral program is based in the Department of Neuropsychology. Drs. Cynthia Salorio and Alison Pritchard are the department’s Co-Directors. Dr. Lisa Jacobson is the Director of Research. Dr. Beth Slomine serves as the Senior Psychologist and oversees psychology training in the Department of Neuropsychology, Center for Autism and Related Disorders, Psychiatric Mental Health Program and the Center for Child and Family Traumatic Stress. Dr. Miya Asato is the Vice President of Training and directs the nationally recognized Maternal and Child

Sample Schedule for Incoming Fellows

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1–Fall	PMHP	Writing Day	EF Clinic	Targeted Assessment Clinic	Journal Club/ Research/Didactics
Year 1–Spring	PMHP	Postdoc’s Choice	Writing Day	Targeted Assessment Clinic	Journal Club/ Research/Didactics
Year 2–Fall	PMHP	EBD Clinic	Writing Day	Targeted Assessment Clinic	Journal Club/ Research/Didactics
Year 2–Spring	PMHP	DEL Clinic	Writing Day	Targeted Assessment Clinic	Journal Club/ Research/Didactics

Health Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) Program at the Institute, which provides graduate-level, interdisciplinary training to clinicians with an interest in neurodevelopmental disabilities.

All training supervisors in the child clinical psychology postdoctoral training program 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 the Department of Neuropsychology. Fellows also have the opportunity to gain experience in supervising graduate students.

Benefits

The child clinical psychology fellowship begins each year on Sept. 1. The stipend for first-year residents is consistent with the National Institutes of Health (NIH) PGY1 stipend. Residents receive appointments through the Johns Hopkins University School of Medicine. Kennedy Krieger Institute provides individual health insurance benefits. Spouse and family coverage is also available. In addition, 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 are entitled to 10 vacation days a year, in addition to the eight annual holidays observed at the Institute. 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 the Department of Neuropsychology.

Visit [KennedyKrieger.org/Clinical-Psych-Postdoc](https://www.kennedykrieger.org/Clinical-Psych-Postdoc) for more information about Kennedy Krieger Institute's child clinical psychology fellowship program and application guidelines.

Application Process

The child clinical psychology postdoctoral fellowship is a full-time, two-year experience beginning on September 1, 2022. 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. Fellows receive appointments through the Johns Hopkins University School of Medicine. Postdoctoral fellow stipend level is based on NIH's National Research Service Award doctoral stipend level, which is currently is \$53,760. This includes eight holidays, two weeks of vacation and one week of professional/conference time per year. Health insurance is available.

To apply, click on the following link to access the APPA CAS (APPIC Psychology Postdoctoral Application). Complete the basic demographic, education and transcript requests required of all applicants for all APPA CAS programs. Then select the 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 writer. Note: APPA CAS refers to letters of recommendation as "Evaluations." The specific requirements for the program are listed below, as well as within the APPA CAS system.

Please submit application materials by **December 15, 2021**.

Interviews will be held at Kennedy Krieger Institute or via video conference during the week of **January 17, 2022**.

About Kennedy Krieger Institute

In 1967, Kennedy Krieger Institute 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.

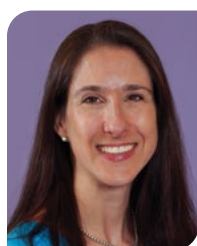
Licensed for 70 inpatient beds and with more than 55 outpatient specialty clinics, Kennedy Krieger serves as a training and research center for hundreds of healthcare providers, including physicians, psychologists and allied

health professionals. We take an interdisciplinary team approach to diagnosing and treating complex neurological disorders and neurodevelopmental disabilities.

Employment at Kennedy Krieger Institute is contingent upon being vaccinated for COVID-19. Documentation will be required. Requests for a religious or medical exemption, pregnancy or 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, Department of Neuropsychology
Director of Informatics and Research Data Governance
Co-Director, Center for Innovation and Leadership in Special Education
Associate Professor of Psychiatry and Behavioral Sciences
Jacobson@KennedyKrieger.org



Cynthia Salorio, PhD, ABPP

Co-Director, Department of Neuropsychology
Co-Director, Behavioral Phenotyping Core of the Intellectual and Developmental Disabilities Research Center
Associate Professor of Physical Medicine and Rehabilitation
Associate Professor of Psychiatry and Behavioral Sciences
Salorio@KennedyKrieger.org



Alison Pritchard, PhD, ABPP

Co-Director, Department of Neuropsychology
Co-Director, Child Clinical Psychology Fellowship
Assistant Professor of Psychiatry and Behavioral Sciences
Pritchard@KennedyKrieger.org



Beth Slomine, PhD, ABPP

Director of Training and Director of Rehabilitation Neuropsychology, Department of Neuropsychology
Co-Director, Center for Brain Injury Recovery
Professor of Psychiatry and Behavioral Sciences
Professor of Physical Medicine and Rehabilitation
Slomine@KennedyKrieger.org

Child Clinical Psychology Fellowship Core Training Supervisors

Rashida Barner, PhD

Clinical Psychologist, Department of Neuropsychology
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 in the Emotional and Behavioral Disorders Clinic and the Executive Function Clinic.

Tanisha Drummond, PsyD, ABPP

Clinical Psychologist, Department of Neuropsychology
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.

Shalena Heard, PhD

Clinical Psychologist, Department of Neuropsychology,
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 essential resources and skills needed to aid their transitioning into adulthood.

Dan Kleiner, PsyD

Director of Psychological Services, Psychiatric Mental Health Program
Clinical Psychologist
Kleiner@KennedyKrieger.org



Dr. Kleiner is the director of psychological services in the Psychiatric Mental Health Program. He specializes in the treatment of children and adolescents who have complex psychiatric and neurodevelopmental disorders. He has a wealth of experience working with underserved populations, and with children and families who have experienced trauma, neglect and abuse. Dr. Kleiner is also chair of the Kennedy Krieger Institute Ethics Program.

Rebecca Lieb, PhD, ABPP

Clinical Psychologist, Department of Neuropsychology
Lieb@KennedyKrieger.org



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

Shelley McDermott, PhD, BCBA-D

Co-Director, Child Clinical Psychology Fellowship
Clinical Psychologist, Department of Neuropsychology
Instructor of Psychiatry and Behavioral Sciences,
Johns Hopkins University School of Medicine
McDermott@KennedyKrieger.org



Dr. McDermott's clinical interests include assessment of preschool and school-age children with suspected neurodevelopmental disorders such as ASD, attention-deficit/hyperactivity disorder 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.

Judith Trussell, PhD

Clinical Psychologist, Department of Neuropsychology
Trussell@KennedyKrieger.org



Dr. Trussell conducts psychological evaluations with children, adolescents and young adults who present with problems 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 Virgadamo, PsyD

Clinical Psychologist, Psychiatric Mental Health Program
Instructor of Psychiatry and Behavioral Sciences,
Johns Hopkins University School of Medicine
Virgadamo@KennedyKrieger.org



Dr. Virgadamo is a supervising psychologist in the Psychiatric Mental Health Program, and is also the coordinator of the program's psychological assessment program. She specializes in the treatment of children and adolescents with mood and externalizing disorders, and is a member of the dialectical behavior therapy team.

Diversity and Culture Seminar

TOPICS
Review of guidelines: An ecological approach to context, identity and intersectionality
History of psychology as it pertains to culture: Even the rat was white
Uncovering our biases
Understanding the diversity of our patients' various identities, and how this may (or may not) impact the conditions they present
Assessment with diverse populations: How do we take culture into consideration?
Cultural formulation interview
Review of "The Bell Curve" and associated implications
Review of culturally adaptive interventions and advocacy
Providing feedback: Implement a strength-based approach to build resilience
Baltimore: A unique population
The impact of current events on clinicians and patients
Summary: Where do we go from here?

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

8:15–9 a.m.	Teaching Rounds, Oncology Clinic
11 a.m.–12:30 p.m.	Psychiatry Grand Rounds – Johns Hopkins Hospital
4–5 p.m.	Clinical Psychology/ADOS Seminar

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
11 a.m.–12 p.m.	Pediatric Neuropsychology Case Conference
12–1 p.m.	Teaching Rounds, Emotional and Behavioral Disorders Clinic
2–3 p.m.	Teaching Rounds, Development and Early Learning Clinic
3–4 p.m.	Medical Psychology Seminar
4–5 p.m.	Neuropsychology Seminar

WEDNESDAY

8–9 a.m.	Johns Hopkins Pediatric Neurology Grand Rounds
8:15–9 a.m.	Teaching Rounds, Executive Function Clinic
8:30–10 a.m.	Johns Hopkins Pediatrics Grand Rounds
12:15–1 p.m.	Teaching Rounds, Executive Function Clinic
2–3 p.m.	Neurodevelopmental Rounds (Johns Hopkins Hospital NICU)
4–5 p.m.	Psychology Professional Development Seminar

THURSDAY

8–9 a.m.	Teaching Rounds, Congenital/Genetic Disorders Clinic
9–10 a.m.	Neurology Grand Rounds
1:30–2:30 p.m.	Teaching Rounds, Pathways Clinic
3–3:45 p.m.	Teaching Rounds, Congenital/Genetic Disorders Clinic
4–5 p.m.	Johns Hopkins Hospital Neuropsychiatry Conference

FRIDAY

8:15–9 a.m.	Teaching Rounds, Epilepsy/Acquired Brain Injury Clinic
9–10 a.m.	Transgender/Sexuality Seminar
9–10:30 a.m.	Interdisciplinary Case Conference
12–1 p.m.	Johns Hopkins Neuropsychology Journal Club
12:15–1:00 p.m.	Teaching Rounds, Epilepsy/Acquired Brain Injury Clinic
3–4 p.m.	Neurodevelopmental Disabilities Journal Club
1–2 p.m.	Neurosciences Intensive Care Nursery Rounds

MONTHLY

9–10 a.m.	Gender Diversity Consultation Group (First and Third Wednesdays)
12–1 p.m.	Kennedy Krieger Institute Grand Rounds (Second Tuesdays)

Professional Development Seminars

Sample Schedule of Professional Development Seminar Series		
DATE	TOPIC	SPEAKER
Sept. 8	Break the Ice	Group activities led by Amanda Child, PhD, and Danielle Wexler, PhD
Sept. 15	Welch Medical Library Resources	Rachael Lebo, MLS
Sept. 22	Report Writing Efficiency	Cindy Salorio, PhD, ABPP
Sept. 29	Research Within the Department: How to Get Involved	Department of Neuropsychology Researchers
Oct. 6	State of Maryland Schools and Distance Learning	Lisa Carey, MA
Oct. 13	CV Workshop	Megan Kramer, PhD, ABPP; Dasal Jashar, PhD; Natasha Ludwig, PhD
Oct. 20	EPP and Licensure	Current Second Year Postdoctoral Fellows
Oct. 27	Board Examination Process	Beth Slomine, PhD, ABPP, and Alison Pritchard, PhD, ABPP
Nov. 3	Fact Finding	Beth Slomine, PhD, ABPP
Nov. 10	Diversity Seminar	Shalena Heard, PhD
Nov. 17	Getting to Know the Different Departments at Kennedy Krieger Institute: Roles and Services Offered	Psychiatric Mental Health Program – Dan Kleiner, PhD; Behavioral Psychology – Leanna Herman, PhD; Center for Development and Learning – Mary Leppert, MB, BCh; Center for Autism and Related Disorders – Melanie Pinkett-Davis, MSW, LCSW-C; Social Work Department – Patricia Shepley, MSW, LCSW-C
Nov. 24	NO MEETING – THANKSGIVING	
Dec. 1	Fact Finding	Second Year Fellow #1
Dec. 8	Recommendations for Reports	Lisa Jacobson, PhD, NCSP, ABPP
Dec. 15	Branding and Marketing: Considerations for the Postdoc/Job Market	Rachel Peterson, PhD; Rowena Ng, PhD; Christine Merola, PsyD; Shalena Heard, PhD; Emma Cole, PhD
Dec. 22	Fact Finding	Second Year Fellow #2

Clinical Research in the Neuropsychology Department

Overview

The Neuropsychology Department boasts a robust clinical research program, offering many opportunities for trainee involvement in research.

Faculty members in the Neuropsychology Department are engaged in research projects funded by national organizations such as the National Institutes of Health (NIH) and the Patient Centered Outcomes Research Institute (PCORI), and by local and national foundations. These studies engage collaborators across Kennedy Krieger Institute, Johns Hopkins and external sites, and 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 trainees.

In addition, faculty and staff in the Neuropsychology Department participate in clinical research and quality improvement projects that make use of the

Department's extensive clinical database, housing neuropsychological test scores, demographic data and other clinical information for tens of thousands of our pediatric patients. Trainees frequently initiate or 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 Department Publications list for examples of publications with recent trainees.

In addition to these opportunities to be involved in specific research projects, the Department hosts a weekly Journal Club in which faculty, staff and trainees discuss a preselected journal article's content and methodological merits. Monthly, the Department also hosts Discovery Rounds, in which members of the Department share ideas and questions, build collaboration around information/data use, and generate evidence-based ways to provide even better care to our patients.

"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."



Recent Publications

2016 to present

PEER-REVIEWED ARTICLES:

(Supervising faculty in purple, residents in green)

Hamner, T., Salorio, C., Kalb, L., & Jacobson, L. A. (2021). Equivalency of in-person versus remote assessment: WISC-V and KTEA-3 performance in clinically referred children and adolescents. *Journal of the International Neuropsychological Society*. Epub ahead of print.

Wexler, D., Salgado, R., Gornik, A., Peterson, R., & Pritchard, A. (2021). What's race got to do with it?: informant rating discrepancies in neuropsychological evaluations for children with ADHD. *The Clinical Neuropsychologist*, 1-23. [https://doi:10.1080/13854046.2021.1944671](https://doi.org/10.1080/13854046.2021.1944671). PMID: 34238112

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. DOI: 10.1111/jir.12810.

Jones, E. F., **Pritchard, A. E., Jacobson, L. A., Mahone, E. M., & Zabel, T. A.** (2021). How much testing can a kid take? Feasibility of collecting pediatric patient experience ratings of neuropsychological and psychological assessment. *Applied Neuropsychology: Child*, DOI: 10.1080/21622965.2021.1917410. PMID: 34100332

Hewitt, K. C., **Rodgin, S., Pritchard, A. E., Loring, D., & Jacobson, L. A.** (2020). Transitioning to telehealth neuropsychology service: Considerations across adult and pediatric care settings. *The Clinical Neuropsychologist*, 1-17. <https://doi.org/10.1080/13854046.2020.1811891>. PMID: 32842849

Pritchard, A. E., Sweeney, K., Salorio, C. F., & Jacobson, L. A. (2020). Pediatric neuropsychological evaluation via telehealth: Novel models of care. *The Clinical Neuropsychologist*, 34(7-8), 1367-1379. DOI: 10.1080/13854046.2020.1806359

Shishido, Y., Mahone, E. M., & Jacobson, L. A. (2020). Investigation of the clinical utility of the BRIEF2 in youth with and without intellectual disability. *Journal of the International Neuropsychological Society*, 1-9. doi:10.1017/S1355617720000636. PMID: 32641198

Zabel, T. A., Rao, R., Jacobson, L. A., Pritchard, A., Mahone, E. M., & Kalb, L. (2020). An abbreviated WISC-5 model for identifying youth at risk for intellectual disability in a mixed clinical sample. *The Clinical Neuropsychologist*, 1-13 <https://doi.org/10.1080/13854046.2020.1797175>

Pritchard, A. E., Hologue, 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. DOI: 10.1080/23294515.2020.1836066

Carey, L. B., Stephan, C. M., & **Pritchard, A. E.** (2019). Preparing Students for Competent Use of Academic Testing Accommodations: Teachers' Belief, Knowledge, and Practice. *Learning Disabilities: A Multidisciplinary Journal*, 24(1). doi:10.18666/LDMJ-2019-V24-I1-9021

Koriakin, T. A., McCurdy, M. D., **Pritchard, A. E., Zabel, T. A., & Jacobson, L. A.** (2019) Screening for Learning Difficulty Using Teacher Ratings on the Colorado Learning Difficulties Questionnaire. *Learning Disabilities: A Multidisciplinary Journal*, 24(1). doi:10.18666/LDMJ-2019-V24-I1-9355

Kalb, L., Jacobson, L., Zisman, C., Zabel, A., Mahone, E. M., Landa, R., Pinkett-Smith, M., Azad, D., Menon, D., Singh, V., & Pritchard, A. E. (2019) Interest in Research Participation among Caregivers Raising a Child with a Neurodevelopmental Disability. *Journal of Autism and Developmental Disorders*, 49(9), 3786-3797. doi:10.1007/s10803-019-04088-9

Pritchard, A. E., Stephan, C. M., Zabel, T. A., & Jacobson, L. A. (2017) . Is This the Wave of the Future? Examining the Psychometric Properties of Child Behavior Ratings Administered Online. *Computers in Human Behavior*, 70, 518-522. doi: 10.1016/j.chb.2017.01.030

Jacobson, L. A., Pritchard, A. E., Koriakin, T. A., Jones, K. E., & Mahone, E. M. (2016). Initial examination of the BRIEF2 in clinically referred children with and without ADHD symptoms. *Journal of Attention Disorders-OnlineFirst*, 1-10.

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ABSTRACTS AND PRESENTATIONS:

(Supervising faculty in purple, residents in green)

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