

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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Some of the photographs that appear in these pages are for illustrative purposes only, and any person shown in those photographs is a model.

Kennedy Krieger Institute Postdoctoral Fellowship in Child Clinical Psychology

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 and interventions of 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 via intervention 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 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 the Neuropsychology Department's outpatient specialty clinics 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. They also spend a portion of their clinical time, for the full two years of fellowship, participating in the Targeted Assessment and Follow-Up Clinics. 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

NEUROPSYCHOLOGY DEPARTMENT OUTPATIENT SPECIALTY CLINICS

Fellows gain experience in psychological assessment by participating in each of the following outpatient specialty clinics 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, and Shalena Heard, PhD

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

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: Rebecca Lieb, PhD, ABPP, 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.

– Clinical Psychology Postdoctoral Fellow



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.

Supervisors: Alison Pritchard, PhD, ABPP, and Danielle Wexler, PhD

Follow-Up Clinic

In Follow-Up Clinic, fellows provide follow-up services for patients seen through outpatient specialty clinics.

Supervisors: Shelley McDermott, PhD, ABPP, and Alison Pritchard, PhD, ABPP

OPTIONAL TRAINING EXPERIENCES

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.

Supervisor: Shalena Heard, 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 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 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 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
- Journal Club
- Grand Rounds

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

Administrative Structure

Drs. Shelley McDermott and Alison Pritchard 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 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.

Sample Schedule for Incoming Fellows					
	Monday	Tuesday	Wednesday	Thursday	Friday
Year 1–Fall	Follow-Up Clinic	Didactics/ Writing Day	EF Clinic	Targeted Assessment Clinic	Journal Club/ Research/Didactics
Year 1–Spring	Follow-Up Clinic	Didactics/ Writing Day	Postdoc’s Choice	Targeted Assessment Clinic	Journal Club/ Research/Didactics
Year 2–Fall	Follow-Up Clinic	EBD Clinic	Writing Day	Targeted Assessment Clinic	Journal Club/ Research/Didactics
Year 2–Spring	Follow-Up Clinic	DEL Clinic	Writing Day	Targeted Assessment Clinic	Journal Club/ Research/Didactics

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, which currently is \$54,840. Residents 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 are entitled to 10 vacation days a year and one week of professional/conference time per 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** 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, 2023. 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: **<https://appicpostdoc.liaisoncas.com/applicant-ux/#/login>**. 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 important dates for the program are listed below.

Please submit application materials by **December 16, 2022**.

Interviews will be held at Kennedy Krieger Institute or via video conference during the week of **January 9, 2023**.

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, February 27, 2023**. For more information about the CHD: **<https://www.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 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.

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 Wexler, PhD

Clinical Psychologist, Department of Neuropsychology,
WexlerD@KennedyKrieger.org



Dr. Wexler's clinical interests include both comprehensive and targeted assessment of children and adolescents with neurodevelopmental disorders and mental health concerns. 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.

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
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
12–1 p.m.	Teaching Rounds, Emotional and Behavioral Disorders Clinic
2–3 p.m.	Teaching Rounds, Development and Early Learning Clinic
4–5 p.m.	Neuropsychology Seminar

WEDNESDAY

8:15–9 a.m.	Teaching Rounds, Executive Function Clinic
12:15–1 p.m.	Teaching Rounds, Executive Function Clinic
4–5 p.m.	Psychology Professional Development Seminar

THURSDAY

8:15–9 a.m.	Teaching Rounds, 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 a.m.	Transgender/Sexuality Seminar
9–10:30 a.m.	Interdisciplinary Case Conference
3–4 p.m.	Neurodevelopmental Disabilities Journal Club

MONTHLY

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

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 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 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 members in the Neuropsychology Department 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. Trainees frequently initiate or 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 Department Publications list for examples of publications by recent trainees.

In addition to these opportunities to be involved in specific research projects, the department hosts a weekly Journal Club in which faculty members, staff members 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."

– Clinical Psychology Postdoctoral Fellow



Recent Publications

2017 to present

PEER-REVIEWED ARTICLES:

(Supervising faculty in **purple**, residents in **green**)

Pritchard, A. E., Northrup, R. A., **Peterson, R.**, **Lieb, R.**, Wexler, D., **Ng, R.**, Kalb, L., **Ludwig, N.**, & **Jacobson, L. A.** (in press). Can we expand the pool of youth who receive telehealth assessments for ADHD? Covariates of service utilization. *Journal of Attention Disorders*.

McDermott, S. M., Sweeney, K., **Jacobson, L. A.**, **Lieb, R. W.**, Wexler, D., & **Pritchard, A. E.** (in press). Does assessment format matter? A comparison of in-person vs. teletesting scores for youth with ADHD. *Journal of Attention Disorders*.

Wexler, D., **Salgado, R.**, **Gornik, A.**, **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. DOI: 10.1080/13854046.2021.1944671

Wexler, D., **Pritchard, A. E.**, & **Ludwig, N.** (2022). Characterizing and comparing adaptive and academic functioning in children with low average and below average intellectual abilities. *The Clinical Neuropsychologist*. DOI: 10.1080/13854046.2022.2096484

Zabel, A., Jones, E., **Peterson, R.**, Comi-Morog, N., Milla, K., **Pritchard, A. E.**, & **Jacobson, L. A.** (2022). Improved parent self-efficacy following pediatric evaluation: Evidence for value of a telemedicine approach in neuropsychology. *The Clinical Neuropsychologist*. DOI: 10.1080/13854046.2022.2094835

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.

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., **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. 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

ABSTRACTS AND PRESENTATIONS:

(Supervising faculty in **purple**, residents in **green**)

Sweeney, K. L., **Jacobson, L. A.**, & **Pritchard, A. E.** (2021).

Performance on neuropsychological assessments administered in person compared to telehealth for children with ADHD. Poster presented at the 2021 annual meeting of the American Professional Society of ADHD and Related Disorders.

Carey, L. B., **Jacobson, L. A.**, & **Pritchard, A. E.** (April 2020). If you tweet it data will come: Using social media for education research. In *Society for Information Technology & Teacher Education International Conference*. Association for the Advancement of Computing in Education (ACCE).

Wexler, D. A., **Ludwig, N. N.**, & **Pritchard, A. E.** More alike than different: Comparing children with low average intellectual abilities to their lower functioning peers. Journal of the International Neuropsychological Society, 2021.

Shishido, Y., **Mahone, E. M.**, & **Jacobson, L. A.** (February 2020). *Do children with and without Intellectual Disability (ID) differ in executive behavior? Investigation of the clinical utility of the BRIEF2 in children with ID*. Poster presented at the International Neuropsychological Society (INS) meeting, Denver, CO.

Zisman, C., Ridgely, N., Jones, E. F., **Jacobson, L.**, **Pritchard, A. E.**, & **Zabel, T. A.** ADHD symptom severity and parental self-efficacy in a mixed clinical sample. APSARD Annual Meeting Abstract Book. 2019; F29.

Zisman, C., **Pritchard, A.**, **Jacobson, L.**, **Zabel, A.**, **Mahone, M.**, Landa, R., Pinkett-Smith, M., Azad, D., Menon, D., Singh, V., & **Kalb, L.** (March 2019). Are parents of children with a developmental disorder interested in opportunities for research? Poster session presented at the Society for Research in Child Development, Baltimore, MD.

Rao, R., **Jacobson, L. A.**, Offermann, E., Baroni, M., **Pritchard, A. E.**, **Kalb, L.**, & **Zabel, T. A.** (2018). Do We Really Need to Give All of the WISC-5 Subtests? [Abstract]. *The Clinical Neuropsychologist*, 32(4), 623.

Jones, E. F., Stephan, C., **Jacobson, L. A.**, **Pritchard, A. E.**, & **Zabel, T. A.** (2018). Improvements in Parent Self-Efficacy Ratings Following Pediatric Neuropsychological Assessment. [Abstract]. *Journal of the International Neuropsychological Society*, 24(S1), 121.

Pritchard, A. E., **Kalb, L.**, **Jacobson, L. A.**, & **Zabel, T. A.** (2018). Latent Class Analysis of Previsit Parent Ratings as Predictors of ADHD Comorbidities. [Abstract]. *APSARD Annual Meeting Abstract Book*, 36.

Williams, B. L., Stephan, C., **Pritchard, A. E.**, Jones, E., **Jacobson, L. A.**, & **Zabel, T. A.** (2017). Combined parent and teacher ratings of academic functioning predict performance on math and reading measures [Abstract]. *The Clinical Neuropsychologist*, 31(4), 775.

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