

# Kennedy Krieger Institute Postdoctoral Fellowship in Child Clinical Psychology: Intervention 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: Intervention Track

## Overview

The Psychiatric Mental Health Program (PMHP) 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 interventions for, and assessments of, youth with psychiatric and neurodevelopmental disorders. The primary focus of this fellowship is on developing expertise in the implementation of **dialectical behavior therapy (DBT)**.

In accordance with the scientist-practitioner model of training and practice, postdoctoral fellows will receive training in evidence-based intervention and assessment 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 psychiatric disabilities and pediatric neurodevelopmental disorders, 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 the PMHP, the Department of Neuropsychology's outpatient specialty clinics, and other interdisciplinary settings, such as Kennedy Krieger School Programs and the Center for Autism and Related Disorders.



*"During my fellowship at Kennedy Krieger Institute, I was afforded wonderful training experiences to improve my skills and knowledge in the treatment of children with neurodevelopmental disabilities and mental health concerns. Given the wide range of presenting concerns at the Psychiatric Mental Health Program, I was able to both broaden and deepen my clinical skillset. Throughout my training, I had invaluable opportunities to learn from other clinicians and professionals both within and out of the department, and the emphasis on training, collaboration, and high-quality care for all families and children truly makes Kennedy Krieger Institute a unique place to work."*



The fellowship is a two-year intensive training experience within the PMHP. This training follows directly from our work with children and families affected by psychiatric and developmental disorders in the context of an urban medical center serving a diverse, generally underserved population. The PMHP provides interdisciplinary clinical services through psychology, psychiatry and social work disciplines to address complex mental health and developmental conditions in children and youth. The main focus of this fellowship is specialization in Dialectical Behavior Therapy, along with opportunities for other clinical interventions and modalities. Fellows will also have minor rotations in two of the Department of Neuropsychology's specialty outpatient assessment clinics. The specific rotations are described on the following pages.

## Primary Clinical Experiences

### PSYCHIATRIC MENTAL HEALTH PROGRAM

Fellows gain experience in evidence-based psychological interventions with children and adolescents, and their families, through participation in the Psychiatric Mental Health Program (PMHP) three to four days per week (depending on minor rotation preference) for the duration of the two-year fellowship. Through participation in this program, fellows provide outpatient treatment to children and adolescents who present with a variety of psychiatric and/or neurodevelopmental conditions, including mood and anxiety disorders, externalizing disorders, potential for risk of suicidal behavior and self-injury, eating disorders trauma, attention-deficit/hyperactivity disorder (ADHD), tic disorders, and obsessive compulsive disorder. Fellows will also have the opportunity to provide direct supervision to psychology interns and/or externs.

The primary focus of the fellows' clinical experience will be on dialectical behavior therapy for adolescents (DBT-A). The PMHP uses a comprehensive intervention model that centers around a highly collaborative DBT team. During weekly meetings, the team collaborates on every aspect of treatment. Fellows participate in these meetings and also observe and co-lead multifamily parent and adolescent groups, using DBT in working with both individual patients and families.

Note: As DBT relies on a thorough understanding of specific principles and techniques, applicants should have previous experience and training in this model. It is strongly recommended that applicants receive intensive or foundational DBT or DBT-A training before the fellowship begins. Applicants will be considered without such prior training, but will be expected to complete DBT training early in their time with us.



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

## OTHER CLINICAL INTERVENTION OPPORTUNITIES

Fellows have the opportunity to gain experience with additional evidence-based interventions, including cognitive behavioral therapy (CBT), acceptance and commitment therapy (ACT), comprehensive behavioral intervention for tics (CBIT), exposure with response prevention (ERP), the Chicago Parent Program (CPP), and parent management training. Additional opportunities to work with specific populations, including young children and gender-diverse youth, are available. Involvement in any of these programs will focus on skill development and the implementation of the treatment model with patients.

There are two supervising psychologists within the major rotation, and each fellow is matched with additional supervision/consultation as required, based on their interest and treatment focus.

Psychology director: Daniel Kleiner, PsyD

Supervisors and consulting psychologists: Danielle Virgadamo, PsyD; Joseph McGuire, PhD; Amie Bettencourt, PhD; Kimberly Ho Misiasek, PhD; Andrea Young, PhD; and Kathryn Van Eck, PhD.

### Minor Rotations: Assessment Experiences

Fellows gain experience in psychological assessment by participating in two of the following outpatient specialty clinics over the course of the fellowship. 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. Each fellow receives direct supervision throughout their minor rotation. 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 Shelley McDermott, PhD, BCBA-D

#### 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: TBD

## 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.

Clinic director: Mary Leppert, MD

Supervisor: Shelley McDermott, PhD, BCBA-D

### Project HEAL (Health, Education, Advocacy, and Law)

Project HEAL is a comprehensive medical-legal partnership that provides advocacy and legal services for children—and their families—who receive clinical services at Kennedy Krieger Institute.

Supervisor: Maureen van Stone, Esq., MS

### 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 School Programs are nationally recognized schools with students who have a variety of diagnoses, including autism spectrum disorder (ASD), learning disabilities, emotional and behavioral disorders, speech-language impairments, 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 (CARD) 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. Individual supervision takes place with the supervising psychologists of each

major rotation. Group supervision for minor rotations primarily takes place in the context of departmental rounds and focuses on case presentations, discussion of intervention and assessment methods, and review of relevant research. In addition to individual supervision, the fellows will participate in targeted consultation groups focused on a specific modality or treatment population.

At the beginning of each rotation, each fellow will meet with their supervisors to identify specific professional goals, and will receive formal written feedback on progress made 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 Maryland and several surrounding jurisdictions (e.g., New Jersey and New York). To ensure comprehensive interdisciplinary training, all trainees complete an individualized training plan (ITP).

### 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.

### Didactic Experiences

All Department of Psychology fellows 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 9-11 for details.

## Research

Postdoctoral fellows 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 community, and dedicated time is available for research.

See the list of select recent publications and descriptions of core faculty members on pages 7-8 for details on current research.

## Administrative Structure

The postdoctoral fellowship program is based jointly in the PMHP and the Department of Neuropsychology. The PMHP employs seven licensed psychologists, 20 clinical social workers and 11 psychiatrists. In addition, the PMHP has three psychology interns in its American Psychological

Association–accredited internship, 13 child psychiatry fellows, seven social work interns and two psychology externs. Our licensed psychologists come from diverse backgrounds, including developmental psychology, clinical psychology, clinical neuropsychology, school psychology and counseling psychology. Beth Slomine, PhD, is the Institute’s director of psychology training.

All training supervisors in the child clinical psychology training program have extensive clinical experience in pediatric psychology and/or neuropsychology.

## 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 PMHP and the Department of Neuropsychology. Fellows can also gain experience in supervising graduate students.

*“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.”*



## Benefits

The child clinical psychology fellowship begins each year on Sept. 1. The stipend for first-year fellows is consistent with the National Institutes of Health (NIH) PGY1 stipend. The current stipend for first-year fellows (PGY1) is \$52,704, which includes eight holidays, two weeks of vacation and one week of professional/conference time per year. Fellows 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. 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 and the PMHP.

Visit [KennedyKrieger.org/Clinical-Psych-Postdoc](https://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, 2021. 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.

Those interested in applying for the child clinical psychology postdoctoral fellowship should send an email to [NPClinicalPsychPostD@KennedyKrieger.org](mailto:NPClinicalPsychPostD@KennedyKrieger.org) containing the following:

1. Letter of interest
2. Curriculum vitae (CV)
3. Three letters of reference (emailed directly from the letter writer)
4. One de-identified psychological report

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

Interviews will be held at Kennedy Krieger Institute or via video conference during the week of **February 8, 2021**.

## 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, clinical social workers and allied health professionals. We take an interdisciplinary team approach to diagnosing and treating complex psychiatric, neurological disorders and neurodevelopmental disabilities.

Kennedy Krieger is committed to racial equity and social justice. At Kennedy Krieger, we challenge ourselves to use trauma-informed, anti-racist, evidence-based practices, and to promote inclusiveness, racial representation and healing.



# Faculty and Staff

## Psychiatric Mental Health Program Core Faculty and Training Staff



### Daniel 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.



### Amie Bettencourt, PhD

Associate Professor, Department of  
Child and Adolescent Psychiatry

Dr. Bettencourt's primary interest is in research and implementation of evidence-based practices with young children and their parents.



### Kathryn Van Eck, PhD

Assistant Professor, Department  
of Psychiatry

Emerge Gender & Sexuality Clinic  
for Children, Adolescents and  
Young Adults



### Danielle Virgadamo, PsyD

Clinical Psychologist  
Virgadamo@KennedyKrieger.org

Dr. Virgadamo is a supervising psychologist in the Psychiatric Mental Health Program, and is also the director 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.



### Kimberly Ho Misiasek, PhD

Clinical Psychologist

Dr. Ho Misiasek's training has focused on dialectical behavior therapy and trauma. Her research is in the area of culture and the immigrant experience.

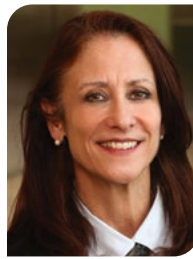


### Joseph McGuire, PhD

Assistant Professor of Psychiatry  
and Behavioral Sciences

Dr. McGuire is a licensed clinical psychologist and researcher with more than 12 years of experience treating and conducting research on childhood

obsessive compulsive disorder (OCD), anxiety disorders, hair pulling disorder and Tourette syndrome.



### Joan Kaufman, PhD

Director of Research, Center for Child  
and Family Traumatic Stress  
Professor of Psychiatry  
Joan.Kaufman@KennedyKrieger.org

Dr. Kaufman is the director of research for the Center for Child

and Family Traumatic Stress at Kennedy Krieger Institute. Her primary research focuses on two areas of investigation: research on risk and resilience in maltreated children and other vulnerable populations, and studies on child psychiatric diagnoses. Dr. Kaufman's investigations have utilized clinical assessment, neuroimaging, and genetic and epigenetic research methods and have embraced a broad spectrum of perspectives, from neurobiology to social policy.

## Department of Neuropsychology Faculty and Staff



### **Alison Pritchard, PhD, ABPP**

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

Dr. Pritchard is a licensed and board-certified child and adolescent clinical psychologist who serves as the Co-Director of and research scientist in the Department of Neuropsychology at the Kennedy Krieger Institute. Dr. Pritchard also holds an appointment as assistant professor of Psychiatry and Behavioral Sciences at the Johns Hopkins University School of Medicine. Dr. Pritchard sees patients for psychological assessment in the Targeted Assessment Clinic and in the Consultation Clinic within the Neuropsychology Department's outpatient program.



### **Shelley McDermott, PhD, BCBA-D**

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

Dr. McDermott's clinical interests include assessment of preschool- and school-age children with suspected neurodevelopmental disorders such as ASD, ADHD and learning disorders. Dr. McDermott sees patients through the Executive Function Clinic.



### **Tanisha Drummond, PsyD, ABPP**

Clinical Psychologist  
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.



### **Beth Slomine, PhD, ABPP**

Director of Training and Director of Neuropsychological Rehabilitation Services and Training, 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

Dr. Beth Slomine is the co-director of the Center for Brain Injury Recovery and the director of training and neuropsychological rehabilitation services within the Department of Neuropsychology at Kennedy Krieger Institute. Dr. Slomine is a licensed psychologist and board certified clinical neuropsychologist with a subspecialty in pediatric neuropsychology. Dr. Slomine has authored more than 80 peer-reviewed research publications and 10 book chapters, and has edited a book on cognitive rehabilitation in children.

Dr. Slomine directs the neuropsychology training program for postdoctoral residents, doctoral interns and doctoral externs at Kennedy Krieger. Dr. Slomine also oversees clinical and academic affairs for psychologists in the Department of Neuropsychology, Department of Psychiatry, Center for Autism and Related Disorders, Center for Child and Family Traumatic Stress, and Kennedy Krieger School Programs.

# Professional Development Seminars

Sample Schedule of Development Seminar Series		
DATE	TOPIC	SPEAKER
Sept. 2	Break the Ice	Group activities led by Amanda Child, PhD, and Danielle Wexler, PhD
Sept. 9	Welch Medical Library Resources	Rachael Lebo, MLS
Sept. 16	Report Writing Efficiency	Cindy Salorio, PhD, ABPP
Sept. 23	Research Within the Department: How to Get Involved	Department of Neuropsychology Researchers
Sept. 30	State of Maryland Schools and Distance Learning	Lisa Carey, MA
Oct. 7	CV Workshop	Megan Kramer, PhD, ABPP; Dasal Jashar, PhD; Natasha Ludwig, PhD
Oct. 14	EPP and Licensure	Current Second Year Postdoctoral Fellows
Oct. 21	Board Examination Process	Beth Slomine, PhD, ABPP, and Alison Pritchard, PhD, ABPP
Oct. 28	Fact Finding	Beth Slomine, PhD, ABPP
Nov. 4	Diversity Seminar	Shalena Heard, PhD
Nov. 11	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. 18	Fact Finding	Second Year Fellow #1
Nov. 25	NO MEETING – THANKSGIVING	
Dec. 2	Recommendations for Reports	Lisa Jacobson, PhD, NCSP, ABPP
Dec. 9	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. 16	Fact Finding	Second Year Fellow #2
Dec. 26	NO MEETING – WINTER BREAK	
Dec. 30	NO MEETING – WINTER BREAK	



# 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
12–1 p.m.	Teaching Rounds, Oncology Clinic
4–5 p.m.	Clinical Psychology/ADOS Seminar

## TUESDAY

8:15–9 a.m.	Teaching Rounds, Mental Health Clinic
9–10:30 a.m.	Kennedy Krieger Institute Core Course Interdisciplinary Seminar in Developmental Disabilities
11 a.m.–12 p.m.	Dialectical Behavior Therapy Team
12–1 p.m.	Teaching Rounds, Mental Health Clinic
12:15–1 p.m.	Teaching Rounds, Infants, Toddlers and pre-School Years (ITSY) Clinic
3–4 p.m.	Emerge Clinic for Transgender and Non-Binary Youth
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 (Hurd Hall)
10–11 a.m.	Teaching Rounds, Inpatient Neuropsychology
12:15–1 p.m.	Teaching Rounds, Executive Function Clinic
11 a.m.–12 p.m.	Acceptance and Commitment Therapy
2–3 p.m.	Neurodevelopmental Rounds (Johns Hopkins Hospital NICU)
4–5 p.m.	Psychology Professional Development Seminar

## THURSDAY

8:15–9 a.m.	Teaching Rounds, Congenital/Genetic Disorders Clinic
9–10 a.m.	Neurology Grand Rounds (Hurd Hall)
11:30 a.m.–12:30 p.m.	CARD Lunch and Learn
12–1 p.m.	Teaching Rounds, Targeted Assessment Clinic, Dr. Pritchard
2:30–3:30 p.m.	Brain Cutting
3–3:45 p.m.	Teaching Rounds, Congenital/Genetic Disorders Clinic
4–5 p.m.	Johns Hopkins Hospital Neuropsychiatry Conference
4–5 p.m.	Teaching Rounds, Targeted Assessment Clinic, Dr. Pritchard

## FRIDAY

8–8:50 a.m.	Teaching Rounds, Epilepsy/Acquired Brain Injury Clinic
9–10 a.m.	Transgender/Sexuality Seminar
9–10:30 a.m.	Interdisciplinary Case Conference (801 Broadway)
12–1 p.m.	OCD/Tic Clinic
12–1 p.m.	Johns Hopkins Neuropsychology Journal Club
12–12:50 p.m.	Teaching Rounds, Epilepsy/Acquired Brain Injury Clinic
1–2 p.m.	Neurodevelopmental Disabilities Journal Club
1–2 p.m.	Neurosciences Intensive Care Nursery Rounds

## MONTHLY

9–10 a.m.	Gender/Sexuality Discussion (Fourth Fridays)
12–1 p.m.	Kennedy Krieger Institute Grand Rounds (Second Tuesdays)
1–2 p.m.	Johns Hopkins/Kennedy Krieger Case Presentations (Third Wednesdays)

# 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?

# Recent Publications

(2013 to present)

## PEER-REVIEWED ARTICLES:

(Supervising faculty in purple, residents in green)

Wymbs, N. F., Orr, C., Albaugh, M. D., Althoff, R. R., O'Loughlin, K., Holbrook, H., Garavan, H., Montalvo-Ortiz, J. L., Mostofsky, S., Hudziak, J., & **Kaufman, J.** (2020). Social supports moderate the effects of child adversity on neural correlates of threat processing. *Child Abuse & Neglect, 102*, 104413. <https://doi.org/10.1016/j.chiabu.2020.104413>

**Kaufman, J.** (2020). A child's right to family. *The Lancet Psychiatry, 7*(8), 652-653. doi:10.1016/s2215-0366(20)30139-5

Townsend, L., Kobak, K., Kearney, C., Milham, M., Andreotti, C., Escalera, J., Alexander, L., Gill, M. K., Birmaher, B., Sylvester, R., Rice, D., Deep, A., & **Kaufman, J.** (2020). Development of Three Web-Based Computerized Versions of the Kiddie Schedule for Affective Disorders and Schizophrenia Child Psychiatric Diagnostic Interview: Preliminary Validity Data. *Journal of the American Academy of Child and Adolescent Psychiatry, 59*(2), 309-325. <https://doi.org/10.1016/j.jaac.2019.05.009>

**Bettencourt, A. F.**, Gross, D., & Breitenstein, S. (2019). Evaluating Implementation Fidelity of a School-based Parenting Program for Low-income Families. *Journal of School Nursing, 35*, 325-336. doi: 10.1177/1059840518786995.

**Bettencourt, A. F.**, Gross, D., Ho, G., & Perrin, N. (2018). The Consequences of Not Being Socially and Behaviorally Ready by Kindergarten in Baltimore City. *Journal of Urban Health, 95*, 36-50. doi: 10.1007/s11524-017-0214-6.

Rollo, C. & **Kleiner, D.** (2018). From Clinic to Classroom: Creating Evidence-Based Practice Champions in a Graduate Social Work Program. *Journal of Social Work Education, 54*, 576-589.

Suskauer, S. J., **Rane, S.**, Reesman, J., & **Slomine, B. S.** (2018). Caregiver-report of symptoms following traumatic brain injury in a small, clinical sample of preschool-aged children. *Journal of Pediatric Rehabilitation Medicine, 11*(1), 7-14.

**Davis, K. C.**, **Slomine, B. S.**, **Salorio, C. F.**, & Suskauer, S. J. (2016). Time to follow commands and duration of post-traumatic amnesia predict GOS-E Peds scores 1 to 2 years after TBI in children requiring inpatient rehabilitation. *Journal of Head Trauma Rehabilitation, 31*(2), e39-47.

**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.

**Jordan, L. L.** & **Salorio, C. F.** (2016). Resiliency in Children: Considerations after Pediatric Traumatic Brain Injury (TBI). *The Brain Injury Professional, 12*(3), 18-21.

**McGuire, J. F.**, Orr, S. P., Wu, M. S., Lewin, A. B., Small, B. J., Phares, V., ... & Storch, E. A. (2016). Fear Conditioning and Extinction In Youth with Obsessive-Compulsive Disorder. *Depression and Anxiety, 33*(3), 229-237. doi: 10.1002/da.22468.

Nelson, A. P., Roper, B. L., **Slomine, B. S.**, Morrison, C., Greher, M. R., Janusz, J., **Larson, J. C.**, et al. (2015). Official Position of the American Academy of Clinical Neuropsychology (AACN): Guidelines for Practicum Training in Clinical Neuropsychology. *The Clinical Neuropsychologist, 29*(7), 879-904.

Nicolas, G., Byer, K., & **Ho, K.** (2015). Implementing culturally sensitive and sustainable mental health programs internationally: Lessons from Haiti. *International Journal of Culture and Mental Health, 8*(4), 446-457. doi: 10.1080/17542863.2014.996237.

## BOOKS:

(Supervising faculty in purple, residents in green)

Posamentier, A. S., Levine, G., Lieberman, A., & **Virgadamo, D. S.** (2019). *Tools to help your child learn math: Strategies, curiosities, and stories to make math fun for parents and children*. Singapore: World Scientific Publishing.

Posamentier, A. S., Kose, G., **Virgadamo, D. S.**, & Keefe-Cooperman, K. (2019). *The psychology of problem solving*. Singapore: World Scientific Publishing.

**McGuire, J. F.**, Murphy, T. K., Piacentine, J., & Storch, E. A. (Eds.) (2018). *The clinician's guide to treatment and management of youth with Tourette syndrome and tic disorders* (1st ed.). New York, NY: Academic Press.

## BOOK CHAPTERS:

(Supervising faculty in purple, residents in green)

**Slomine, B. S.**, & **Jones, K.** (2019). Pediatric Acquired Conditions. In T. Elliott, L. Brenner, S. A. Reid-Arndt, R. G. Frank & B. Caplan (Eds.), *Handbook of Rehabilitation Psychology* (3rd ed.). Washington, D.C.: American Psychological Association.

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## ABSTRACTS AND PRESENTATIONS:

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## ISSUE BRIEF:

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