

# Hailey M. (Ormand) Spinks, Ph.D., BCBA-D

## *Curriculum Vitae*

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4403 Clydesdale Ave.

Baltimore, MD 21211

512-971-5196

[haileyormand@gmail.com](mailto:haileyormand@gmail.com)

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## EDUCATION AND CREDENTIALS

### **Doctor of Philosophy**

July 2016

### **The University of Texas at Austin**

APA Accredited School Psychology Program

Dissertation: *An Evaluation of a Multi-Component Intervention for Loud Speech in Children with Autism Spectrum Disorder*

Dissertation Chairs: Terry Falcomata, Ph.D.,

Greg Allen, Ph.D.

Predocotrinal Internship: Marcus Autism Center

### **Master of Arts**

August 2013

### **The University of Texas at Austin**

APA Accredited School Psychology Program

Master's Report: *Brain Connectivity Changes Associated with One Year of Behavioral Therapy for Young Children with Autism Spectrum Disorder*

Master's Report Chair: Greg Allen, Ph.D.

### **Bachelor of Arts**

May 2009

### **Southwestern University**

Major: Psychology

*Magna Cum Laude*

### **Licensed Psychologist**

February 2018- present

### **Maryland State Board of Examiners of Psychologists**

License #05956

### **Board Certified Behavior Analyst-Doctoral**

February 2016 - present

### **Behavior Analysis Certification Board**

Certificate #1-16-21597

## PROFESSIONAL EXPERIENCE

### ASSESSMENT & INTERVENTION

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#### ***Kennedy Krieger Institute, Pediatric Feeding Disorders Program***

Psychologist II (April 2018- present)

Postdoctoral Fellow (September 2016- April 2018)

Supervisors: Peter Girolami, Ph.D., BCBA-D

#### **Responsibilities:**

- Implement behavior analytic feeding interventions to address food refusal, tube and/or formula dependence, food selectivity, specific phobias, and skill deficits related to feeding
- Train caregivers in the implementation of treatment protocols
- Consult and co-treat with interdisciplinary treatment team (medicine, nutrition, occupational therapy) when appropriate
- Participate in journal club, peer review, rounds, and other continuing education activities
- Conduct multidisciplinary feeding evaluations, including interviews about feeding history and mealtime behavior, as well as structured meal observations
- Provide diagnostic clarification and make recommendations to families
- Write detailed progress notes and evaluation reports for families as well as child's medical record

#### ***Marcus Autism Center, Pediatric Feeding Disorders Day Treatment and Outpatient Programs***

Predoctoral Psychology Intern (July 2015- June 2016)

Supervisors: Kathryn Stubbs, Ph.D., Valerie Volkert, Ph.D., BCBA-D, and Kristen Criado, Ph.D.

#### **Responsibilities:**

- Conducted individual behavioral feeding therapy to address food refusal, tube and/or formula dependence, food selectivity, and problems with self-feeding
- Collaborated with an interdisciplinary treatment team including behavioral psychologist, nutritionist, oral-motor therapist, and pediatric gastroenterologist in the treatment of children with severe feeding problems
- Trained caregivers in the implementation of feeding protocols
- Utilized Parent-Child Interaction Therapy (PCIT) techniques to enhance mealtime interactions between children and their caregivers
- Implemented CBT-based interventions when appropriate (e.g., for clients with specific phobias)
- Presented case data and treatment progress weekly at Feeding Rounds
- Collected and graphed client data
- Supervised Bachelor's level feeding therapists
- Wrote therapy progress notes and relayed daily progress updates to the treatment team

#### ***Marcus Autism Center, Severe Behavior Program***

Predoctoral Psychology Intern (July 2015- June 2016)

Supervisors: Mindy Scheithauer, Ph.D., BCBA-D, Nathan Call, Ph.D., BCBA-D

#### **Responsibilities:**

- Conducted assessments relevant to treatment, including functional analyses,

- structured and unstructured observations, and parent interviews
- Administered indirect measures, including the Parenting Stress Index—Fourth Edition (PSI- 4), Adaptive Behavior Assessment System—Second Edition (ABAS-II), Social Communication Questionnaire (SCQ), and Childhood Autism Rating Scale—Second Edition (CARS2)
- Developed and implemented all components of behavior analytic treatment packages, including management of severe problem behavior (e.g., aggression, self-injury, elopement)
- Met weekly with client and caregivers to develop, implement, and revise treatment plans based on direct observations and caregiver-reported data
- Wrote therapy progress notes

***Marcus Autism Center, Language and Learning Clinic***

Predoctoral Psychology Intern (July 2015- June 2016)

Supervisors: Alice Shillingsburg, Ph.D., BCBA-D, Caitlin Delfs, Ph.D., BCBA-D

**Responsibilities:**

- Conducted pre- and post-treatment assessments, including functional analyses, structured and unstructured observations, and parent interviews
- Administered indirect measures, including the VB-MAPP, Parenting Stress Index—Fourth Edition (PSI- 4), and Vineland Adaptive Behavior Scales—Third Edition (Vineland-3)
- Developed and implemented behavior analytic programming in both one-on-one and group (classroom) formats
- Met weekly with client and caregivers to develop, implement, and revise treatment plans based on direct observations and caregiver-reported data
- Provided individual and group supervision to bachelors-level clinicians
- Wrote therapy progress notes

***Marcus Autism Center, Diagnostic Assessment Clinic***

Predoctoral Psychology Intern (July 2015- June 2016)

Supervisors: Sarah Hoffenberg, PsyD

**Responsibilities:**

- Assist with diagnostic assessment for autism spectrum disorder
- Administered indirect measures, including the VB-MAPP, Parenting Stress Index—Fourth Edition (PSI- 4), and Vineland Adaptive Behavior Scales—Third Edition (Vineland-3), as well as a portion of direct measures, including Autism Diagnostic Observation Schedule
- Assisted with report writing and interpretation of test results
- Provided verbal and written feedback to parents regarding results of diagnostic testing

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**SUPERVISION & MANAGEMENT**

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***Pediatric Feeding Disorders Program, Kennedy Krieger Institute***

Psychologist II (April 2018- present)

**Responsibilities:**

- Assist in the management of administrative processes for outpatient services, including maintenance of program waitlist, management and analyses of treatment outcomes database, negotiation of single-case agreements with out-of-network insurance payors
- Conduct individual and group supervision meetings with bachelors and masters level clinical staff, pre-doctoral interns, and post-doctoral fellows working toward psychology licensure and BCBA credential
- Provide in-vivo and written feedback on various aspects of supervisees' clinical duties, including treatment development and implementation, documentation, management of relevant administrative tasks, and adherence to ethical codes
- Organize and conduct monthly meetings regarding outpatient services to address issues related to revenue, billing, treatment outcomes, marketing, and access to care
- Participate in monthly administrative meetings with the Director of the Department of Behavioral Psychology

**TEACHING**

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***Mississippi State University***

Assistant Clinical Professor (August 2021- present)

Program Coordinator: Hallie Smith

**Responsibilities:**

- Teach face-to-face and synchronous online graduate and undergraduate courses in Applied Behavior Analysis program
- Provide weekly supervision for graduate-level practicum course in applied behavior analysis
- Construct, grade, and provide written feedback on course assignments
- Assist with administrative program needs, including screening and interviewing student and faculty applicants

***Texas Tech University***

Adjunct Instructor of Special Education (August 2019- May 2020)

Program Chair: Wesley Dotson

**Responsibilities:**

- Remotely co-taught and provided weekly supervision for a graduate-level practicum course in applied behavior analysis
- Consulted with students as needed about clinical, legal, and ethical issues affecting students with disabilities in schools, especially in rural areas
- Graded and provided written feedback on course assignments

***Southwestern University***

Adjunct Instructor of Education (August 2014- December 2014)

Department Chair: Michael Kamen, Ph.D.

**Responsibilities:**

- Taught an upper-level Educational Psychology course to undergraduates at a small, private liberal arts university

- Lectured twice per week about major topics in the practice and study of Educational Psychology, including standardized testing, autism and developmental disabilities, challenging behavior in schools, bullying, substance abuse, child abuse, and gifted education
- Constructed and scored exams, homework, quizzes, and in-class activities
- Met with students during office hours to review course materials, assignments, and exams

***The University of Texas at Austin***

Lab Instructor and Teaching Assessment (January 2013-December 2013)

Instructor: Timothy Keith, Ph.D. (Individual Testing)

**Responsibilities:**

- Supervised doctoral students in an introductory assessment practicum as they conducted nine practice assessments over the course of one semester
- Gave lectures about administration, scoring, and report writing for three major tests of cognitive abilities (Wechsler Intelligence Scales for Children-Fourth Edition [WISC-IV], Woodcock-Johnson Cognitive Batteries-Third Edition [WJ-III COG], and Differential Abilities Scale- Second Edition [DAS-II])
- Worked closely with parents to facilitate the recruitment of volunteers for practice assessments
- Provided written and oral feedback on students' test administration skills, scoring of assessment protocols, and practice assessment reports

Instructor: Jennifer Carter, Ph.D. (Academic Assessment and Intervention)

**Responsibilities:**

- Supervised doctoral students in an introductory assessment practicum.
- Gave lectures about assessment instruments and procedures during weekly supervision sessions with students
- Assisted with test selection and scoring
- Provided weekly feedback on assessment report drafts

***The University of Texas at Austin***

Guest Lecturer (October 2013 – February 2014)

Instructor: Timothy Keith, Ph.D. (Research Methodology for Practice in School Psychology)

**Topic:** Single-Case Designs

Instructor: Cindy Carlson, Ph.D., Professor and Department Chair (Consultation Theory and Processes)

**Topic:** Interviewing for Behavioral Consultation

***Southwestern University***

Lab Instructor and Teaching Assistant (August 2007- December 2007)

Instructor: Fay Guarraci, Ph.D. (Research Methods in Psychology)

**Responsibilities:**

- Taught lab sessions on scientific writing and APA style, and gave several in-class lectures

- Provided students with feedback on paper drafts
- Constructed and graded homework assignments
- Held review sessions before exams

## INVITED TALKS AND WORKSHOPS

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- September 2020      “Beyond picky eating: When children can’t or won’t eat”. Grand Rounds hosted by Kennedy Krieger Institute.
- June 2020            “Food for thought: Identifying and addressing feeding problems among children with autism spectrum disorder”. Workshop hosted by Autism Society of Baltimore-Chesapeake.

## PUBLICATIONS

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- Spinks, H. M., Bottini, S., Powell, M. B., Spinks, E. M., & Muething, C. S.** (in press). Interventions for maladaptive behaviors. In K. N. Banneyer & R. Fein (Eds.), *Autism spectrum disorder: Symptoms, diagnosis, and types of treatment*. Nova Publications.
- Ormand, H. M., Falcomata, T. S., & Spinks, E. M.** (2021). *An evaluation of a multi-component intervention for loud speech in children with autism spectrum disorder*. Manuscript submitted for publication.
- Volkert, V. M., Sharp, W. G., Clark, M. C., **Ormand, H. M.**, Rubio, E. K., McCracken, C., & Bryen, L. (2019). Modified-bolus placement as a therapeutic tool in the treatment of pediatric feeding disorders: Analysis from a retrospective chart review. *Journal of Speech, Language, and Hearing Research, 62*, 3123-3134.
- Scheithauer, M. C., Cariveau, T., **Ormand, H. M.**, Call, N. A., & Clark, S. B. (2016). A consecutive case review of token systems used to reduce socially maintained challenging behavior in individuals with intellectual and developmental delays. *International Journal of Developmental Disabilities, 62*(3), 157-166.

## CONFERENCE PRESENTATIONS

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- Ormand, H. M., Masler, E. A., & Lesser, A. D. (2018). Escape extinction with response blocking for inappropriate mealtime behavior: A review of procedural descriptions. Poster presented at the 43<sup>rd</sup> annual meeting of the Association of Behavior Analysis International, San Diego, CA.
- Ormand, H. M., Falcomata, T. S., & Spinks, E. M. (2017). An evaluation of a multi-component intervention for loud speech in children with autism spectrum disorder. Talk presented at the 43<sup>rd</sup> annual meeting of the Association of Behavior Analysis International, Denver, CO.
- Ormand, H. M., Volkert, V. M., & Sharp, W. G. (2016). An evaluation of alternative bite presentations in the treatment of feeding difficulties. Talk presented at the 42<sup>nd</sup> annual meeting of the Association of Behavior Analysis International, Chicago, IL.

Jaquess, D. L., Celano, M., Farber, E. W., Frieson, K., Graves, C. C., Khorana, N., Marcus, D. J., Ormand, H. M., Watson, N. N., & Kaslow, N. J. (2016). Creating a 360-degree assessment for health service psychology. Poster presented at the APPIC 2016 Membership Conference, New Orleans, LA.

Ormand, H. M. (2014). A review of hand and object mouthing interventions for children with Autism Spectrum Disorder. Poster presented at the 40<sup>th</sup> annual meeting of the Association of Behavior Analysis International, Chicago, IL.

Pukys, M. S., Ormand, H. M., Domino, J., Norton, J. T., & Smith, L. (2009). Deconstructing violence through community-based learning. Presented at the International Partnership Institute, Portland, OR.

Howell, J. L., Giuliano, T. A., & Ormand, H. M. (2009). "Shoot the ball %\$@&\*#!": The impact of expletive use on coaching effectiveness. Poster presented at the 55th annual meeting of the Southwestern Psychological Association, San Antonio, TX.

Howell, J. L., Giuliano, T. A., & Ormand, H. M. (2008). "Shoot the ball %\$@&\*#!": The impact of expletive use on coaching effectiveness. Poster presented at the Southwestern University Undergraduate Research Symposium, Georgetown, TX.

Ormand, H. M., Egan, P. M., & Giuliano, T. A. (2007). "Her-she" snacks: The relationship between gender and chocolate consumption. Poster presented at the Southwestern Psychological Association Conference, Fort Worth, TX.

## **PROFESSIONAL LEADERSHIP ROLES**

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| 2015-2016 | Chair, Trainee Relations Committee, Marcus Autism Center                     |
| 2015-2016 | Peer-elected Intern Representative, Training Committee, Marcus Autism Center |
| 2014-2015 | Board Member, Board of Directors, LifeSteps Council on Alcohol and Drugs     |

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

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| 2013-present        | Association for Behavior Analysis International                        |
| 2012-2013           | Student Representative, Graduate Student Assembly, University of Texas |
| Texas 2010-2012     | Diversity Committee, School Psychology Program, University of Texas    |
| 2010-present        | American Psychological Association, Student                            |
| Member 2010-present | Student Association of School Psychologists                            |
| 2007-2009           | Southwestern Psychological Association, Student                        |
| Member 2006-2009    | Psi Chi, National Honor Society in Psychology                          |
| 2007-2008           | Southwestern University Student Works Symposium, Student               |
| Chair 2008          | Operation Achievement, Academic Mentor                                 |

## GRADUATE CLINICAL TRAINING

### INTERVENTION

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#### APPLIED BEHAVIOR ANALYSIS

*Center for Autism and Related Disorders*

Senior Therapist (August 2013- June 2015)

Supervisor: Katelyn Giboney, M.Ed., BCBA, and Jacqueline Galvani, M.S., BCBA

##### Responsibilities:

- Conducted one-on-one and group applied behavior analysis (ABA) therapy sessions in school, clinic, and home settings
- Taught adaptive, language, and social skills to children with autism and developmental disabilities
- Managed challenging behaviors according to individualized behavior intervention plans
- Recorded, reviewed, and graphed treatment data daily to inform treatment decisions
- Provided intensive, short-term intervention services for especially severe or restrictive behaviors, such as aggression, self-injury, and property destruction

#### COGNITIVE-BEHAVIORAL THERAPY

*Texas Child Study Center at Dell Children's Medical Center*

Practicum Therapist (August 2011- June 2012)

Supervisors: Kevin Stark, Ph.D.

##### Responsibilities:

- Provided weekly individual therapy sessions utilizing cognitive-behavioral techniques, including: exposure and response prevention, affective education, restructuring cognitive distortions and negative self-schema, interpersonal problem solving, goal setting and attainment, role-playing, coping skills training, relaxation techniques, and self-monitoring of behavior
- Reviewed case histories
- Consulted with schools and families
- Maintained weekly case notes and treatment plans
- Developed comprehensive treatment reports using a single-subject design
- Attended weekly group and individual supervision with university and site supervisors
- Addressed referral concerns including OCD, anxiety, depression, acting out behaviors, and social skills deficits

#### FAMILY THERAPY

*The University of Texas Family Clinic*

Practicum Therapist (January 2013- June 2013)

Supervisor: Cindy Carlson, Ph.D.

##### Responsibilities:

- Conducted weekly family therapy sessions using structural, solution-focused,



- and behavioral approaches
- Provided peer observation, consultation, and support to student therapist colleague conducting therapy with other families
- Completed comprehensive treatment report and reviewed this information with the family at the conclusion of therapy
- Addressed referral concerns including aggression and non-compliance, grief and the loss of a parent, and divorce

## **ASSESSMENT**

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### **AUTISM SPECTRUM DISORDER/DEVELOPMENTAL DISABILITIES**

*Clinical Assessment and Diagnostic Center, Marcus Autism Center*

Predoctoral Psychology Intern (September 2015- June 2016)

Supervisors: Sara Hoffenberg, Ph.D., Tiffany Aronson, Ph.D.

#### **Responsibilities:**

- Administer cognitive and autism-specific assessment measures
- Score, interpret, and write results in a comprehensive report

#### **Assessment Instruments:**

- Structured clinical interviews
- *Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV); Vineland Adaptive Behavior Scales- Second Edition (Vineland-II)*

*Center for Autism and Related Disorders*

Practicum Diagnostician (August 2013- June 2014)

Supervisors: Erica Worcester, M.Ed., BCBA; Doreen Granpeesheh, Ph.D., BCBA-D

#### **Responsibilities:**

- Conducted comprehensive psychoeducational, behavioral, and social skills assessments of children (3-12 years old) with autism spectrum disorders and other developmental disabilities
- Performed observations, administration, scoring, and interpretation of behavior rating scales, parent-report measures, and diagnostic batteries
- Presented assessment results and recommendations in comprehensive reports to parents with oral and written feedback

#### **Assessment Instruments:**

- *Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV); Psychoeducational Profile, Third Edition (PEP-3); Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4); Expressive Vocabulary Test, Second Edition (EVT-2); Leiter International Performance Scale- Revised (Leiter-R); PDD Behavior Inventory (PDDBI); Vineland Adaptive Behavior Scales- Second Edition (Vineland-II)*

### **NEUROPSYCHOLOGICAL ASSESSMENT**

*The University of Texas at Austin*

Practicum Diagnostician (January 2013- June 2013)

Supervisor: Greg Allen, Ph.D.

**Responsibilities:**

- Conducted a comprehensive neuropsychological assessment, including parent and child interviews, to rule out autism spectrum disorder (ASD) for a 9-year-old male
- Presented assessment results and recommendations in comprehensive report to parent and youth with oral and written feedback

**Assessment Instruments:**

- *Woodcock Johnson Test of Cognitive Abilities – Third Edition (WJ-III Cog); Woodcock Johnson Test of Academic Achievement – Third Edition, Form B (WJ-III Ach); Rey-Osterrieth Complex Figure, California Verbal Learning Tests (CVLT); Memory for Stories and Memory for Stories Delayed subtests from the Test of Memory and Learning – Second Edition (TOMAL); Inhibition, Memory for Designs and Memory for Designs Delayed subtests from the NEPSY-II; Continuous Performance Test (CPT); Children’s Category Test (CCT); Grooved Pegboard; Beery Test of Visual Motor Integration (VMI), Reitan-Klove Sensory Perceptual Exam; Comprehensive Test of Phonological Processing (CTOPP); Peabody Picture Vocabulary Test – Fourth Edition (PPVT); Behavior Rating Inventory of Executive Function (Teacher, Parent versions); Connor’s Attention Deficit Scale – Long Form (Teacher, Parent versions); Gilliam Asperger’s Disorder Scale (GADS)*

**FAMILY SYSTEMS ASSESSMENT**

*Austin Independent School District; The University of Texas Family Clinic*

Practicum Diagnostician

August 2012 – June 2013

Supervisor: Cindy Carlson, Ph.D.

**Responsibilities:**

- Conducted comprehensive pre- and post-assessments of family functioning, which included family observations during interaction tasks
- Administered and scored evidence-based indirect measures
- Developed treatment plans based on initial assessment results and structural goals

**Assessment Instruments:**

- Clinical interviews with family members
- *Family Assessment Measure—Third Edition (FAM-III); Parenting Stress Index—Fourth Edition (PSI-4); Behavioral Assessment System for Children—Second Edition (BASC-2); Kinetic Family Drawings, Roberts Apperception Test for Children (RATC); Family Interaction Tasks*

**SOCIAL-EMOTIONAL, BEHAVIORAL, AND ACADEMIC ASSESSMENT**

*Georgetown Independent School District*

Practicum Diagnostician

August 2011-December 2011

Supervisor: Deborah Tharinger, Ph.D., Ken Thoresen, LCSW

**Responsibilities:**

- Conducted comprehensive psychoeducational, behavioral, and social emotional assessment
- Performed observations, clinical interviews, administration, scoring, and interpretation

- of behavior rating scales, self-report measures, and projective tests
- Presented assessment results and recommendations in comprehensive reports to parents and youth with oral and written feedback
- Participated in school meetings
- Provided consultation to teachers and support staff

**Assessment Instruments:**

- Clinical interviews with adolescents, parents, and teachers
- Unstructured classroom observations
- *Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV); Woodcock-Johnson Tests of Cognitive Abilities III (WJ III-Cog); Woodcock-Johnson Tests of Achievement III (WJ III-Ach); Gray Oral Reading Test- Fourth Edition (GORT-4); Projective Drawings; Thematic Apperception Test (TAT); Roberts Apperception Test for Children (RATC); Haak Sentence Completion Test; Behavior Assessment System for Children, Second Edition (BASC-2); Children's Depression Inventory (CDI); Scale for Assessing Emotional Disturbance (SAED).*

*The University of Texas at Austin Assessment Clinic*

Practicum Diagnostician

January 2011- June 2011; August 2011 - December 2011

Supervisors: Janay Sander, Ph.D.; Timothy Keith, Ph.D.

**Responsibilities:**

- Conducted two comprehensive psychoeducational assessments which included reviewing academic records, conducting unstructured observations, and interviewing parent, child, and teachers
- Completed comprehensive reports following the assessment and provided feedback to the child, parents, and school personnel in writing and during school meetings

**Assessment Instruments:**

- Clinical interviews with adolescents, parents, and teachers, classroom observations.
- *Differential Abilities Scale (DAS); Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV); Woodcock-Johnson Tests of Cognitive Abilities III (WJ III-Cog); Woodcock-Johnson Tests of Achievement III (WJ III-Ach); Gray Oral Reading Test- Fourth Edition (GORT-4); Key Math-Third Edition; Beery Test of Visual Motor Integration (VMI); Comprehensive Test of Phonological Processing (CTOPP); Connor's Attention Deficit Scale – Long Form (Teacher, Parent versions)*

**COGNITIVE ASSESSMENT**

*The University of Texas at Austin Assessment Clinic*

Practicum Diagnostician August

2010-December 2010

**Supervisor:** Tim Keith, Ph.D.

**Responsibilities:**

- Received instruction on administration and interpretation of intelligence testing for children, adolescents, and adults
- Attended weekly lab to facilitate standard administration of tests
- Administered three Wechsler Intelligence Scales for Children-Fourth Edition (WISC-IV), three Woodcock-Johnson Cognitive Batteries-Third Edition, and two Differential Abilities Scale- Second Edition (DAS-II); wrote a report for each test as well as an integrated report, including results from the WISC-IV and DAS-II.

- Presented data from integrated case to class and instructor

**Assessment Instruments:**

- *Weschler Intelligence Scale for Children-Fourth Edition (WISC-IV); Differential Abilities Scale (DAS-II); Woodcock-Johnson Cognitive Battery-Third Edition (WJ III-Cog)*

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## CONSULTATION

### PEDIATRIC FEEDING DISORDERS

*Children's Physician Group, Children's Healthcare of Atlanta and Emory University*

Predoctoral Psychology Intern

August 2015- June 2016

**Supervisor:** Kathryn Stubbs, Ph.D.

**Responsibilities:**

- Conduct behavioral feeding history interviews
- Provide general and specific recommendations to caregivers of children with ongoing feeding difficulties related to medical conditions and developmental disabilities
- Refer families to specialized services for the treatment of pediatric feeding disorders when appropriate

### SCHOOL AND FAMILY

*Georgetown Independent School District*

Practicum Consultant

August 2011- May 2012

**Supervisor:** Jennifer Carter, Ph.D., LSSP

**Responsibilities:**

- Provided ongoing consultation to teachers and parents
- Facilitated the creation of clear definitions of problem behaviors
- Measured baseline levels of behavior and monitored changes over time
- Designed and supervised the implementation of interventions for problem behaviors, including non-compliance, off-task behavior, property destruction, and inappropriate sexual behavior
- Developed written behavior intervention plans for students' Individualized Education Plans

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## RESEARCH EXPERIENCE

### Predoctoral Psychology Intern

*Marcus Autism Center*

July 2015- June 2016

**Primary Investigators:** Nathan Call, Ph.D., Mindy Scheithauer, Ph.D., Valerie Volkert, Ph.D., Nadine Kaslow, Ph.D.

**Research Topics:** Delay discounting, behavioral economics, token systems, alternative bite presentations in feeding treatments, assessment of clinical training

**Responsibilities:**

- Collaborate with peers and faculty on clinically-driven research projects
- Assist in various components of research process, including study design, participant recruitment, implementation of study procedures, archival case reviews, data collection, data analyses, and manuscript writing

**Graduate Research Assistant**

*The University of Texas at Austin*

August 2014- June 2015

**Primary Investigator:** Terry Falcomata, Ph.D.

**Research Topic:** Behavioral interventions for autism spectrum disorder and developmental disabilities

**Responsibilities:**

- Assisted in various components of research projects, including study design, participant recruitment, case conceptualization, implementation of study procedures, data collection, graphing and data analyses, and manuscript writing

*The University of Texas at Austin*

August 2010-May 2011

**Primary Investigator:** Greg Allen, Ph.D.

**Research Topic:** Brain connectivity in autism spectrum disorders (ASD)

**Responsibilities:**

- Assisted in various components of Dr. Allen's neuropsychology research, including participant recruitment, screening, testing, data entry and analyses, writing, and MRI scanning

**Research Assistant**

*Southwestern University*

January 2008- May 2009

**Primary Investigator:** Dr. Paula Desmond, Ph D.

**Research Study:** Stress, health, and emotional intelligence

**Responsibilities:**

- Collaborated on all phases of the research process, including generating hypotheses, conducting literature reviews, preparing IRB proposals, designing materials, collecting data, analyzing data, and writing

**HONORS AND AWARDS**

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|---------|--|
| 2017    | Society for the Advancement of Behavior Analysis, Senior Student Presenter Grant     |
| 2014    | Therapist of the Month (April), Center for Autism and Related Disorders (CARD, Inc.) |
| 2010-11 | Graduate School Diversity Mentoring Fellowship recipient                             |
| 2008    | Verizon Foundation Internship recipient  |
| 2006-09 | Psi Chi, National Honor Society in Psychology  |
| 2005-09 | Southwestern University Dixon Scholarship recipient                                  |

2005-09

Southwestern University Dean's List