



**Doctoral Internship Training in Health Service Psychology
Children's Healthcare of Atlanta at Emory University Department of Pediatrics
Program Brochure 2022-2023
(Revised July 2021)**

APA-ACCREDITED*

*Questions regarding the program's accreditation status should be directed to:

The Commission on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 First St., N.E. Washington, DC 20002
Phone: (202)-336-5979
E-mail: apaaccred@apa.org;
website: <http://www.apa.org/ed/accreditation>

Children's Healthcare of Atlanta is Georgia's leading pediatric healthcare provider with three hospitals and multiple neighborhood locations. For more than 100 years, our purpose has been the same: making kids better today and healthier tomorrow.

Children's Healthcare of Atlanta offers you the chance to build a stellar career with unmatched opportunities for collaboration among some of the best clinical and academic centers in the nation. We work with the following neighboring institutions to develop cutting-edge treatments and technologies to answer the most perplexing childhood medical questions:

- **Centers for Disease Control and Prevention (CDC)**
- **Emory University School of Medicine**
- **Georgia Institute of Technology**
- **Morehouse School of Medicine**

Children's Healthcare of Atlanta Doctoral Internship in Health Service Psychology at Emory University School of Medicine, Department of Pediatrics offers a tailored curriculum providing didactic and clinical training designed to meet the skill level and learning objectives of each intern. The internship offers the opportunity to match in one of seven tracks to provide interns to gain a significant level of clinical expertise in a particular area. Although the tracks emphasize distinct areas of practice, all tracks endeavor to (A) train providers with the core skills required to provide clinical assessment and treatment services, to children and families, (B) create a learning environment where people effect treatment, research, and teaching characterized by respect, openness, and compassion toward others, and (C) foster skills, values, and awareness that promote the application of research science to innovate clinical practice within a pediatric medical clinic.

Guiding Principles

The Children's Healthcare of Atlanta Doctoral Internship in Health Service Psychology at Emory University School of Medicine, Department of Pediatrics aims to transform the field pediatric psychology and developmental disabilities through state-of-the-art, evidenced based assessment, intervention, training and research. In doing so, we are:

- oriented to children
- propelled by our people
- driven by science in every domain
- inspired by innovation and creativity
- connected by dialogue

- guided by compassion for our stakeholders and each other
- empowered by responsibility with our resources.

Diversity as a Core Component

We believe that for our training program to be excellent, we must be attentive to individual and cultural diversity, and to this end, we value, appreciate, encourage and support a working culture that includes diversity. We value competence and commitment to show cultural sensitivity when interacting with peers, colleagues, supervisors, supervisees, and patients, and we strive to incorporate multicultural considerations in all of our scholarly, clinical, and training endeavors. The internship follows the policies of Emory University, the laws of the state of Georgia and the United States, and strives to meet the standards for diversity set by APA.

Program Aims

The overarching aim of our internship is to prepare students to function as psychologists in a variety of settings, including as members of interdisciplinary teams providing health related services to children and their families. Interns completing our internship are well qualified to enter clinical, medical, or academic settings. Together, distinct training tracks maintain the following aims for all interns:

- To train providers with the core skills required to provide clinical services, while prioritizing the needs and interests of children and families.
- To create a learning environment where people affect treatment, research, and teaching while engaged in dialogue that is characterized by respect, openness and compassion.
- To foster skills, values and awareness that promote the use of science in making contributions to the field through scholarly and teaching pursuits that are innovative, excellent and take into account responsible use of resources.

Training Philosophy

The Doctoral Internship provides training within a scientist practitioner model centered on the idea that principles and procedures of science for studying biological, psychological and social elements of the person form the basis not only for effective research, but also for ethical clinical services. Accordingly, the Internship utilizes data-based diagnostic and treatment procedures that are consistent with basic principles of learning and developmental psychopathology as embodied in the research literature, emphasizing special expertise in cognitive behavioral therapy, applied behavior analysis, child development, developmental disabilities, and/or diagnostic assessment.

TRAINING AIMS

As one of the key programs that support the teaching mission of Children's Healthcare of Atlanta, the Internship holds a general aim of training future providers who will continue to live out the Guiding Principles listed above, which shape all activities at the Center. In this context, the Internship pursues the following three general aims, which align the values of the Children's with competencies that are fundamental to practice in the area of health services psychology.

A. To train providers with the core skills required to provide clinical services, while prioritizing the needs and interests of children and families. The following goals and competencies are aligned with this aim:

1. INDIVIDUAL AND CULTURAL DIVERSITY: Interns will demonstrate an intermediate to advanced level of professional psychology skills, abilities, proficiencies, and knowledge related to individual and cultural diversity (ICD) as they pertain to all areas of professional practice.

Objective 1(A) Interns will demonstrate through discussion and/or action, an awareness of elements of diversity in their own lives and how these elements may affect their professional thinking and behavior.

Objective 1(B) Interns will show an understanding of the implications of ICD for professional activities in assessment, treatment, research, consultation, and training/supervision, including detecting areas of knowledge about ICD which warrant additional study, training and/or consultation.

Objective 1(C) Interns will consistently show sensitivity and adaptability in responding to ICD and to apply them to core areas of practice.

2. ASSESSMENT: Interns will demonstrate an intermediate to advanced level of professional psychology skills, abilities, proficiencies, and knowledge required competently to conduct psychological assessment.

Objective 2(A) Interns will be able to select appropriate standardized and/or clinical measures to use in addressing the referral question and be able to administer and score these tools with fidelity.

Objective 2(B) Interns will independently conduct effective initial clinical interviews

Objective 2(C) Interns will be able to describe assessment instruments/methods (including strengths and limitations) and how they may be used.

Objective 2(D) Interns will demonstrate awareness of issues of human development and diversity in using assessment or diagnostic information for case conceptualization and treatment planning.

Objective 2(E) Interns will demonstrate proficiency in writing assessment reports that integrate findings in a way that is accurate and is clear to professionals and consumers.

Objective 2(F) Interns will demonstrate proficiency in providing the results of the assessment in oral feedback to caregivers in a way that is accurate and is clear.

3. INTERVENTION: Interns will demonstrate an intermediate to advanced level of professional psychology skills, abilities, proficiencies, and knowledge required to implement effective interventions (including empirically supported treatments).

Objective 3(A) Interns will independently develop case conceptualizations and treatment planning that includes consideration of developmental, individual and cultural differences.

Objective 3(B) Interns will independently create treatment goals, select appropriate treatment options, and incorporate ongoing assessment results into treatment planning as needed.

Objective 3(C) Interns will demonstrate advanced clinical skills and the ability to flexibly utilize them, even in difficult clinical situations.

Objective 3(D) Interns will demonstrate proficiency in understanding standard treatment protocols and in independently administering them with high fidelity.

Objective 3(E) Interns will demonstrate the ability to generalize skills (e.g., teaching, assessment, behavior management) across clients, settings, and scenarios when appropriate.

Objective 3(F) Interns will demonstrate the ability to apply scientific methodology to evaluate treatment progress.

4. CONSULTATION and INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS: Interns will demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and/or knowledge related to consultation and interprofessional/interdisciplinary skills.

Objective 4(A) Interns will demonstrate an understanding of the fundamental skills and roles involved in consultation.

Objective 4(B) Interns will be able to select appropriate and contextually sensitive assessment/data gathering that answer consultation question.

Objective 4(C) Interns will propose an appropriate plan of action in response to a consultative referral question.

Objective 4(D) Interns will demonstrate proficiency in identifying, analyzing and responding to key ethical issues unique to consultative relationships.

Objective 4(E) Interns will be able to describe how other professions can make positive contributions to clinical care of shared patients, including demonstrating awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems (e.g., theoretical differences, training experiences, purpose of practice).

Objective 4(F) Interns will participate and initiate interdisciplinary collaboration/consultation directed toward shared goals.

B. To create a learning environment where people effect treatment, research, and teaching while engaged in dialogue that is characterized by respect, openness and compassion. The following goals and competencies are aligned with this aim:

5. PROFESSIONALISM: Interns will demonstrate an intermediate to advanced level of skills, abilities, proficiencies, and knowledge necessary to be competent with regard to professionalism in values, attitudes and behaviors.

Objective 5(A) Interns will monitor and resolve situations that require integrity, honesty, personal responsibility, and accountability.

Objective 5(B) Interns will demonstrate professional deportment: self-presentation, dress, behavior, communication in professional situations.

Objective 5(C) Interns will demonstrate the ability to understand the concern for the welfare of others which is at the core the profession of psychology, to assimilate this concern with the core values of the workplace, and to translate it in their work as health service providers.

Objective 5(D) Interns will demonstrate self-awareness and self-direction, related to professional behaviors, and to seek related supervision as appropriate.

Objective 5(E) Interns will be able to articulate a coherent professional identity that is consistent with the broader profession of psychology and takes into account pertinent current events in the field.

Objective 5(F) Interns will demonstrate awareness of their own bounds of competence and actively seek guidance, coaching, and/or feedback from their supervisor.

Objective 5(G) Interns will be prepared for supervision and demonstrate reflection on their own practices within supervision.

Objective 5(H) Interns will self-monitor issues related to self-care and promptly intervene when disruptions occur.

6. COMMUNICATION & INTERPERSONAL SKILLS: Interns will demonstrate an intermediate to advanced level of skills, abilities, proficiencies, and knowledge necessary to demonstrate competent communication and interpersonal skills.

Objective 6(A) Interns will demonstrate the ability to establish and maintain good rapport with clients, patients, supervisors, trainees, and other stakeholders.

Objective 6(B) Interns will be able to demonstrate clarity, accuracy, professional vocabulary and usage, and parsimony in oral and written communications.

Objective 6(C) Interns will demonstrate self-awareness and self-modification related to non-verbal communications, including appropriate management of their own affect.

Objective 6(D) Interns will demonstrate strategies to recognize, articulate, and resolve interpersonal differences or conflicts.

7. ETHICAL AND LEGAL STANDARDS: Interns will demonstrate an intermediate to advanced level of professional psychology skills, abilities, proficiencies, competencies, and knowledge related to ethical and legal standards.

Objective 7(A) Interns will demonstrate the ability to describe and apply general ethical principles, and to recognize possible breaches of the APA code of conduct.

Objective 7(B) Interns will be able to articulate and discuss the potentially competing interests among the general ethical principles, and to delineate a model by which ethical decisions may be achieved.

Objective 7(C) Interns will be able to describe hypothetical inconsistencies between ethical principles and guidelines versus laws or administrative policies that also guide professional behavior; as well as delineate possible processes by which ethical decisions and actions may be achieved in this context.

Objective 7(D) Interns will demonstrate proficiency in identifying, analyzing, and responding to key ethical issues related to professional practice: research, individual and cultural differences, clinical care (assessment, intervention, consultation), and supervision.

- C. **To foster skills, values and awareness that promote the use of science in making contributions to the field through scholarly and teaching pursuits that are innovative, excellent and take into account responsible use of resources.**
The following goals and competencies are aligned with this aim:

8. RESEARCH & SCHOLARLY ACTIVITIES: Interns will demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, and knowledge necessary to generate and translate research.

Objective 8(A) Interns will demonstrate advanced knowledge of scientific foundations of psychology, including core science (i.e., biological, environmental, cognitive, and affective), human development, and empirically-supported assessment and intervention for individuals with developmental disabilities.

Objective 8(B) Interns will demonstrate an advanced understanding of and appreciation for research methodology, data collection and analysis.

Objective 8(C) Interns will independently consume and discuss scientific literature in applying these findings to their own clinical practice and/or research.

Objective 8(D) Interns will demonstrate independence in scholarly endeavors. Examples may include: independently develops research questions/studies, queries existing data bases, or presents professional advances in publication or at conferences.

Objective 8(E) Interns will demonstrate the ability to understand and communicate scholarly findings to others (e.g., supervisors, supervisees, other researchers/practitioners, caregivers).

9. SUPERVISION: Interns will demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, and/or knowledge required to provide competent supervision.

Objective 9(A) Interns will be able to describe the ethical, legal, and contextual responsibilities and priorities in relationships between supervisors and supervisees.

Objective 9(B) Interns will be fluent in describing the primary model(s) that guide their provision of supervision.

Objective 9(C) Interns will demonstrate awareness of the impact of personal perceptions and styles on their relationships with supervisees and of those of supervisees' on their relationship with clients.

Objective 9(D) Interns will demonstrate proficiency in assessing, guiding and correcting the work of individuals under their supervision, including appropriate responses to potentially problematic supervision situations.

CURRICULUM

The Internship's philosophy of education holds that one best learns by studying and doing. Based on each intern's level of professional development, training proceeds in a progressive manner. Interns initially observe clinical cases with comment from the licensed psychologist supervisor, read select articles/chapters, and receive other forms of instruction to familiarize the intern with the particular issues involved with patients/families. The interns rapidly proceed to conducting sessions independently with frequent supervision and feedback, and they then progress to become more independent while increasing the number and types of cases with more complexity. Through the year, interns obtain over 500 hours of patient contact—more than the national standard. Licensed psychologist supervisors arrange multiple opportunities for interns to acquire skills by providing clinical services and conducting research. There are also opportunities for clinical education by professionals from other disciplines, including occupational therapists, physicians, and nurse practitioners (developmental-behavioral pediatrics, psychiatry), professional counselors, social workers, and speech pathologists. Learning is further supported by a didactic curriculum that was developed by Internship faculty to address core competence areas of professional psychology in health service settings and to provide advanced knowledge about pediatric conditions.

PRIMARY METHOD OF INSTRUCTION: SUPERVISED CLINICAL EXPERIENCES

The overarching goal of our internship program is to prepare students to function as psychologists in a variety of settings, including as members of interdisciplinary teams providing health related services to children and their families. Training occurs through supervised experiences in outpatient and day treatment programs. Interns completing our internship are well qualified to enter clinical, medical, or academic settings. Currently four tracks separately admit interns to focus their training on either assessment or clinical intervention.

Supervision of interns. At least one licensed psychologist is responsible for providing close supervision of the intern's performance on each clinical case. Interns consult daily with a faculty case manager to review case responsibilities, selection and implementation of measurement and treatment procedures, data interpretation, and treatment planning. In addition, there are opportunities for direct observations with feedback both in vivo and by video recording, as well as co-therapy with faculty members. Throughout the Children's Healthcare of Atlanta there are rooms equipped with two-way mirrors and/or video recording equipment that feed live or recorded video to any computer in the building—including in faculty offices. The program strictly adheres to the APA guidelines of two hours of individual (face to face) and two hours of

additional (group or individual) supervision per week, with at least 80% coming from a licensed psychologist. A secondary licensed supervisor (e.g., psychiatrist, social worker, counselor, marriage and family therapist) or postdoctoral psychology resident may provide up to 20% of interns' supervision. Interns also have a chance to with collaborate and learn from other professional providers.

CLINICAL ASSESSMENT AND DIAGNOSTICS TRACK (2 positions)

The **Clinical Assessment and Diagnostics** (CAD) department at the Marcus Autism Center emphasizes flexible, empirically supported approaches to clinical assessment in the context of an interdisciplinary framework. Across the year, interns will train within the clinic and research enterprise that provides diagnostic assessments of individuals with a wide range of neurodevelopmental disorders. Children seen in the CAD clinic range from infancy to late adolescence with a focus on children ages 16 months to 6 years. Each child is assessed for Autism Spectrum Disorder as well as the many differential diagnoses commonly seen in this population, including developmental delay, intellectual disability, anxiety disorders, behavioral disorders, ADHD, genetic syndromes, such as Fragile X syndrome, as well as many others. The children seen in the CAD are highly diverse in their race, ethnicity, urbanacity, socioeconomic status, and age. These assessments are designed to identify cognitive and developmental strengths and weaknesses, assess adaptive functioning, provide diagnostic clarification, and to determine the need for intervention. Assessments incorporate measures of development, cognition, play, and adaptive behavior. Assessment of language, visual-motor skills, and behavior are included as needed. This rotation provides the opportunity to work on cases within a multidisciplinary team that includes clinical psychologists, as well as developmental pediatricians, psychiatrists, nurse practitioners, speech and language pathologists, and social workers/case managers on a case by case basis.

Opportunities to conduct diagnostic assessments within one or more of the over 25 active research studies are also available. In addition, opportunities to participate in evaluations through the Developmental Neurology Clinic (DNC) at the Center for Advanced Pediatrics exist. The DNC consists of a multidisciplinary team including a developmental neurologist, a developmental pediatrician, a genetic counselor, a social worker, a parent liaison, and psychologists. It focuses on assessing children with developmental disabilities other than idiopathic autism spectrum disorders. Interns typically complete a ½ day minor rotation throughout the entire year. Possible minor rotations may be available in the Severe Behavior Department, Feeding Department, Early Intervention Program, and/or Anxiety/CBT Program.

Minor Rotation Options

RUBI-Parent Training Program (minor rotation) within the **Severe Behavior Program** is an outpatient program developed and shown to decrease challenging behaviors in children with Autism Spectrum Disorder (ASD) between the ages of 3 and 10. The program involves teaching parents a number of strategies to prevent, manage,

and reduce occurrences of problem behaviors of mild to moderate severity while promoting skill development.

The Brief Behavior Intervention (BBI) Program (minor rotation) within the **Severe Behavior Program** is a weekly outpatient program. Children have a variety of problem behaviors of moderate to high severity, including aggression, self-injury, noncompliance, disruptive behavior, elopement, and pica. Targeted treatment goals are achieved through the therapist coaching the caregiver in completing a functional analysis and implementing treatment. There is a heavy emphasis on parent training, with the caregivers rehearsing skills both during the appointment as well as between appointments.

The **Pediatric Feeding Clinic (minor rotation)** offers interns the opportunity to treat children ages 9 months to 21 years who do not consume enough volume or variety of food to maintain adequate growth or nutrition. Children with this level of feeding disorder fall under the broader psychiatric diagnosis of Avoidant-Restrictive Food Intake Disorder (ARFID).

The **Early Intervention Program (minor rotation)** is an outpatient parent coaching program designed to support families of toddlers with or at-risk for autism spectrum disorder (ASD) in developing play, communication, social engagement, and imitation skills. The program uses the Project ImPACT curriculum, which has been shown to build skill in young children with ASD and other developmental delays through integrating behavioral and developmental treatment strategies. The program emphasizes active parent participation within and between sessions.

The Cognitive-Behavioral Therapy for Anxiety program (minor rotation) is an outpatient therapy program. The program is aimed to treat youth diagnosed with autism spectrum disorder and co-morbid anxiety disorders. This program is currently offered in an individual context via telemedicine. The clinic utilizes the Facing Your Fears Program, which uses cognitive behavioral principles to help youth develop their awareness and insight into their anxiety and/or fears and learn ways to effectively manage their symptoms. The program actively involves parents via a parent education component. *This minor rotation is for persons with graduate practicum experience in delivering individual/group therapy to any child/adolescent with or without ASD.*

PEDIATRIC FEEDING PROGRAM TRACK (4 positions)

The **Pediatric Feeding Track** offers an intern the opportunity to work with children ages 9 months to 21 years who do not consume enough volume or variety of food to maintain adequate growth or nutrition. Children with this level of feeding disorder fall under the broader psychiatric diagnosis of Avoidant-Restrictive Food Intake Disorder (ARFID). ARFID in pediatric populations often co-occurs with complex medical and/or developmental conditions (e.g., pre-maturity, gastrointestinal, cardiac, food allergy, autism); therefore, this rotation offers interns a breadth of training opportunities with a diverse range of patients. Our model of care involves multidisciplinary assessment and treatment and throughout the training year interns gain experience working with a team

that includes physicians, nurse practitioners, dietitians, speech-language pathologists, an occupational therapist, and a social worker.

The Pediatric Feeding Track offers a scientist practitioner model of training. Our clinic integrates science and best practices by involving a data-driven decision-pathway model of care that also facilitates new discoveries through single-subject research. The model of supervision is behavioral and involves competence-based benchmarks. The supervisor provides modeling and performance feedback with heavy oversight initially and support is faded as the internship progresses.

The intern in the Pediatric Feeding Track will spend a full year training in clinical experiences that include feeding assessments, intensive day treatment, and outpatient therapy. Across these areas, interns will gain experience with treatment approaches that include applied behavior analysis, parent training, parent-child interaction therapy, and manual-based interventions. Interns will split their time between Marcus Autism Center, the Center for Advanced Pediatrics, and community outpatient settings. In addition to feeding, treatment often focuses on associated behavioral/pediatric concerns including sleep, toileting, and disruptive behavior. Professional opportunities include participating in grant funded and/or clinical research projects, presentations at regional and national conferences, and supervision of others.

Interns will also have the opportunity to conduct a minor rotation (1/2 day a week) in a clinic outside of the Pediatric Feeding Program throughout the entire year. Minor rotations may be available in the Clinical Assessment and Diagnostics Department or Severe Behaviors Department.

Possible Minor Rotations Options

RUBI-Parent Training Program (minor rotation) within the **Severe Behaviors Program** is an outpatient program developed and shown to decrease challenging behaviors in children with Autism Spectrum Disorder (ASD) between the ages of 3 and 10. The program involves teaching parents a number of strategies to prevent, manage, and reduce occurrences of problem behaviors of mild to moderate severity while promoting skill development.

The Brief Behavior Intervention (BBI) Program (minor rotation) within the **Severe Behaviors Program** is a weekly outpatient program. Children have a variety of problem behaviors of moderate to high severity, including aggression, self-injury, noncompliance, disruptive behavior, elopement, and pica. Targeted treatment goals are achieved through the therapist coaching the caregiver in completing a functional analysis and implementing treatment. There is a heavy emphasis on parent training, with the caregivers rehearsing skills both during the appointment as well as between appointments.

The **Clinical Assessment and Diagnostic Department (minor rotation)** is a multidisciplinary clinic that provides diagnostic assessments of individuals with a wide range of neurodevelopmental disorders with a possible autism spectrum disorder. Children seen in the CAD clinic range from infancy to late adolescence with a focus on children ages 16 months to 6 years.

Long-term Follow Up (minor rotation) within the **Severe Behaviors Program** is a service provided to children after completion of day-treatment and short-term follow-up.

Clients are transferred to long-term follow-up approximately 6 months after discharge and most clients are seen every 1-3 months. This program provides experiences in maintenance of behavioral interventions.

The **Early Intervention Program (minor rotation)** is an outpatient parent coaching program designed to support families of toddlers with or at-risk for autism spectrum disorder (ASD) in developing play, communication, social engagement, and imitation skills. The program uses the Project ImPACT curriculum, which has been shown to build skill in young children with ASD and other developmental delays through integrating behavioral and developmental treatment strategies. The program emphasizes active parent participation within and between sessions.

The **Cognitive-Behavioral Therapy for Anxiety program** (minor rotation) is an outpatient therapy program. The program is aimed to treat youth diagnosed with autism spectrum disorder and co-morbid anxiety disorders. This program is currently offered in an individual context via telemedicine. The clinic utilizes the Facing Your Fears Program, which uses cognitive behavioral principles to help youth develop their awareness and insight into their anxiety and/or fears and learn ways to effectively manage their symptoms. The program actively involves parents via a parent education component. *This minor rotation is for persons with graduate practicum experience in delivering individual/group therapy to any child/adolescent with or without ASD.*

SEVERE BEHAVIOR PROGRAM TRACK (1 position)

The **Severe Behavior Program** at the Marcus Autism Center provides a continuum of services for individuals with developmental disabilities between the ages of 2 and 21 years who display severe destructive behavior such as self-injurious behavior (SIB), aggression, property destruction, noncompliance, tantrums, elopement, pica and toileting deficits. The primary goals of the program are to: (a) serve as a model for the evaluation and treatment of destructive behavior displayed by persons with developmental disabilities, (b) foster the development of new therapeutic procedures through systematic research on the nature and management of destructive behaviors, and (c) promote the effective application of currently available treatments through training and consultation. The goal for each child is to decrease the occurrence of his/her problem behavior and generalize gains made in treatment to the child's home environment, community, and school. Social and ecological validity of interventions is a significant area of emphasis in all Severe Behavior treatment programs. Four clinical services are available, with level of care matched to child and caregiver characteristics to provide the services warranted for each child. Interns in the full-year severe behavior program will lead at least one case at a time in our Intensive Outpatient Program, working with the most severe and complex cases of problem behavior in the region. Clients are served 5-hours a day, 5-days a week, for an average of 3 months. Individuals are referred to this program if their problem behavior is placing their family in a state of crisis (e.g., problem behavior is causing significant injuries or the family is considering residential placement for the individual) or if their problem behavior cannot safely be managed by the caregivers. Common treatment courses include detailed

functional analysis, teaching of adaptive behaviors (e.g., functional communication training), reinforcement for appropriate behaviors on a dense schedule, schedule thinning, caregiver training, and generalization.

Interns in the full-year track will gain experiences providing short-term follow-up to clients after discharge from the Intensive Outpatient Program to build skills in the area of maintenance of behavioral interventions and caregiver training. Interns in the full-year program will also have opportunities to increase the variety of clients they see through the minor rotation options in the severe behavior program. These minor severe behavior rotations will occur throughout the year, but with a heavier emphasis on in the second six months. In addition to the severe behavior minor rotations, interns will also be given the opportunity to conduct a minor rotation (1/2 day a week) in a clinic outside of the severe behavior program throughout the entire year. Minor rotations may be available in the Clinical Assessment and Diagnostics Department or Feeding Department.

Severe Behavior Minor Rotations

RUBI-Parent Training Program (minor rotation) is an outpatient program developed and shown to decrease challenging behaviors in children with Autism Spectrum Disorder (ASD) between the ages of 3 and 10. The program involves teaching parents a number of strategies to prevent, manage, and reduce occurrences of problem behaviors of mild to moderate severity while promoting skill development.

The Brief Behavior Intervention (BBI) Program (minor rotation) is a weekly outpatient program. Children have a variety of problem behaviors of moderate to high severity, including aggression, self-injury, noncompliance, disruptive behavior, elopement, and pica. Targeted treatment goals are achieved through the therapist coaching the caregiver in completing a functional analysis and implementing treatment. There is a heavy emphasis on parent training, with the caregivers rehearsing skills both during the appointment as well as between appointments.

Long-term Follow Up (minor rotation) is a service provided to children after completion of day-treatment and short-term follow-up. Clients are transferred to long-term follow-up approximately 6 months after discharge and most clients are seen every 1-3 months. This program provides experiences in maintenance of behavioral interventions.

Possible Minor Rotations Outside of Severe Behavior

The **Clinical Assessment and Diagnostic Department (minor rotation)** is a multidisciplinary clinic that provides diagnostic assessments of individuals with a wide range of neurodevelopmental disorders with a possible autism spectrum disorder. Children seen in the CAD clinic range from infancy to late adolescence with a focus on children ages 16 months to 6 years.

The **Pediatric Feeding Clinic (minor rotation)** offers interns the opportunity to work with children ages 9 months to 21 years who do not consume enough volume or variety

of food to maintain adequate growth or nutrition. Children with this level of feeding disorder fall under the broader psychiatric diagnosis of Avoidant-Restrictive Food Intake Disorder (ARFID).

The **Early Intervention Program (minor rotation)** is an outpatient parent coaching program designed to support families of toddlers with or at-risk for autism spectrum disorder (ASD) in developing play, communication, social engagement, and imitation skills. The program uses the Project ImPACT curriculum, which has been shown to build skill in young children with ASD and other developmental delays through integrating behavioral and developmental treatment strategies. The program emphasizes active parent participation within and between sessions.

The **Cognitive-Behavioral Therapy for Anxiety program (minor rotation)** is an outpatient therapy program. The program is aimed to treat youth diagnosed with autism spectrum disorder and co-morbid anxiety disorders. This program is currently offered in an individual context via telemedicine. The clinic utilizes the Facing Your Fears Program, which uses cognitive behavioral principles to help youth develop their awareness and insight into their anxiety and/or fears and learn ways to effectively manage their symptoms. The program actively involves parents via a parent education component. *This minor rotation is for persons with graduate practicum experience in delivering individual/group therapy to any child/adolescent with or without ASD.*

BEHAVIORAL AND MENTAL HEALTH CLINIC – (2 positions)

The Behavioral and Mental Health Outpatient Clinic is a part of Children's Healthcare of Atlanta seeks to ensure patients receive access to behavioral and mental health services that will improve their quality of life and ability to thrive. The clinic serves children and adolescents referred from internal Children's specialty clinics and aims to increase the continuity of care available to Children's patients to include behavioral and mental health care. The outpatient clinic serves children with a broad range of concerns associated with anxiety, mood disorders, psychosis, somatic symptoms, medical adherence concerns, and behavioral problems. A multi-disciplinary team of psychologists, social workers, and physicians provide both assessment and treatment services for children. Treatment modalities include individual therapy, group therapy, and parent training. Evidence based treatments are used. Medication management is provided as needed for patients. Faculty have interests in treating trauma, mood disorders, anxiety, chronic pain, and developmental disabilities. The Children's Behavioral and Mental Health Outpatient Clinic is new, opening in September 2021. This allows a unique opportunity for interns to gain experience in program development from both clinical and operational standpoints.

Interns in the full-year track will gain experiences providing therapy to clients of a variety of ages and presenting concerns. Interns will also be given the opportunity to conduct a minor rotation (1/2 day a week) in a clinic outside of the severe behavior program

throughout the entire year. Minor rotations may be available in the Clinical Assessment and Diagnostics Department, Severe Behavior Program, or Feeding Department.

Possible Minor Rotations

The **Clinical Assessment and Diagnostic Department (minor rotation)** at the Marcus Autism Center is a multidisciplinary clinic that provides diagnostic assessments of individuals with a wide range of neurodevelopmental disorders with a possible autism spectrum disorder. Children seen in the CAD clinic range from infancy to late adolescence with a focus on children ages 16 months to 6 years.

RUBI-Parent Training Program (minor rotation) at the Marcus Autism Center is an outpatient program developed and shown to decrease challenging behaviors in children with Autism Spectrum Disorder (ASD) between the ages of 3 and 10. The program involves teaching parents a number of strategies to prevent, manage, and reduce occurrences of problem behaviors of mild to moderate severity while promoting skill development.

The **Pediatric Feeding Clinic (minor rotation)** at the Center for Advanced Pediatrics and the Marcus Autism Center offers interns the opportunity to work with children ages 9 months to 21 years who do not consume enough volume or variety of food to maintain adequate growth or nutrition. Children with this level of feeding disorder fall under the broader psychiatric diagnosis of Avoidant-Restrictive Food Intake Disorder (ARFID).

The **Early Intervention Program (minor rotation)** at the Marcus Autism Center is an outpatient parent coaching program designed to support families of toddlers with or at-risk for autism spectrum disorder (ASD) in developing play, communication, social engagement, and imitation skills. The program uses the Project ImPACT curriculum, which has been shown to build skill in young children with ASD and other developmental delays through integrating behavioral and developmental treatment strategies. The program emphasizes active parent participation within and between sessions.

The **Cognitive-Behavioral Therapy for Anxiety program (minor rotation)** at the Marcus Autism Center is an outpatient therapy program. The program is aimed to treat youth diagnosed with autism spectrum disorder and co-morbid anxiety disorders. This program is currently offered in an individual context via telemedicine. The clinic utilizes the Facing Your Fears Program, which uses cognitive behavioral principles to help youth develop their awareness and insight into their anxiety and/or fears and learn ways to effectively manage their symptoms. The program actively involves parents via a parent education component.

LANGUAGE AND LEARNING TRACK (1 position)

The **Language and Learning Clinic (LLC)** at Marcus Autism Center serves children diagnosed with autism spectrum disorders between the ages of 2 and 12 years (average 4 years of age) who are exhibiting significant language and social

communication delays. Services provided in the LLC focus on building communication and vocal skills, bolstering appropriate play and social skills, targeting foundational learning skills such as imitation and matching, and reducing barriers to learning (e.g., limited reinforcers, mild to moderate problem behavior). The goal for each child admitted to the LLC is to acquire the critical skills they need in order to thrive in a less intensive setting. Children receive services between 3 and 6 hours per day, 5 days per week. All services are provided in a 1:1 format that utilizes a combination of discrete trial training and natural environment teaching to meet each child's individual and developmental needs. Intervention in the LLC also heavily involves caregivers via both didactic and in-vivo training in order to facilitate generalization and speed treatment progress.

Interns in the LLC have the opportunity to gain a diverse set of experiences that include working directly with children, providing consultation, and delivering caregiver training. They learn to conduct and utilize comprehensive language assessments to aid in the development of intervention programming that focuses on improving language skills, play skills, and adaptive skills and that addresses barriers that may interfere with learning. In addition, they learn how to integrate child development with evidenced-based practice in order to produce meaningful outcomes in the daily life of the children they work with. Interns will also have potential opportunities to participate in ongoing departmental research projects in the roles of designing and implementing research protocols, assisting with data collection and analysis, and manuscript writing.

Interns will also have the opportunity to conduct a minor rotation (1/2 day a week) in a clinic outside of the Language and Learning Program throughout the entire year. Minor rotations may be available in the Clinical Assessment and Diagnostics Department, Feeding, or Severe Behaviors Department. A brief rotation in Assessment Diagnostics will also occur.

Possible Minor Rotations Options

RUBI-Parent Training Program (minor rotation) within the **Severe Behaviors Program** is an outpatient program developed and shown to decrease challenging behaviors in children with Autism Spectrum Disorder (ASD) between the ages of 3 and 10. The program involves teaching parents a number of strategies to prevent, manage, and reduce occurrences of problem behaviors of mild to moderate severity while promoting skill development.

The Brief Behavior Intervention (BBI) Program (minor rotation) within the **Severe Behaviors Program** is a weekly outpatient program. Children have a variety of problem behaviors of moderate to high severity, including aggression, self-injury, noncompliance, disruptive behavior, elopement, and pica. Targeted treatment goals are achieved through the therapist coaching the caregiver in completing a functional analysis and implementing treatment. There is a heavy emphasis on parent training, with the caregivers rehearsing skills both during the appointment as well as between appointments.

The **Clinical Assessment and Diagnostic Department (minor rotation)** is a multidisciplinary clinic that provides diagnostic assessments of individuals with a wide range of neurodevelopmental disorders with a possible autism spectrum disorder. Children seen in the CAD clinic range from infancy to late adolescence with a focus on children ages 16 months to 6 years.

Long-term Follow Up (minor rotation) within the **Severe Behaviors Program** is a service provided to children after completion of day-treatment and short-term follow-up. Clients are transferred to long-term follow-up approximately 6 months after discharge and most clients are seen every 1-3 months. This program provides experiences in maintenance of behavioral interventions.

The **Pediatric Feeding Clinic (minor rotation)** offers interns the opportunity to treat children ages 9 months to 21 years who do not consume enough volume or variety of food to maintain adequate growth or nutrition. Children with this level of feeding disorder fall under the broader psychiatric diagnosis of Avoidant-Restrictive Food Intake Disorder (ARFID).

The **Early Intervention Program (minor rotation)** is an outpatient parent coaching program designed to support families of toddlers with or at-risk for autism spectrum disorder (ASD) in developing play, communication, social engagement, and imitation skills. The program uses the Project ImPACT curriculum, which has been shown to build skill in young children with ASD and other developmental delays through integrating behavioral and developmental treatment strategies. The program emphasizes active parent participation within and between sessions.

The Cognitive-Behavioral Therapy for Anxiety program (minor rotation) is an outpatient therapy program. The program is aimed to treat youth diagnosed with autism spectrum disorder and co-morbid anxiety disorders. This program is currently offered in an individual context via telemedicine. The clinic utilizes the Facing Your Fears Program, which uses cognitive behavioral principles to help youth develop their awareness and insight into their anxiety and/or fears and learn ways to effectively manage their symptoms. The program actively involves parents via a parent education component. *This minor rotation is for persons with graduate practicum experience in delivering individual/group therapy to any child/adolescent with or without ASD.*

TREATMENT TRACK (2 positions)

Interns in this track will spend 6 months in the Language and Learning Center program and 6-months in the Severe Behavior Program for a total of 2, 6-month major rotations. They will also complete a year-long minor rotation and complete a brief exposure experience in assessment.

The **Severe Behaviors Program** provides a continuum of services for individuals with developmental disabilities between the ages of 2 and 21 years who display severe destructive behavior such as self-injurious behavior (SIB), aggression, property destruction, noncompliance, tantrums, elopement, pica and toileting deficits. The

primary goals of the program are to: (a) serve as a model for the evaluation and treatment of destructive behavior displayed by persons with developmental disabilities, (b) foster the development of new therapeutic procedures through systematic research on the nature and management of destructive behaviors, and (c) promote the effective application of currently available treatments through training and consultation. The goal for each child is to decrease the occurrence of his/her problem behavior and generalize gains made in treatment to the child's home environment, community, and school. Social and ecological validity of interventions is a significant area of emphasis in all Severe Behavior treatment programs. Four clinical services are available, with level of care matched to child and caregiver characteristics to provide the services warranted for each child. Interns with a 6-month major rotation in the severe behavior program will lead at least one case at a time in our day treatment unit, working with the most severe and complex cases of problem behavior in the region. Clients are served 6-hours a day, 5-days a week, for an average of 3 months. Individuals are referred to this program if their problem behavior is placing their family in a state of crisis (e.g., problem behavior is causing significant injuries or the family is considering residential placement for the individual) or if their problem behavior cannot safely be managed by the staffing ratio available in the intensive outpatient program. Common treatment courses include detailed functional analysis, teaching of adaptive behaviors (e.g., functional communication training), reinforcement for appropriate behaviors on a dense schedule, schedule thinning, caregiver training, and generalization. Interns in this rotation will have one minor rotation (1/2 day a week) that can occur within the severe behavior department in one of the below options or in another clinic at Marcus.

The **Language and Learning Clinic (LLC)** at Marcus Autism Center serves children diagnosed with autism spectrum disorders between the ages of 2 and 12 years (average 4 years of age) who are exhibiting significant language and social communication delays. Services provided in the LLC focus on building communication and vocal skills, bolstering appropriate play and social skills, targeting foundational learning skills such as imitation and matching, and reducing barriers to learning (e.g., limited reinforcers, mild to moderate problem behavior). The goal for each child admitted to the LLC is to acquire the critical skills they need in order to thrive in a less intensive setting. Children receive services between 3 and 6 hours per day, 5 days per week. All services are provided in a 1:1 format that utilizes a combination of discrete trial training and natural environment teaching to meet each child's individual and developmental needs. Intervention in the LLC also heavily involves caregivers via both didactic and in-vivo training in order to facilitate generalization and speed treatment progress.

Interns in the LLC have the opportunity to gain a diverse set of experiences that include working directly with children, providing consultation, and delivering caregiver training. They learn to conduct and utilize comprehensive language assessments to aid in the development of intervention programming that focuses on improving language skills, play skills, and adaptive skills and that addresses barriers that may interfere with learning. In addition, they learn how to integrate child development with evidenced-based practice in order to produce meaningful outcomes in the daily life of the children

they work with. Interns will also have potential opportunities to participate in ongoing departmental research projects in the roles of designing and implementing research protocols, assisting with data collection and analysis, and manuscript writing.

Possible Minor Rotation Options

RUBI-Parent Training Program (minor rotation) within the Severe Behaviors Program is an outpatient program developed and shown to decrease challenging behaviors in children with Autism Spectrum Disorder (ASD) between the ages of 3 and 10. The program involves teaching parents a number of strategies to prevent, manage, and reduce occurrences of problem behaviors of mild to moderate severity while promoting skill development.

The Brief Behavior Intervention (BBI) Program (minor rotation) within the Severe Behaviors Program is a weekly outpatient program. Children have a variety of problem behaviors of moderate to high severity, including aggression, self-injury, noncompliance, disruptive behavior, elopement, and pica. Targeted treatment goals are achieved through the therapist coaching the caregiver in completing a functional analysis and implementing treatment. There is a heavy emphasis on parent training, with the caregivers rehearsing skills both during the appointment as well as between appointments.

Long-term Follow Up (minor rotation) within the Severe Behaviors Program is a service provided to children after completion of day-treatment and short-term follow-up. Clients are transferred to long-term follow-up approximately 6 months after discharge and most clients are seen every 1-3 months. This program provides experiences in maintenance of behavioral interventions.

The **Clinical Assessment and Diagnostic Department (minor rotation)** is a multidisciplinary clinic that provides diagnostic assessments of individuals with a wide range of neurodevelopmental disorders with a possible autism spectrum disorder. Children seen in the CAD clinic range from infancy to late adolescence with a focus on children ages 16 months to 6 years.

The **Early Intervention Program (minor rotation)** is an outpatient parent coaching program designed to support families of toddlers with or at-risk for autism spectrum disorder (ASD) in developing play, communication, social engagement, and imitation skills. The program uses the Project ImPACT curriculum, which has been shown to build skill in young children with ASD and other developmental delays through integrating behavioral and developmental treatment strategies. The program emphasizes active parent participation within and between sessions.

The **Pediatric Feeding Clinic (minor rotation)** offers interns the opportunity to treat children ages 9 months to 21 years who do not consume enough volume or variety of food to maintain adequate growth or nutrition. Children with this level of feeding disorder fall under the broader psychiatric diagnosis of Avoidant-Restrictive Food Intake Disorder (ARFID).

The Cognitive-Behavioral Therapy for Anxiety program (minor rotation) is an outpatient therapy program. The program is aimed to treat youth diagnosed with autism spectrum disorder and co-morbid anxiety disorders. This program is currently offered in an individual context via telemedicine. The clinic utilizes the Facing Your Fears Program, which uses cognitive behavioral principles to help youth develop their awareness and insight into their anxiety and/or fears and learn ways to effectively manage their symptoms. The program actively involves parents via a parent education component. *This minor rotation is for persons with graduate practicum experience in delivering individual/group therapy to any child/adolescent with or without ASD.*

ADDITIONAL METHODS OF INSTRUCTION

Didactic Seminars

Throughout the year, the Internship arranges presentations by faculty, staff, postdoctoral fellows, visiting scholars and staff clinicians from other Children's Healthcare of Atlanta disciplines on subjects as diverse as pediatric psychology, anxiety treatment, behavioral assessment techniques, treatment design in applied behavior analysis, screening and diagnosis for developmental disabilities, ethics, manuscript review process, parent training, self-injurious behavior, pediatric feeding disorders, behavioral covariation, pediatric psychopharmacology, hyperactivity, neuromuscular disorders, and social acceptability of behavioral treatments. Didactics generally occur twice a month.

Program-Wide Group Supervision

Interns meet monthly as a group to participate in a shared supervision experience. These sessions take a broader look at clinical activities, and their relationship with other areas of professional identify and activities. Often the discussions turn to the "soft skills," which are trans-theoretical in their relevance for being an effective professional psychologist. Group supervision typically occurs once a month.

Professional & Career Development

In addition to the breadth of clinical and research experiences available, the internship provides monthly Professional Development instruction and training focusing specifically on the interns' continued growth and development as professionals. The professional development component of the training program is designed to facilitate the interns' acquisition of a postdoctoral fellowship or employment after the completion of the internship year. This series explores every aspect of the employment process and includes topics ranging from the development of a curriculum vita to contract negotiation. The discussions are intended to be responsive to the needs of the interns, so the topics can be tailored to address the changing concerns as expressed by the interns.

The training director also provides the interns with ongoing updates regarding jobs across the country. The interns have the opportunity to practice a job talk during weekly teaching rounds or in a similar forum. Although delivering a job talk is not mandatory, it is an excellent opportunity to perform a "dry run" of the talk and improve the content and delivery before the actual interview. Finally, the faculty members make themselves available to assist the interns further in acquiring employment by writing letters of reference and contacting colleagues in the field on behalf of the interns. Our commitment to the interns extends beyond the training year, and the professional development component of the program allows us to facilitate the interns' continued success as they begin their careers. Over the years, many interns have stayed to pursue postdoctoral training opportunities in one or more of our clinical programs. The training director typically meets with interns once a month.

Each intern participates in our Mentorship Program and is matched with a faculty mentor that serves in a non-evaluative role. The Children's Healthcare of Atlanta Doctoral Internship Mentorship Program exists to encourage interns' professional growth and provide support for all interns as future health service psychologists, particularly in the context of diversity and inclusion factors.

The mentor-mentee relationship may include discussions of topics such as:

- 1) Professional growth opportunities (e.g., clinical, research, service);
- 1) Specific skills (e.g., grant writing, implementation science, program development)
- 2) Professional networking;
- 3) Work-life balance and burnout prevention;
- 4) Aspects of identity (e.g., racial, sexual, gender, religious identity); and
- 5) Ethical considerations within professional work.

Grand Rounds

Grand Rounds occur throughout the Children's Healthcare of Atlanta system. The Marcus Autism Center provides semi-monthly grand rounds as does Scottish Rite Hospital. Egleston also holds a monthly grand rounds. These series includes clinical and scientific lectures from Emory University and Children's Healthcare of Atlanta faculty and staff, as well as invited faculty from academic institutions from around the country. Interns are expected to attend 5 grand rounds (or equivalent presentations) during the year.

Summer Symposium

Near the start of each training year, interns involved in the care of children with developmental disabilities join other trainees and professionals to attend the Marcus Autism Center Annual Summer Symposium. This symposium includes three full days (18 hours) of presentations that provide an in-depth review of key issues related to research and clinical care for the populations served by the Center. Topics in recent

years have included defining, detecting and diagnosis ASD, ethical issues in identification and diagnosis, intervention programming, family and community programming, translational research, cultural diversity, telemedicine, nutrition, clinical trials, and animal models. An additional two day (12 hours) Autism Diagnostic Observation Schedule, 2nd Edition Advanced Clinical Training is also available to interns.

INTERN RESEARCH PROJECT

In order to learn skills related to clinical research all interns are expected to complete a research project in collaboration with a faculty research preceptor. These projects must be separate from the dissertation, and must result in a research “product,” in which the intern plays a major role. Most often this involves first authorship on a poster or paper presentation at a conference; however, some interns also generate a manuscript to submit for publication. Projects usually involve gleaning data from an existing clinical dataset or completing a program evaluation. During the first month of internship, faculty rotate through to share opportunities for involvement in their ongoing research with interns.

RESEARCH

The Internship faculty has an internationally renowned research program and a consistent record of research productivity. Whenever possible, interns are supported fully to participate in ongoing research projects encountered through clinical services. Interns may elect to participate in ongoing studies directed by faculty and/or to initiate independent research compatible with the Internship’s mission. Each intern is required to complete at least one research project, separate from the dissertation, that results in a professional product (poster, paper, manuscript), usually as first author. A list of representative faculty publications is available [here](#). Historically, trainees have been active in research activities as evidenced by the number of publications that have included trainees.

EVALUATION

Supervisors provide feedback to interns about progress toward these competencies orally on an ongoing basis, and they review feedback in writing at baseline (i.e., 1 month) and at the end of each quarter thereafter. In this context, the faculty formally evaluates progress toward readiness to practice as formalized in the program’s goals and objectives. To successfully complete the internship, trainees must demonstrate a competence level at least high enough to enter practice at a basic level of professional

challenges (i.e. a score above 2 on evaluation forms). Of course, we aim to train interns to function at higher levels of capability than basic proficiency and most interns achieve advanced levels of competence in most domains.

RESOURCES AND FACILITIES

The Internship maintains a supply all materials needed for assessment or treatment sessions, and it has software programs specifically designed for collecting, analyzing, summarizing, and graphing direct-observation data. The data from treatment sessions are collected on computers, saved to a shared computer server and reviewed daily in supervision sessions. Each intern has a workstation and computer capable of analyzing and graphing treatment or assessment data. In addition, interns have access to all the library and related research resources afforded by Emory University School of Medicine.

Interns receive training across several locations in the Children's Healthcare of Atlanta Network, specifically the Marcus Autism Center, the Center for Advanced Pediatrics, and the Behavioral and Mental Health Center.

The **Marcus Autism Center (MAC)** is a National Institutes of Health Autism Center of Excellence and it comprises the Division of Autism and Related Disorders in the Emory University School of Medicine's Department of Pediatrics. One of the nation's largest centers for clinical care of autism and related disorders that annually serves over 5000 patients, the Center provides clinical assessment and treatment services for several pediatric populations; conducts translational research in the lab, in the session room, and in the community; and offers training for multiple disciplines at several educational levels. More than 25 treatment rooms and 9 assessment rooms are equipped with one-way mirrors in connected observation rooms and video recording systems that allow for live viewing or review of recorded videos. There is a Social Neuroscience Laboratory equipped with numerous eye tracking devices for infants, toddlers, and school-age children; a Spoken Communication Laboratory with a motion capture system, high speed camera, and audiovisual speech perception; an EEG Laboratory; a phlebotomy room, and a 4-D research ultrasound system. There are 3 indoor play rooms, 2 multipurpose rooms, a childcare/family room, and 2 outdoor play areas. Interns provide services throughout these facilities.

The **Center for Advanced Pediatrics (CAP)** at Children's Healthcare of Atlanta (Children's) is a 260,000 square foot outpatient clinic facility that utilizes a multidisciplinary, coordinated care approach to provide treatment to children and teens with chronic diseases and complex care needs by enabling access to multiple specialized health services in one place. Servicing thousands of families across Georgia, the center brings together over 20 pediatric specialties under one roof, harnessing the expertise and skills of more than 450 physicians and staff. The center's multidisciplinary framework merges both clinical and research services to provide patients with optimal treatment options and state of the art care. CAP is the first building

of its kind for pediatrics in Georgia, conducting state of the art research and providing more than 100,000 patient visits per year. CAP's pediatric specialists provide treatment to a significant number of children with medically complex conditions who require multidisciplinary, coordinated care to optimize their outcomes. Providing "patient-centered" care, the center allows access to specialized programs and services, improved appointment availability, and a "child-friendly" design and setup.

The **Behavioral and Mental Health Outpatient Clinic** is a centralized clinic that serves as a resource for internal teams to refer children and adolescent when they require longer term mental and behavioral healthcare that what can be offered elsewhere in our healthcare system. Located in 4,800 square feet of clinical space, newly renovated with this population in mind, this clinic includes 12 individual therapy rooms, multiple observation rooms to as well as capacity for group therapy and .

FACULTY

MEET THE PSYCHOLOGY INTERNSHIP FACULTY

Supervising Faculty Members

Christa Aoki, PhD is a licensed clinical psychologist and part of the diagnostic team at Marcus Autism Center. Dr. Aoki received her doctoral degree from Palo Alto University where she studied children with medically complex presentations. She completed her internship and postdoctoral fellowship at Emory University School of Medicine within the Clinical Assessment and Diagnostic department. Her clinical interests include the provision of outpatient treatment services for children with comorbid anxiety and ASD. She values parent-mediated interventions and trainings to enhance child outcomes.

Bianca Brooks, PhD is a licensed clinical psychologist and part of the assessment and diagnosis team at Marcus Autism Center. Dr. Brooks completed her doctorate in clinical psychology at Georgia State University, where she studied ways to facilitate access to early intervention after diagnosis of autism spectrum disorder (ASD). She continued her passion for serving underserved communities and reducing disparities in mental healthcare access by completing an internship at Memphis Veteran's Affairs Medical Center. She returned to Atlanta for her postdoctoral fellowship at Emory University School of Medicine and assisted with diagnostic services at Marcus Autism Center. In her current position, Dr. Brooks conducts diagnostic assessments of young children. She values exploring innovative techniques to reduce racial and ethnic disparities in accessing early intervention services for families.

T. Lindsey Burrell, PhD is an Assistant Professor in the Division of Autism and Related Disorders in the Department of Pediatrics, Emory University School of Medicine. She received her PhD in clinical psychology at Texas Tech University, where she was also a research team member in the Parent-Child Interaction Therapy (PCIT) Group. She completed internship at the Marcus Autism Center and continued to complete a clinical

postdoctoral fellowship in the feeding program and a second year research fellowship focusing on modifying and delivering the Research Units for Behavior Intervention (RUBI) Autism Network parent training program for children with ASD via telehealth and parent groups. Dr. Burrell's research focuses on developing, evaluating and delivering community viable parent-mediated interventions to decrease disruptive behaviors in children with ASD and improve feeding in young children. Dr. Burrell provides outpatient clinical services through the Severe Behavior program as well as the Feeding program.

Nathan A. Call, PhD received his PhD in School Psychology from the University of Iowa in 2003 under the mentorship of David P. Wacker, PhD. He completed a pre-doctoral internship at the University of Iowa Hospitals & Clinics and Center for Disabilities & Development and a post-doctoral fellowship at the Marcus Institute and Emory University under the supervision of Wayne Fisher, PhD, and Henry S. Roane, PhD. After working as an assistant professor at Louisiana State University from 2004-2006, Dr. Call returned to the Marcus Autism Center where he is currently the Clinical Director for the center. Dr. Call's current research interests include the assessment and treatment of severe behavior disorders. This interest includes identifying the basic behavioral mechanisms that influence the occurrence of problem behavior, as well as the variables that impact the integrity with which caregivers implement treatment recommendations. Dr. Call has an active publication agenda that includes publishing and presenting research in applied behavior analytic forums.

Laura Dilly, PhD, ABPP, NCSP is the Training Director for the Doctoral Psychology Internship at the Marcus Autism Center, Children's Healthcare of Atlanta, and an Adjunct Assistant Professor at the Emory School of Medicine Department of Pediatrics. She received her doctorate in school psychology at Michigan State University in 2005. She completed her doctoral internship at the Houston Independent School District. Dr. Dilly then worked within the public school districts for 10 years as a lead psychologist and training coordinator. At the Marcus Autism Center, Dr. Dilly conducts assessments of young children and adolescents who are suspected to have an autism spectrum disorder. Her research interests involve the intersection of the school based and medically based services for children with autism spectrum disorders and the training of professionals in the provision of ASD services.

Emily Edwards, PsyD, earned her doctorate in clinical psychology from Pepperdine University. She completed her pre-doctoral internship at University Nebraska Medicine: Munroe-Meyer Institute in Omaha, Nebraska with an emphasis in pediatric feeding disorders. She completed her post-doctoral fellowship in the Multidisciplinary Feeding Program at Marcus Autism Center through Emory University School of Medicine. Dr. Edwards is a licensed psychologist in Georgia working primarily with children with complex medical needs in the Multidisciplinary Feeding Program at Children's Healthcare of Atlanta - Center for Advanced Pediatrics.

Nicole Hendrix, PhD received her PhD in school psychology at the University of Iowa, where her training concentrated on assessment and treatment of neurodevelopmental

disabilities across the lifespan. She completed a doctoral internship at the Marcus Autism Center in the Language and Learning Clinic and Pediatric Feeding Program before then completing a postdoctoral fellowship in diagnostic services. Dr. Hendrix is an assistant professor in the Department of Pediatrics within the Emory University School of Medicine and a psychologist on the assessment and diagnostic team. In her clinical role, she conducts diagnostic evaluations for children and adolescents. Dr. Hendrix's research focuses on early assessment and intervention for at-risk populations, with current projects striving to better understand the development of nonverbal communication strategies within typical development and neurodevelopmental disorders.

Kathryn Holman Stubbs, PhD received her doctoral degree in Clinical Psychology from University of Wisconsin—Milwaukee. She completed her doctoral internship at Munroe Meyer Institute (University of Nebraska Medical Center) and her fellowship through Emory University School of Medicine at the Marcus Autism Center in the Pediatric Feeding Disorders Program. She is currently a senior psychologist in the Pediatric Feeding Disorders Program where she works with children and families to develop effective treatments to improve mealtime behavior in the day treatment and outpatient programs and provides consultation in pediatric gastroenterology clinics. She supervises predoctoral interns and postdoctoral fellows in the intensive day treatment program for children with feeding disorders. Her clinical and research interests have focused on the assessment and treatment of children with pediatric feeding disorders as well as treatment adherence in pediatric populations.

Sarah Slocum Freeman, PhD, BCBA-D received her doctorate in Psychology at the University of Florida under the mentorship of Dr. Timothy Vollmer, BCBA-D. She was subsequently appointed as a Rollins College faculty member for two years before joining the Marcus Autism Center. In her clinical position in the Marcus Autism Center Severe Behavior Program, Dr. Slocum manages cases in the intensive outpatient program, coordinates employee supervision towards board certification as behavior analysts, and oversees the intake process for the Severe Behavior program. As a researcher in the Pediatrics Institute of Emory University's School of Medicine, Dr. Slocum's work focuses on behavior-analytic approaches to the assessment and treatment of problem behavior. Specifically, she is interested in further investigation into the variables that contribute to treatment effectiveness for problem behavior maintained by escape from aversive situations.

Cheryl Klaiman, PhD received her doctorate in School and Applied Child Psychology from McGill University under the mentorship of Jacob Burack. She completed her internship and post-doctoral training at the Yale Child Study Center where she worked with Drs. Ami Klin, Fred Volkmar, Robert Schultz and Sara Sparrow. She joined the faculty of the Yale Child Study Center as an Associate Research Scientist, and then relocated to California where she was the Director of the Autism and Developmental Disabilities Interdisciplinary Care Team at Children's Health Council in Palo Alto, CA. She joined the team at The Marcus Autism Center and Emory University in January of 2012 where she directs the FDA regulated clinical trial which is attempting to validate

our eye-tracking work as a medical device. She also works on the clinical characterization team among other various research projects. Research interests include early diagnosis and screening of autism spectrum disorders, innovative treatment strategies and clinical trials.

Meena Lambha, PhD completed her undergraduate training at the University of Georgia and earned her doctorate degree in clinical psychology from Auburn University. She completed her internship at A.I. DuPont Hospital for Children. She completed her postdoctoral fellowship at the Marcus Autism Center and Emory University. She briefly worked in private practice before returning to the Marcus Autism Center. At Marcus, she has conducted psychological assessments for families participating in various research studies as well as children seen through the clinic for concerns related to autism. She has also provided parent training services through the RUBI Parent Training program for children with autism presenting with behavioral difficulties. Currently, she continues to conduct psychological assessments with children suspected of having an autism spectrum disorder.

David J. Marcus, PhD, ABPP/CN is a Clinical Instructor in the Department of Rehabilitation Medicine and a pediatric neuropsychologist at Children's Healthcare of Atlanta. He received his doctorate in Child Psychology from the University of Minnesota in 2005, completed an internship at Children's Hospital of Philadelphia (through University of Pennsylvania) and a fellowship at National Children's Medical Center in Washington, DC. Active as a clinical teacher, he supervises graduate practicum students, interns, residents and fellows. Dr. Marcus' areas of interest include pediatric epilepsy, spina bifida, and genetic and metabolic disorders.

Joanna Lomas Mevers, PhD, BCBA-D received her doctorate in school psychology from Louisiana State University, under the mentorship of Jeffery Tiger, PhD and George Noell, PhD. She completed her pre-doctoral internship and postdoctoral fellowship at the Marcus Autism Center and Emory University under the supervision of Nathan Call, PhD. Dr. Lomas Mevers is currently the Director of the severe behavior program and is responsible for working with families and clinicians to develop effective behavioral interventions that decrease challenging behaviors and replace them with appropriate behaviors. In addition to her clinical duties she also provides training for doctoral and postdoctoral trainees. Dr. Lomas Mevers' current research interests include increasing the social validity of behavioral interventions, increasing efficiencies in caregiver training, treatment of enuresis and encopresis.

Colin Muething, PhD, BCBA-D received his doctorate in school psychology from University of Texas-Austin, after having completed a master's degree in special education from University of Georgia. His research involves evaluating assessments and treatment for problem behavior across a large sample of individuals. Having completed his doctoral internship and postdoctoral residency at Marcus Autism Center, he joined the faculty as an assistant professor of pediatrics at Emory University School of Medicine in 2017. He oversees the Intensive Outpatient Program in Severe Behavior.

Alexis Pavlov, PhD, BCBA-D, received her doctorate in educational psychology from Oklahoma State University and completed her doctoral internship and post-doctoral residency at Marcus Autism Center. Dr. Pavlov is an Assistant Professor in the Emory University School of Medicine Department of Pediatrics and a Psychologist in the Severe Behavior Program at Marcus Autism Center. Dr. Pavlov specializes in the assessment and treatment of severe problem behavior. Additionally, her clinical work focuses on behavioral supports for children diagnosed with developmental disabilities and who present to the hospital in crisis due to challenging behaviors. Dr. Pavlov's research interests include assessment and treatment for severe problem behavior, crisis prevention and de-escalation in medical settings, and caregiver acceptability of crisis intervention programming.

Kristina S. Patel, PsyD, BCBA earned her doctorate in clinical psychology from Nova Southeastern University. She completed her pre-doctoral internship in the feeding program at Marcus Autism Center through Emory University's Department of Pediatrics. She completed her post-doctoral residency at the Mailman Segal Center for Human Development at Nova Southeastern University with an emphasis on the treatment of pediatric feeding disorders and parent training to address challenging behaviors. Dr. Patel has specialized in providing evidence-based behavioral assessment, intervention, and caregiver training to families of children with and without autism spectrum disorder and behavioral difficulties.

Dr. Patel is a licensed psychologist in the state of Georgia and a board certified behavior analyst. As a psychologist for the Feeding Program at Marcus Autism Center, Dr. Patel conducts multidisciplinary feeding evaluations and provides behavioral intervention in the outpatient and day treatment feeding programs.

Kaitlin Proctor, PhD earned her doctorate in clinical psychology from Auburn University. She completed her predoctoral internship at the University of Oklahoma Health Sciences Center and her postdoctoral residency at Children's Healthcare of Atlanta, in partnership with Emory University School of Medicine. Dr. Proctor received training in the area of pediatric psychology, which focuses on children's behavioral, developmental and psychosocial functioning in the context of pediatric healthcare. As a licensed clinical psychologist in the **Feeding Program**, Dr. Proctor provides multidisciplinary assessment services, as well as intervention services in the day treatment and outpatient programs. Dr. Proctor is also certified in parent-child interaction therapy, an evidence-based parent training intervention for disruptive behaviors or noncompliance in young children.

Shana Richardson, PhD is a clinical psychologist and member of the research assessment core. Dr. Richardson completed her undergraduate training in psychology at the University of Georgia and earned her doctorate degree from Georgia State University. Dr. Richardson completed her predoctoral internship at Children's Mercy Hospital in Kansas City, Missouri. She returned to Atlanta for her postdoctoral fellowship with Emory University School of Medicine and the Pediatric Neurodevelopmental Center

(PNC) at Marcus Autism Center. In her current position at Marcus, Dr. Richardson conducts psychological assessments for families participating in the various research studies, with a focus on the clinical characterization of infants and toddlers.

Mindy Scheithauer, PhD, BCBA-D received her PhD from Louisiana State University with a dual emphasis in Clinical and Biological Psychology and a minor emphasis in School Psychology. She completed a doctoral internship in the Neurobehavioral Unit at the Kennedy Krieger Institute through Johns Hopkins University and a postdoctoral residency at Marcus Autism Center through Emory University. Dr. Scheithauer is an assistant professor in Pediatrics at Emory University and is a psychologist in the Severe Behavior Program. She oversees the Brief Behavior Intervention program (a primarily community-based treatment service) and supervises cases in the Severe Behavior Day Treatment program. Her current research focuses on automatically maintained problem behavior, assessment and treatment of elopement, and improving methods for observational data collection. Her future research goals include clinical trials of specific behavioral treatments and the study of applied behavioral pharmacology through the use of functional analyses in drug trials. Dr. Scheithauer assists with the supervision and training of doctoral and postdoctoral training.

William G. Sharp, PhD is the Director of the Pediatric Feeding Disorders Program at the Marcus Autism Center and an Assistant Professor in the Division of Autism and Related Disorders in the Department of Pediatrics, Emory University School of Medicine. He received his doctorate from The University of Mississippi in 2006, with an emphasis in pediatric and clinical child psychology. Dr. Sharp completed a doctoral internship and a post-doctoral fellowship at A.I. duPont Hospital for Children in Wilmington, DE, where he focused on the application of behaviorally-based interventions for severe behavior problems, feeding issues, anxiety and sleep difficulties. His current research interests include the assessment and treatment of feeding disorders among children with autistic spectrum disorders, the impact of antecedent manipulations in the treatment of pediatric feeding disorders, and the use of parent training to address feeding difficulties.

Jennifer L. Stapel-Wax, PsyD received her doctorate in clinical psychology from the Georgia School of Professional Psychology in 1998. She completed her doctoral internship at Miami Children's Hospital and her postdoctoral fellowship at the Emory University School of Medicine at the Marcus Center. As an Assistant Professor in the Department of Pediatrics at Emory University School of Medicine, she directed a statewide evaluation project for children with complex neurodevelopmental disorders, conducting neurodevelopmental assessments with young children and supervising dozens of trainees. Dr. Stapel-Wax also taught graduate clinical psychology at the Georgia School of Professional Psychology. She currently is the Director of Infant and Toddler Clinical Research and an Associate Professor in the Department of Pediatrics and is a Past President of the Georgia Psychological Association. Her current clinical and research interests lie in teaching and training, assessment of young children and community implementation of scientifically based methods of screening, assessment and intervention.

Stephanie Trauschke, PsyD, BCBA-D received her PsyD in clinical psychology from Nova Southeastern University where she worked in an outpatient severe behavior program utilizing applied behavior analysis to assess and treat challenging behavior. She completed her first postdoctoral residency at the Neurobehavioral Unit Outpatient Program at the Kennedy Krieger Institute through Johns Hopkins University School of Medicine and her second postdoctoral residency at the Marcus Autism Center Severe Behavior Program through Emory University. At this time, she worked with children in the day treatment, follow-up, and toileting programs. Currently, Dr. Trauschke is a licensed psychologist, providing services in the long-term follow-up and RUBI parent training programs. Her interests include the assessment and treatment of children with challenging behavior, durability of treatment, and caregiver training. Dr. Trauschke assists with the supervision and training of doctoral trainees.

Renee' Ussery, PsyD received her doctoral degree in clinical psychology from Argosy University. She completed a postdoctoral fellowship in private practice and the Marcus Autism Center. For the next several years, Dr. Ussery completed psychological evaluations with children and adolescents in private practice. In 2008, Dr. Ussery rejoined Marcus Autism Center where she continued to complete assessments with school aged children within the Pediatric Neurodevelopmental Center. She coordinates training experiences that involve conducting comprehensive psychological assessments for children and adolescents who present with complex histories and differential diagnosis is essential.

Valerie Volkert, PhD, BCBA-D is a psychologist program manager in the Pediatric Feeding Disorders Program at Marcus Autism Center. She also holds the position of Assistant Professor of Pediatrics in the Emory University School of Medicine. She received her doctorate in school psychology from Louisiana State University, completed a doctoral internship at the Marcus Institute and a postdoctoral residency at the Munroe-Meyer Institute. She was faculty at the Munroe-Meyer Institute for seven years and during that time she was President of the Heartland Association for Behavior Analysis (2009-2011) and training director for the MSIA PhD program in ABA and Nebraska Internship Consortium in Professional Psychology in the Center for Autism Spectrum Disorders (2012-2015). An active clinician, teacher and researcher, she sees patients in the outpatient clinics of the Feeding program, supervises interns and fellows and pursues lines of clinical research. Of particular interest are treatments to increase advanced feeding skills (e.g., self-feeding and chewing).

Stormi Pulver White, PsyD is a psychologist program manager in the Clinical Assessments and Diagnostics Program at the Marcus Autism Center. She also holds the position of Assistant Professor of Pediatrics in the Emory University School of Medicine. She pursued her doctorate in school psychology from University at Albany, State University of New York. Dr. White completed her post-doctoral fellowship at Vanderbilt University's Treatment and Research Institute for Autism Spectrum Disorders (TRIAD), focusing on early identification of autism. Additionally, Dr. White completed a

Leadership Education in Neurodevelopmental Disabilities (LEND) fellowship while at Vanderbilt. Before joining Marcus Autism Center, Dr. White was an Assistant Professor at University of Texas Southwestern (UTSW), where she held administrative titles of head of psychology and co-clinical director in the Center for Autism and Developmental Disabilities (CADD). Dr. White's clinical and research interests include early identification and intervention for autism spectrum disorder (ASD), as well as clinical characterization of rare variant disorders.

Latasha Woods, PhD is a licensed psychologist and nationally certified school psychologist. She earned her doctorate from the University of North Carolina at Chapel Hill. Dr. Woods completed her pre-doctoral internship at Marcus Autism Center and her post-doctoral fellowship at the Duke Center for Autism and Brain Development, during which she served on the clinical assessment and research teams. As a part of the assessment and diagnosis team at Marcus Autism Center, Dr. Woods specializes in conducting diagnostic assessments with children, adolescents and young adults, and providing evidence-based treatment to individuals diagnosed with autism spectrum disorder (ASD). Dr. Woods is a certified Research Units in Behavioral Intervention (RUBI) therapist with the RUBI Autism Network. Prior to entering clinical practice, Dr. Woods spent more than a decade serving children and families in schools as a certified school psychologist and classroom teacher.

Rachel Yosick, PsyD, BCBA-D, is a licensed psychologist and board-certified behavior analyst–doctoral in the Language and Learning Program at Marcus Autism Center. Dr. Yosick completed her doctorate in clinical child psychology at the Georgia School of Professional Psychology and obtained her certification in applied behavior analysis from Florida Institute of Technology. She completed her doctoral internship and postdoctoral fellowship at Marcus Autism Center and Emory University School of Medicine, where she gained extensive experience working with children affected by autism and significant language delays, severe problem behavior, and feeding difficulties.

Contributing Faculty Members

Kristina R. Gerencser, PhD, BCBA-D, is an Assistant Professor of Pediatrics at Emory University School of Medicine and a board-certified behavior analyst doctorate (BCBA-D) and Program Manager for the Language and Learning Program at Marcus Autism Center. Dr. Gerencser has worked with children with autism spectrum disorder (ASD) and related disabilities in home-, center- and school-based programs targeting skill acquisition and reducing challenging behavior. Dr. Gerencser completed her post-doctoral fellowship at Marcus Autism Center in the Severe Behavior Program. She holds a doctorate in disability disciplines, with a specialization in applied behavior analysis from Utah State University, and received her master's in behavior analysis from Western Michigan University.

Warren Jones, PhD received his doctorate in biomedical sciences from Yale University. From 2000 to 2003, he worked at the Yale Child Study Center with Ami Klin,

PhD During his time at Yale, Dr. Jones used eye-tracking technology to map visual salience young children with autism, as they view movies of social interaction. In a lab setting, Jones uses concealed cameras that zoom in on children's eyes and monitor the movement of their pupils to determine exactly what they are viewing on the TV screen. In 2006, Dr. Jones was awarded the American Psychological Foundation Elizabeth Munsterberg Koppitz Award for his work with eye-tracking technology. He serves as the Director of Research for the Center.

Ami Klin, PhD is the Director of the Marcus Autism Center and Professor and Chief of the Division of Autism and Related Disorders in the Department of Pediatrics at Emory University School of Medicine. Dr. Klin is an internationally recognized psychologist and researcher. His primary research activities focus on developmental social neuroscience; specifically on visual engagement of individuals with autism from infancy through adulthood. In his most noted work, Klin uses eye-tracking technology to visualize and measure social engagement, allowing him to monitor infants who potentially have an autism spectrum disorder (ASD). His research goal is to identify individuals with and at risk for ASD as early as possible so that potential therapies can have their maximal effect. He serves as Chief Psychologist of the Internship.

David O'Banion, MD, FAAP, attended University of Texas Medical School in San Antonio, and matched to Oregon Health Science University's pediatric residency program, where his mentors helped shape his interests in relational health, parenting, adverse childhood experiences and difficult behaviors. He then pursued a fellowship in developmental and behavioral pediatrics at the University of Oklahoma. Upon finishing fellowship, he followed his wife to London in her pursuit of a master's in public health for eye care. There, he was a research assistant and co-authored a parenting support program for cerebral palsy in Ghana.

Helen Panarites, MD, received her medical degree from Columbia University, College of Physicians and Surgeons in New York City. She completed her adult psychiatric residency training at the New York Hospital-Westchester Division in White Plains, N.Y. In 1992, she moved to Atlanta for her child psychiatry residency training at Emory University School of Medicine. After training, Dr. Panarites continued as a faculty member at Emory University, working with children and adolescents with a wide range, psychiatric, behavioral and developmental disabilities. She had a position as assistant professor of psychiatry and served as the medical director of the Grady Health System Child and Adolescent Outpatient Psychiatry Clinic. During her time with Grady Health System, Dr. Panarites helped develop a school-based partnership with Atlanta Public Schools, setting up psychiatric teams that provided direct in-school services to several elementary schools. The school-based clinic was effective in improving access to mental health care for children in high-risk schools.

Lawrence Scahill, MSN, PhD is Professor of Pediatrics at Emory University and Director of Clinical Trials at the Marcus Autism Center, where he plays a role in mentoring other faculty members who seek to investigate the feasibility, efficacy and effectiveness of clinical models developed or refined at the Center. Dr. Scahill

completed his PhD in Epidemiology at Yale University (1997) and his master's in Child Psychiatric Nursing at Yale in 1989. Scahill's primary research interests relate to treatment in autism and Tourette syndrome.

Marcus Autism Center Faculty Publication List 2019-2021

This list is representative of publications by faculty, but not comprehensive

Key: Faculty

Manuscripts Submitted or in Preparation

In Press

Sheridan, E., Gillespie, S., Johnson, C.R., Lecavalier, L., Smith, T., Swiezy, N., Turner, K., Pritchett, J., Mruzek, D.W., Evans, A.N., Bearss, K., Scahill, L. (in press) Using Parent Target Problem narratives to evaluate outcomes in children with Autism Spectrum Disorder. *Research on Child and Adolescent Psychopathology*

Burrell, T.L., Sharp, W.G., Criado, K.K., Berry, R., Luevano, C., Khan, R., Scahill, L. (in press). Feasibility of a structured, multidisciplinary intervention for weight management in children with autism spectrum disorder, *Seminars in Pediatric Neurology*

Published and Accepted Research Articles in Refereed Journals

2021

Cariveau, T., McCracken, C.E., Bradshaw, J., Postorino, V., Shillingsburg, M.A., McDougle, C.J., Aman, M.G., McCracken, J.T., Tierney, E., Johnson, C., Lecavalier, L., Smith, T., Swiezy, N.B., King, B.H., Hollander, E. Sikich, L. Vitiello, B., Scahill, L. (2021). Gender Differences in Treatment-Seeking Youth with Autism Spectrum Disorder. *Journal of Child and Family Studies*, 30(3), 784-792 DOI:10.1007/s10826-021-01905-7

Essoe, J.K.-Y., Ricketts, E.J., Ramsey K.A., Piacentini J., Woods, D.W., Peterson, A.L., Scahill, L., Wilhelm, S., Walkup, J.T., & McGuire J.F. (2021). Homework adherence predicts therapeutic improvement from behavior therapy in tourette's disorder. *Behaviour Research and Therapy*, 140:103844 DOI: 10.1016/j.brat.2021.103844 PMID: 33770556

Habayeb, S., Tsang, T., Saulnier, C., Klaiman, C., Jones, W., Klin, A. & Edwards, L.A. (2021). Visual traces of language acquisition in toddlers with autism spectrum disorder during the second year of life. *Journal of Autism and Developmental Disorders*, 51(7), 2519-2530 DOI: 10.1007/s10803-020-04730-x. PMID: 33009972

Kovacs-Balint Z., Payne C., Steele J., Li L., Styner M., Bachevalier J., Sanchez M.M. (2021). Structural development of cortical lobes during the first 6 months of life in infant macaques. *Developmental Cognitive Neuroscience* 48:100906. DOI: 10.1016/j.dcn.2020.100906. PMID: 33465553.

Kovacs-Balint ZA, Raper J, Michopoulos V, Howell L, Gunter C, Bachevalier J, Sanchez MM. (2021). Validation of the Social Responsiveness Scale (SRS) to screen for atypical social behaviors in juvenile macaques. *PLoS ONE*, 16(5). DOI.org/10.1371/journal.pone.0235946 PMID: 34014933

Li CX, Li Z, Hu X, Zhang X, Bachevalier J (2021). Altered hippocampal-prefrontal functional network integrity in adult macaque monkeys with neonatal hippocampal lesions. *NeuroImage*. 227:117645. DOI: 10.1016/j.neuroimage.2020.117645 PMID: 33338613

Muething, C.S., Pavlov, A., Call, N.A., Ringdahl, J.E., Gillespie, S.E. (2020). Prevalence of Resurgence during Thinning of Multiple Schedules of Reinforcement Following Functional Communication Training, *Journal of Applied Behavior Analysis*, 54(2), 813-823. DOI: 10.1002/jaba.791 PMID: 33103244

2020

Amoss, R.T., Leong, T., Evans, A.N., Ousley, O. Herrington, J.D., Lecavalier, L. Goodwin, M.S., Stefan G., Hofmann, S.G., Scahill, L. (2020). A Pilot Study of Cardiovascular Reactivity in Children with Autism Spectrum Disorder, *Seminars in Pediatric Neurology* DOI: 10.1016/j.spn.2020.100807. PMID: 3244644

Bradshaw, J., Gillespie, S. McCracken, C.E., King, B., McCracken, J.T., Johnson, C.R., Lecavalier, L., Smith, T., Swiezy, N., Bearss, K., Sikich, L., Donnelly, C, Hollander, E, McDougle, C.J., Scahill, L. (2020) Predictors of Caregiver Strain for Parents of Children with Autism Spectrum Disorder, *Journal of Autism and Developmental Disorders*, 50(11), 3883-3894 DOI.org/10.1007/s10803-020-04625-x, PMID: 33151499 [ePub Ahead of Print].

Bradshaw J., Trumbull A., Stapel-Wax J., Gillespie S., George N., Saulnier C., Klaiman C., Woods J., Call N., Klin A., Wetherby A. (2020) Factors associated with enrollment into a clinical trial of caregiver-implemented intervention for infants at risk for autism spectrum disorder. *Autism*, 24(7):1874-1884. doi: 10.1177/1362361320928829. PMID: 32594763.

Brasher, S., Stapel-Wax, J. (2020). Autism for the Primary Care Provider: Importance of Early Diagnosis and Intervention. *Advances in Family Practice Nursing*, 2, 159-168. DOI: 10.1016/j.yfnpn.2020.01.006

Bryant K.L., Li L., Eichert N., Mars R.B. (2020) A comprehensive atlas of white matter tracts in the chimpanzee. *PLoS Biology*. DOI: 10.1371/journal.pbio.3000971 PMID: 33383575

Burrell, T. L., Postorino, V., Scahill, L., Rea, H., Gillespie, S., Evans, A. N., & Bearss, K. (2020). Feasibility of group parent training for children with autism spectrum disorder and disruptive behavior: A demonstration pilot. *Journal of Autism and Developmental Disorders*. DOI:10.1007/s10803-020-04427-1 PMID: 32166527

Cariveau, T. Muething, C., Trapp, W (2020). Interpersonal and Group Contingencies *Perspectives on Behavior Science*, 43, 115-135 DOI.org/10.1007/s40614-020-00245-z

Conner, C.M., White, S.W., Scahill, L., Mazefsky, C.A. (2020). The Role of Emotion Regulation and Core Autism Symptoms in the Experience of Anxiety in Autism. *Autism: The International Journal of Research and Practice*, Special Issue on Mental Health Across the Lifespan, 24(4), 931-940 DOI.org/10.1177/1362361320904217

Constantino, J.N., Abbacchi, A.M., Saulnier, C., Klaiman C., Zhang, Y., Hawks, Z.W., Bates, J., Klin, A., Mandell, D., Shattuck, P., Molholm, S., Fitzgerald, R., Roux, A.,

Lowe, J.K., Geschwind, D.H. (2020). Timing of the Diagnosis of Autism in African Americans. *JAMA Pediatrics*, 146(3) doi: 10.1542/peds.2019-3629.

Kim, J., Jung, Y., Barcus, R., Bachevalier, J., Sanchez, M.M., Nader, M.A., Whitlow, C.T. (2020). Rhesus Macaque Brain Developmental Trajectory: A Longitudinal Analysis using Tensor-Based Structural Morphometry and Diffusion Tensor Imaging. *Cerebral Cortex*, 30(8), 4325-4335. DOI:10.1093/cercor/bhaa015. PMID: 32239147

Klin, A., Micheletti, M., Klaiman, C., Shultz, S., Constantino, J.N., & Jones, W. (2020). Affording autism an early brain development re-definition, *Development and Psychopathology*, 32(4), 1175-1189. DOI: 10.1017/S0954579420000802. PMID: 32938507

Lerman, D.C., O'Brien, M.J., Nelley, L., Call, N.A., Tsami, L., Schieltz, K.M., Berg, W.K., Graber, J., Huang, P., Kopelman, T., Cooper-Brown, L.J., (2020). Remote Coaching of Caregivers via Telehealth: Challenges and Potential Solutions. *Journal of Behavioral Education*, 29(2), 195-221 DOI.org/10.1007/s10864-020-09378-2

Liollo, S.P., Scheithauer, M.S., Call, N.A. (2020). A Comparison of Rate-Based and Latency-Based Assessments for Determining Demand Aversiveness. *Behavioral Interventions*, 35(3), 446-457. DOI.org/10.1002/bin.1720

Maddox, B., Lecavalier, L., Miller, J.S., Pritchett, J., Hollway, J., White, S.W., Gillespie, S., Evans, A.N., Herrington, J.D., Schultz, R.T., Bearss, K., Scahill, L. (2020). Reliability and Validity of the Pediatric Anxiety Rating Scale Modified for Autism Spectrum Disorder. *Autism*, 24(7), 1773-1782. DOI: 10.1177/1362361320922682 PMID: 32476441

McDonald N.M., Senturk D., Scheffler A., Brian J.A., Carver LF Charman T., Chawarska K., Curtin S., Hertz-Piccioto, I., Jones E.J.H., Klin A., Landa R., Messinger D.S., Ozonoff S., Stone W.L., Tager-Flusberg H., Webb S.J., Young G., Zwaigeanbaum L., Jeste S.S. (2020). Developmental Trajectories of infants with multiplex family risk for autism: A Baby Siblings Research Consortium Study *JAMA Neurology*, 77(1), 73-81 DOI: 10.1001/jamaneurol.2019.3341 PMID: 31589284

McGuire J.F., Ricketts, E.J., Scahill, L., Wilhelm, S., Woods, D.W., Piacentini, J., Walkup, J.T., Perterson, A.L. (2020). Effect of Behavior Therapy for Tourette's Disorder on Psychiatric Symptoms and Functioning in Adults. *Psychological Medicine*, 50(12), 2046-2056. DOI: 10.1017/S0033291719002150 PMID: 31451122

Micheletti, M., McCracken, C., Constantino, J., Mandell, D., Jones, W., Klin, A. (2020). Outcomes of 24-36-month-old children with ASD vary by ascertainment strategy: a systematic review and meta-analysis, *Journal of Child Psychology & Psychiatry*, 61(1), 4-17. DOI: 10.1111/jcpp.13057. PMID: 31032937

Morgan, L., Delehanty, A., Dillon, J., Schatschneider, C., & Wetherby, A. (2020). Measures of early social communication and vocabulary production to predict language outcomes at two and three years in late-talking toddlers, *Early Childhood Research Quarterly*, 51, 366-378. DOI:10.1016/j.ecresq.2019.12.005. PMID: 32863566

Morin EL, Howell BR, Feczko E, Earl E, Pincus M, Reding K, Kovacs-Balint ZA, Meyer JS, Styner M, Fair D, Sanchez MM. (2020). Developmental Outcomes of Early Adverse

Care on Amygdala Functional Connectivity in Nonhuman Primates. *Development & Psychopathology* 32(5):1579-1596. PMID: 33427167. DOI: 10.1017/S0954579420001133.

Muething, C., Call, N.A., Clark, S. (2020). *An Evaluation of Differential Reinforcement in the Treatment of Pica*. *Dev Neurorehabil*, 23(5):321-327. doi: 10.1080/17518423.2019.1689436.

Muething, C. Call, N., Pavlov, A., Ringdahl, J. Gillespie, S, Clark, S., Lomas Mevers, J. (2020). Prevalence of Renewal of Problem Behavior During Context Changes. *Journal of Applied Behavior Analysis*, 53(3), 1485-1493 DOI: 10.1002/jaba.672 PMID: 31907921

Murphy MM, Burrell TL, Cubells JF, Epstein MT, Espana R, Gambello MJ, Goines K, Klaiman C, Koh S, Russo RS, Saulnier CA, Walker E; Emory 3q29 Project, Mullen JG. Comprehensive phenotyping of neuropsychiatric traits in a multiplex 3q29 deletion family: a case report. *BMC Psychiatry*, 20(1):184. doi:10.1186/s12888-020-02598-w. PMID: 32321479

Oller, D. K., Griebel, U., Bowman, D. D., Bene, E. R., Long, H. L., Yoo, H., Ramsay, G. (2020). Infant Boys Found To Be More Vocal Than Infant Girls, *Current Biology*, 30(10), R426-R427. DOI: 10.1016/j.cub.2020.03.049 PMID: 32428468

Pavlov, A. & Muething, C. (2020). Understanding and Mitigating Challenges Faced by the Healthcare System when Treating Children with ASD and Problem Behavior, *Autism Spectrum News*.

Scheithauer, M.C., Call, N.A., Simmons, C.A., Gillespie, S. E., Bourret, J., Lloveras, L. A., & Lanphear, J. E. (2020). Delay discounting by college undergraduates of hypothetical intervention effects for challenging behavior, *Psychological Record*

Scheithauer, M., Call, N.A., Lomas Mevers, J., McCracken CE, Scahill, L. A Feasibility Randomized Clinical Trial of a Structured Function-Based Intervention for Elopement in Children with Autism Spectrum Disorder. *J Autism Dev Disord*. 2020 Oct 30. doi: 10.1007/s10803-020-04753-4. Epub ahead of print. PMID: 33125623.

Sharp, W. (2020). An Economic Analysis of Intensive Multidisciplinary Interventions for Treating Medicaid-insured Children with Pediatric Feeding Disorders, *Medical Decision Making*

Sharp, W., Volkert, V., Stubbs, K., Berry, R., Clark, M.C., Bettermann, E.L., McCracken, C.E., Luevano, C., McElhanon, B., Scahill, L. (2020). Intensive Multidisciplinary Intervention for Young Children with Feeding Tube Dependence and Chronic Food Refusal: An Electronic Health Record Review, *The Journal of Pediatrics* (in press)

Sharp, W.G., Berry, R.C., Burrell, T.L., Scahill, L., & McElhanon, B.O (2019). Scurvy as a sequela of avoidant-restrictive food intake disorder in autism: a systematic review., *Journal of Developmental & Behavioral Pediatrics*. In Press

Sharp, W.G., Burrell, T.L., Berry, R.C., Stubbs K.H., McCracken, C.E., Gillespie, S. E., Scahill, L. (2019). The Autism MEAL plan vs. Parent Education: A Randomized Clinical Trial, *The Journal of Pediatrics*, 211, 185-192 (2019)

Sharp, W.G., Volkert, V.M., Stubbs, K.H., Berry, R.C., Cole Clark, M., Bettermann, E.L., McCracken, C., Luevano, C., McElhannon, B., Scahill, L. (2020). Intensive Multidisciplinary Intervention for Patients with Feeding Tube Dependence and Chronic Food Refusal: A Electronic Health Record Review, *The Journal of Pediatrics*.

Volkert, V.M., Sharp, W.G., Cole Clarke, M., Ormand, H., Rubio, E.K., McCracken, C., Bryan, L. (2019). Modified-bolus placement as a therapeutic tool in the treatment of pediatric feeding disorders: analysis from retrospective chart review, *J Speech Lang Hear Res*, 62(9):3123-3134

2019

Ardesch D.J., Scholtens L.H., Li L., Preuss T.M., Rilling J.K., van den Heuvel M.P. (2019). Evolutionary expansion of connectivity between multimodal association areas in the human brain compared with chimpanzees, *Proceedings of the National Academy of Sciences-USA*. 2019 2;116(14):7101-7106 DOI: 10.1073/pnas.1818512116 PMID: 30886094

Bachevalier J (2019). Nonhuman primate models of hippocampal development and dysfunction. *Proceedings of the National Academy of Sciences-USA*, 116(52)26210-26216 doi.org/10.1073/pnas.1902278116

Barfield E.T., Gourley S.L. (2019). Glucocorticoid-Sensitive Ventral hippocampal-orbitofrontal cortical connections support goal-directed action - Curt Richter Award Paper 2019, *Psychoneuroendocrinology*. 6:104436. doi: 10.1016/j.psyneuen.2019.104436. [epub ahead of print] PMID: 31526526

Barfield E.T., Gourley S.L. (2019). Corrigendum to "Prefrontal cortical trkB, glucocorticoids, and their interactions in stress and developmental contexts" [*Neurosci Biobehav. Rev.* 95 (2018) 535-558], *Neurosci Biobehav Rev.* 2019 Apr;99:329. doi: 10.1016/j.neubiorev.2019.02.007. Epub

Blumling, A., Brasher, S., Stapel-Wax, J. (2019). Engaging Parents of Children with Autism Spectrum Disorder to Identify Rural Health Disparities and Factors Related to Delayed Diagnosis and Treatment, *International Journal of Child Health and Human Development*, 12(4), 379-389

Bradshaw J, Klin A, Evans L, Klaiman C, Saulnier C, McCracken C. (2019). Development of attention from birth to 5 months in infants at risk for autism spectrum disorder. *Development and Psychopathology*, 23:1-11. doi: 10.1017/S0954579419000233 PMID: 31012398

Bryant KL, Glasser MF, Li L, Jae-Cheol Bae J, Jacquez NJ, Alarcón L, Fields A 3rd, Preuss TM (2019). Organization of extrastriate and temporal cortex in chimpanzees compared to humans and macaques. *Cortex*, 118;223-243 DOI: 10.1016/j.cortex.2019.02.010 PMID: 30910223

Cariveau T., Miller S.J., Call N.A., Alvarez J. (2019). Assessment and Treatment of Problem Behavior Maintained by Termination of Interruptions, *Dev Neurorehabil.* 2019 Feb 6:1-6. doi: 10.1080/17518423.2019.1566278

Cariveau T., Shillingsburg M.A., Alamoudi A., Thompson T., Bartlett B., Gillespie S., Scahill L. (2019). Brief Report: Feasibility and Preliminary Efficacy of a Behavioral Intervention for Minimally Verbal Girls with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 49(5), 2203-2209 DOI: 10.1007/s10803-018-03872-3. PMID: 30607780

Cariveau T, Shillingsburg MA, Alamoudi A, Thompson T, Bartlett B, Gillespie S, Scahill L (2019). A Structured Intervention to Increase Response Allocation to Instructional Settings for Children with Autism Spectrum Disorder. *Journal of Behavioral Education*, 29, 699-716. DOI.org/10.1007/s10864-019-09340-x

Clark S.B., Call N.A., Simmons C.A., Scheithauer M.C., Muething C.S., Parks N. (2019). Effects of Magnitude on the Displacement of Leisure Items by Edible Items During Preference Assessments. *Behavior Modification*, 44(5), 727-745. DOI: 10.1177/0145445519843937

Darcy-Mahoney A, McConnell SR, Larson AL, Becklenberg A, Stapel-Wax JL (2019). Where do we go from here? Examining pediatric and population-level interventions to improve child outcomes, *Early Childhood Research Quarterly*, 50(1), 205-220. DOI:10.1016/j.ecresq.2019.01.009

DePoy L.M., Shapiro L.P., Kietzman H.W., Roman K.M., Gourley S.L. (2019). B1-Integrins in the Developing Orbitofrontal Cortex are necessary for the Expectancy Updating in Mice. *Journal of Neuroscience*, 39(34), 6644-6655 DOI: 10.1523/JNEUROSCI.3072-18.2019.

Fernandez-Carriba S, Gonzalez-Garcia M, Bradshaw J, Gillespie S, Mendelson JL, Saulnier C, Klin A, Negi LT, Herndon J (2019). Learning to connect: a feasibility study of a mindfulness and compassion training for parents of children with autism spectrum disorder. *Mental Health and Family Medicine*, 15,794-804

Gerencser K.R., Akers J.S., Becerra L.A., Higbee T.S., Sellers T.P. (2019). A Review of Asynchronous Trainings for the Implementation of Behavior Analytic Assessments and Interventions. *Journal of Behavioral Education*, 29, 122-152.

Gourley S.L. (2019). Anatomical Specialities for Value Information, *Nature Neuroscience*, 22(5):685-686. DOI: 10.1038/s41593-019-0387-2

Hendrix N.M., Hojnoski R.L., Missall K.N. (2019). Shared Book Reading to Promote Math Talk in Parent-Child Dyads in Low-Income Families. *Topics in Early Childhood Special Education*, 39(1):45-55 doi:10.1177/027112141983176

Hinton E.A., Li D.C., Allen A.G., Gourley S.L. (2019). Social Isolation in Adolescence Disrupts Cortical Development and Goal-Dependent Decision-Making in Adulthood, Despite Social Reintegration, *eNeuro*, 23;6(5). DOI: 10.1523/ENEURO.0318-19.2019. PMID: 31527057

Hooker JL, Dow D, Morgan L, Schatschneider C, Wetherby AM (2019). Psychometric analysis of the repetitive behavior scale-revised using confirmatory factor analysis in children with autism, *Autism Research*, 12(9), 1399-1410 DOI: 10.1002/aur.2159 PMID: 31246379

Kovacs-Balint Z, Feczko E, Pincus M, Earl E, Miranda-Dominguez O, Howell BR, Morin E, Maltbie E, Li L, Steele J, Styner M, Bachevalier J, Fair D, Sanchez MM (2019). Early developmental trajectories of functional connectivity along the visual pathways in rhesus monkeys. *Cerebral Cortex* 29(8):3514-3526. DOI: 10.1093/cercor/bhy222 PMID:30272135.

Li D.C., Gourley S.L. (2019). Linking Actions with their consequences within the ventrolateral orbital cortex. *Neuropsychopharmacology*, 45(1), 227-228 DOI: 10.1038/s41386-019-0498-1 PMID: 31477817

Lomas Mevers, J., Call, N.A., Gerenscer, K.R., Scheithauer, M., Miller, S.J., Muething, C., Hewett, S., McCracken, C., McElhanon, B (2019). A Pilot Randomized Clinical Trial of a MultiDisciplinary Treatment for Encopresis in Children with Autism Spectrum Disorders, *Journal of Autism and Developmental Disorders*, 50(3), 757-765 DOI: 10.1007/s10803-019-04305-5 PMID: 31768718

Lecavalier L, McCracken CE, Aman MG, McDougle CJ, McCracken JT, Tierney E, Smith T, Johnson C, King B, Handen B, Swiezy NB, Eugene Arnold L, Bearss K, Vitiello B, Scahill L. An exploration of concomitant psychiatric disorders in children with autism spectrum disorder (2019). *Comprehensive Psychiatry*, 88:57-64. DOI: 10.1016/j.comppsy.2018.10.012. PMID: 30504071

Morris KL, Slocum S.K. Functional analysis and treatment of self-injurious feather plucking in a black vulture (*Coragyps atratus*). *Journal of Applied Behavior Analysis*, 52(4),918-927. doi: 10.1002/jaba.639. PMID: 31523815.

Muething, C.S., Call, N.A., Clark, S.B. (2019). An Evaluation of Differential Reinforcement in the Treatment of Pica, *Developmental Neurorehabilitation*, 23(5), 321-327. doi: 10.1080/17518423.2019.1689436 PMID: 31694422

Øien RA, Klin A, Saulnier C, Chawarska K, McPartland JC, Nordahl-Hansen A, Volkmar FR (2019). In Memoriam: Domenic V. Cicchetti, PhD. 1937-2019, *J Autism Dev Disord*. 2019 Jul 15. doi: 10.1007/s10803-019-04143-5

Postorino V, Gillespie S., Lecavalier L., Smith T., Johnson C., Swiezy N., Aman M.G., McDougle C.J., Bearss K., Andridge, R.R., Vitiello B., Scahill L. (2019). Clinical correlates of parenting stress in children with Autism Spectrum Disorder and serious behavioral problems. *Journal of Child and Family Studies*, 2:2069-2077, doi10.1007/s10826-019-01423-7

Rubio, E.K., Volkert, V.M., Farling, H., Sharp, W.G. (2019). Evaluation of a finger prompt variation in the treatment of pediatric feeding disorders, *Journal of Applied Behavior Analysis*.

Scahill, L. (2019). Anxiety in 3- to 7-year-old children with autism spectrum disorder seeking treatment for disruptive behavior, *Journal of Autism and Developmental Disorders*. doi: 10.1177/1362361319866561

Scahill, L. (2019). Editorial: Hoarding and Obsessive-Compulsive Disorder., *J Am Acad Child Adolesc Psychiatry*, 754-755. doi: 10.1016/j.jaac.2019.05.010.

- Scahill, L. (2019). Effect of Behavior Therapy for Tourette's Disorder on Psychiatric Symptoms and Functioning in Adults, *Psychological Medicine*, 1-11. doi: 10.1017/S0033291719002150
- Scahill, L. (2019). Feasibility and Preliminary Efficacy of a Behavioral Intervention for Minimally Verbal Girls with Autism Spectrum Disorder, *Journal of Autism and Developmental Disorders*, 49(5):2203-2209. doi: 10.1007/s10803-018-03872-3
- Scahill, L., (2019). Maladaptive Aggression: With a Focus on Impulsive Aggression in Children and Adolescents, *J Child Adolesc Psychopharmacol*. 2019 Oct;29(8):576-591. doi: 10.1089/cap.2019.0039. Epub 2019 Aug 27
- Scahill, L., Evans, A.N., Ousley, O., (2019). A Pilot study of cardiovascular reactivity in children with autism spectrum disorder, *Seminars in Pediatric Neurology*
- Scahill, L., Lecavalier, L., Schultz, R.T., Evans, A.N., Maddox, B., Pritchett, J., Herrington, J., Gillespie, S., Miller, J., Amoss, R.T., Aman, M.G., Bearss, K., Gadow, K., Edwards, M.C. (2019). Development of the Parent-Rated Anxiety Scale for Youth with Autism Spectrum Disorder, *J Am Acad Child Adolesc Psychiatry*. doi: 10.1016/j.jaac.2018.10.016
- Scheithauer, M., Lark C (2019). Increasing the efficiency of assessment for challenging behavior exhibited by children with intellectual and developmental disabilities, *Journal of Intellectual Disability Research*, 63 (7):676-676; JUL 2019
- Scheithauer, M., Schebell SM, Mevers, J.L., Martin CP, Noell G, Suiter KC, Call, N.A. (2019). A comparison of sources of baseline data for treatments of problem behavior following a functional analysis, *Journal of Applied Behavioral Analysis*. doi: 10.1002/jaba.549
- Scheithauer, M., Muething, C., Gerencser, K.R., Call, N.A. (2019). Self-Injurious Behavior, *Handbook of Intellectual Disabilities: Integrating Theory, Research, and Practices*. Ed. John Matson.
- Sharp, W.G., Burrell, T.L., Berry RC, Stubbs, K.H., McCracken CE, Gillespie SE, Scahill, L. (2019). The Autism Managing Eating Aversions and Limited Variety Plan vs Parent Education: A Randomized Clinical Trial, *J Pediatr*. doi: 10.1016/j.jpeds.2019.03.046.

MEET THE DOCTORAL PSYCHOLOGY INTERNS

Current Interns (Class of 2021-2022)

Amy Barton, University of Houston
Kathleen Edmier, Adler University
Bryana Gadis Jones, Adler University
Abby Hodges, University of Denver
Jennifer Hodnett, University of South Florida
Courtney Mauzy, University of Georgia
Jessica Owen, The Chicago School of
Alexandra Page, Adler University
Taylor Williams, Mercer University

Internship Graduates (Class of 2020-2021)

Madeline Auge, University of Tennessee Knoxville
Grace Binion, University of Oregon
Jonathan Ferguson, University of Missouri
Meara McMahon, University of Georgia
Amanda Kazee, Ball State University
Clare Polega, Adler University - Chicago
Kortney Rist, Oklahoma State University
Emily Rubio, Georgia State University
Lauren Holder, Spalding University

Home Graduate Programs of Previous Interns

Adler University (Clinical)
Argosy University-Atlanta (Clinical)
Auburn University (Clinical)
Ball State University (School)
Binghamton University- SUNY (Clinical)
University of Buffalo-SUNY (Clinical)
Fordham University (School)
Georgia State University (Clinical & Neuropsychology)
Indiana State University (School)
Louisiana State University (School)
Louisiana State University (Clinical)
McGill University (School)
Mercer University (Clinical)
Michigan State University (School)
Mississippi State University (School)
Nova Southeastern University
Oklahoma State University (School)
Palo Alto University (Clinical)
Rutgers University (School)
The Chicago School of Professional Psychology (Clinical)
University of Alabama (School)
University of Buffalo(Clinical)
University of Cincinnati (School)
University of Denver (School)
University of Eastern Michigan
University of Georgia (School)
University of Houston (School)
University of Illinois (School)
University of Indianapolis (Clinical)
University of Iowa (School)
University of Kentucky (School)
University of Manitoba (Clinical)
University of Massachusetts-Boston (School)
University of Missouri-Columbia (Counseling)
University of North Carolina-Chapel Hill (School)
University of North Carolina-Greensboro (Clinical)
University of Notre Dame (Clinical)
University of Oregon (School)
University of South Florida (School)
University of Southern Alabama (Clinical)
University of Southern Maine (School)
University of Southern Mississippi (School)
University of Texas-Austin (School)
University of Utah (School)
Seattle Pacific University (Clinical)
Texas Tech (Clinical)
Virginia Tech (Clinical)
Xavier University (Clinical)
Vanderbilt University (Clinical)

Current Professional Activities & Locations (After Fellowship)	
ACTIVITY	LOCATION
• Assistant Professor	Duke
• Assistant Professor	Munroe Meyer Institute, University of Nebraska Medical Center
• Assistant Professor	Murray State University
• Assistant Professor	University of Alabama
• Assistant Professor of Pediatrics	University Wisconsin-Milwaukee, School of Medicine
• Assistant Professor of Pediatrics & Clinical Faculty(5)	Emory University School of Medicine / Marcus Autism Center
• Assistant Professor of Psychology	University of Wisconsin, Milwaukee
• Assistant Professor of Psychology	University of North Carolina, Wilmington
• Assistant Director of Clinical Services & Research	Trumpet Behavioral Health, San Jose, California
• Autism Program Director	Emerge Center For Communication, Education and Development, Baton Rouge, Louisiana
• Behavioral therapist	San Diego, California
• Child Psychologist	Hong Kong, China
• Pediatric Neuropsychologist	Integrated Center for Child Development, Boston, Massachusetts
• Private Practice (4)	Atlanta, Georgia
• Private Practice	Greensboro, NC
• Private Practice	Harrisonburg, Virginia
• Private Practice	Long Island, New York
• Private Practice	Louisville, Kentucky
• Private Practice	New Orleans, Louisiana
• Private Practice	Seattle, Washington
• School Psychologist	Durham, North Carolina
• Staff Psychologist (4)	Children's Healthcare of Atlanta, Atlanta Georgia
• Staff Psychologist (2)	Cincinnati Children's Hospital, Developmental & Behavioral Pediatrics
• Staff Psychologist	Boston Children's/ Harvard Medical
• Staff Psychologist	The Kelly O'Leary Center for Autism Spectrum Disorders, Cincinnati, Ohio Children's Healthcare of Atlanta Internship 64
• Staff Psychologist (2)	Kenney Krieger
• Staff Psychologist (2)	May Institute

APPLICATION PROCESS

HOW TO APPLY TO THE DOCTORAL PSYCHOLOGY INTERNSHIP

Selection Criteria

We are interested in highly qualified applicants who have a demonstrated commitment to clinical and research interests relevant to work with children with pediatric populations. Applicants must be enrolled in a doctoral psychology program (School and Clinical Psychology preferred, Counseling Psychology considered) at a regionally accredited institution of higher education and must have completed at least three years equivalent of full-time graduate-level study by the start of the internship. In addition, applicants must have the approval of their graduate program Director of Clinical Training, and have completed at least 500 hours of practicum work at the time of application, and they must have a dissertation/capstone project proposal accepted by their graduate faculty to the start of internship. Our internship follows the selection guidelines and procedure of the Association of Psychology Postdoctoral and Internship Center ([APPIC](#)), and thus application materials are not accepted directly by the program. In the APPIC match process, successful candidates will match with one Track, although they may list multiple Tracks on their match rank-order list.

Successful candidates on the Treatment Track, Language and Learning Track, Feeding Track, Behavioral and Mental Health Track, and Severe Behaviors Track will have a strong background in behavioral theory and treatment, and/or other significant clinical experience with individuals with developmental disabilities. Successful candidates on the Assessment Track will have considerable standardized assessment experience, including some experience with autism or other developmental disabilities. Candidates to the School Consultation and Parent Training Track must experience in schools and have a BCBA.

The internship requires a minimum of 500 combined hours practicum, which may include and assessment and treatment experiences. Preference is given to applicants from programs accredited by the APA or the Canadian Psychological Association (CPA). Foreign nationals are encouraged to apply and must arrange on their own any work visa required to hold a paid trainee position for the duration of the internship. We welcome applications from both PhD and PsyD programs.

Application Materials and Deadline

All applicants to the Internship program are managed via the APPIC application and match process. In accordance with their guidelines, candidates must submit the following:

1. A complete APPIC Application for Psychology Internship (APPI), curriculum vitae, official transcripts of all graduate coursework, and letters of recommendation written by three professors or work supervisors must be uploaded to the application portal.
2. Within your cover letter, **please indicate your interest in specific Tracks.**
3. The Deadline for receipt of all application materials is **November 1st**. Qualified applications will be reviewed and interview notifications will be issued by the first Monday in December.

Interviews

Candidates are required to complete an interview day, which will be scheduled on one of 4 days in December and/or January. Candidates will be notified of the invitation to interview by the first Monday in December. Please see the APPIC website for updated interview information.

Notification of Application Status

This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Notice of acceptance into the Internship program will be extended via the computer matching service and a subsequent phone call. Confirmation is documented to new interns and their graduate program Directors of Clinical Training soon after the completion of the match.

Start Date

The Internship program begins the first week of July. Alternate starting dates are not negotiable.

Employment Requirement

Interns are subject to Children's Healthcare of Atlanta pre-employment screening which includes ([Policy 9.06](#)):

1. A drug screen including nicotine and marijuana.
2. Proof for vaccinations and titres for MMR, varicella, Tdap, hepatitis B, and annual influenza vaccine. Necessary immunizations will be provided.
3. Documented negative Tuberculosis (TB) blood test within the last twelve months or complete a TB blood test.
4. Health screening to ensure employee is capable of meeting physical demands of their job description.
5. A background check.

Financial Support & Fringe Benefits

The Marcus Autism Center provides financial remuneration to interns. The salary for interns is expected to be \$28,085; this is currently under administrative and budgetary review. Interns receive 15 days of Paid Time Off (vacation and sick days), 5 days of Professional Development leave, and bereavement time. In addition, interns receive \$1100 for professional development activities and up to \$5000 tuition reimbursement at their home institution (dependent on continued budgetary support).

ATLANTA, GEORGIA

Atlanta is one of the most dynamic and intriguing cities in the United States, and yet she successfully retains her historic charm and hospitality. This continually evolving metropolis is currently home to well over four million people of great ethnic and cultural diversity. As a developing city, Atlanta has an expanding job market, encompassing the most current avenues of business, technology, and health care. Academic opportunities, associated with Atlanta's prestigious colleges and universities, are abundant. Air travel is made easy by hubs for Delta Airlines and Southwest Airlines at Atlanta's Jackson-Hartsfield International Airport.

In terms of entertainment, Atlanta accommodates a wide range of interests. Historic sites include the birthplace of and national monument for Martin Luther King Jr., the Margaret Mitchell House, the Jimmy Carter Presidential Library, and area Civil War battlefields. Cultural institutions are as varied as the Fox Theater, Atlanta Ballet, Atlanta Symphony Orchestra, High Museum of Art, and the Verizon, Lakewood and Chastain Amphitheatres. Atlanta's sports and recreational activities easily rival that of any city. Sports teams include the *Falcons* (football), the *Braves* (baseball), the *Dream* (women's basketball), the *Atlanta United FC* (men's soccer) and the *Hawks* (men's basketball). Hiking, biking, walking, rollerblading, golfing and boating can be found in Stone Mountain Park, Piedmont Park as well as many of the other area parks and gardens. Atlanta Motor Speedway and Road Atlanta are hosts to yearly stock car races. Six Flags over Georgia, the World of Coca-Cola, the Georgia Aquarium, The Center for Civil and Human Rights, Georgia History Center, Atlanta Botanical Garden, High Museum of Art, and Zoo Atlanta, and high profile shopping centers of the South are also popular attractions. Atlanta also offers a fantastic assortment of nightlife activities including bars, dance clubs, jazz clubs, and restaurants of every theme imaginable. Finally, Atlanta is located 4 hours from Savannah, among other historic southern cities, allowing for weekend trips to revisit the charm of the Old South or the beaches of the Atlantic Ocean. The overwhelming number of opportunities, whether business or pleasure, combine to make Atlanta a city of energy and excitement.

Questions may be addressed to:

Laura Dilly, PhD, ABPP
Doctoral Psychology Internship

Children's Healthcare of Atlanta
Department of Pediatrics, Emory University School of Medicine
1920 Briarcliff RD NE
Atlanta, GA 30329
Laura.dilly@choa.org