

Jennifer R. Bertollo

Curriculum Vitae

CONTACT INFORMATION

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Pronouns: she/her/hers

EDUCATION

2021 – Present **Virginia Polytechnic Institute and State University**
Ph.D. Psychology, Clinical Science (Anticipated 2024)
Depth Area: Diversity and Public Health
Advisor: Angela Scarpa, Ph.D.
GPA: 4.00

2018 – 2020 **Virginia Polytechnic Institute and State University**
M.S. Psychology, Clinical Science
Thesis Title: *Providing Accessible Diagnostic Evaluations and Psychoeducation for Autism Spectrum Disorder in Rural Southwest Virginia*
Advisor: Angela Scarpa, Ph.D.
GPA: 4.00

2012 – 2015 **Binghamton University**
B.A. Psychology, Applied Behavior Analysis Track
Summa cum laude
GPA: 3.90 / Psychology GPA: 3.95

HONORS AND AWARDS

2021 Outstanding Master's Student, Virginia Tech College of Science (\$500)
2021 Roundtable "Make-A-Difference" Scholarship, Virginia Tech College of Science, Finalist (\$5,000)
2021 Student and Trainee Award, International Society for Autism Research (\$175)
2020 Delaware Project Student Award, Honorable Mention
2019 The Best Practices in Rural Health (Mobile Autism Clinic), Virginia Rural Health Association
2019 Innovative Rural Award, Virginia State Office of Rural Health
2018 – 2021 Virginia Tech Psychology Travel Award (\$500 per year)
2018 Student Travel Award, International Society for Autism Research (\$200)
2017 Student Award, International Society for Autism Research (\$500)
2015 Departmental Honors for Distinguished Independent Work in Psychology, Binghamton University
2015 Chancellor's Award for Student Excellence, State University of New York
2015 – Inductee, Psi Chi International Honor Society in Psychology
2013 – Inductee, Chi Alpha Epsilon National Honor Society
2012 – 2015 Harpur Excellence Scholarship, Binghamton University (\$12,000 total, \$2,000 per semester)

PUBLICATIONS

11. **Bertollo, J.R.**, Albright, J., Dahiya, A.V. & Scarpa, A. (Under review). Novel methods of delivering autism assessment and psychoeducation in rural Southwest Virginia: A pilot study. *Journal masked for peer review.*
10. Albright, J., **Bertollo, J.R.**, & Scarpa, A. (Under review). A systematic review of paraprofessional implemented social competence interventions for students with ASD. *Journal masked for peer review.*

9. Scarpa, A., Swain, D.M., Factor, R.S., Dahiya-Singh, A.V., & **Bertollo, J.R.** (Under review). Bend or break: A biosocial model for resilience to social adversity in children with autism. *Journal masked for peer review*.
8. McFayden, T.C., Breaux, R., **Bertollo, J.R.**, Cummings, K., & Ollendick, T.H. (In press). COVID-19 remote learning experiences of youth with neurodevelopmental disorders in rural Appalachia. *Journal of Rural Mental Health*.
7. Tschida, J.E., **Bertollo, J.R.**, Kuschner, E.S., Maddox, B.B., Miller, J., Ollendick, T.H., Greene, R.W., & Yerys, B.E. (2021). Short Report: Caregiver perspectives on challenging behaviors treatment for school-age autistic children. *Research in Autism Spectrum Disorders, 81*, doi:10.1016/j.rasd.2020.101714.
6. **Bertollo, J.R.**, Strang, J.F., Kenworthy, L., Wallace, G.L., & Yerys, B.E. (2020). Adaptive behavior in youth with autism spectrum disorder: The role of flexibility. *Journal of Autism and Developmental Disorders, 50*(1), 42-50. doi:10.1007/s10803-019-04220-9.
5. **Bertollo, J.R.** & Yerys, B.E. (2019). More than IQ: Executive function skills explain adaptive behavior above and beyond IQ in youth with autism and intellectual disability. *American Journal of Intellectual and Developmental Disabilities, 124*(3), 191-205. doi:10.1352/1944-7558-124.3.191.
4. Yerys, B.E., **Bertollo, J.R.**, Pandey, J., Guy, L., & Schultz, R.T. (2019). ADHD symptoms are associated with lower adaptive behavior skills in children with autism. *Journal of the American Academy of Child and Adolescent Psychiatry, 58*(5), 525-533. doi:10.1016/j.jaac.2018.08.017.
3. Yerys, B.E., Tunç, B., Satterthwaite, T.D., Antezana, L., Mosner, M.G., **Bertollo, J.R.**, Guy, L., Schultz, R.T. & Herrington, J.D. (2019). Functional connectivity of fronto-parietal and salience/ventral attention networks have independent associations with co-occurring ADHD symptoms in children with autism. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging, 4*(4), 343-351. doi:10.1016/j.bpsc.2018.12.012.
2. Yerys, B.E., **Bertollo, J.R.**, Kenworthy, L., Dawson, G., Marco, E.J., Schultz, R.T., & Sikich, L. (2018). Brief Report: Pilot study of an interactive digital treatment to improve executive function in children with autism spectrum disorder and comorbid attention symptoms. *Journal of Autism and Developmental Disorders, 49*(4), 1727-1737. doi:10.1007/s10803-018-3856-7.
1. Clements, C.C., Wenger, T.L., Zoltowski, A.R., **Bertollo, J.R.**, Miller, J.S., de Marchena, A.B., Mitteer, L.M., Carey, J.C., Yerys, B.E., Zackai, E.H., Emanuel, B.S., McDonald-McGinn, D.M., & Schultz, R.T. (2017). Critical region within 22q11.2 linked to higher rate of autism spectrum disorder. *Molecular Autism, 8*(58). doi:10.1186/s13229-017-0171-7.

MANUSCRIPTS IN PREPARATION

2. **Bertollo, J.R.**, Breaux, R., McFayden, T.C., Honaker, M. & Ollendick, T.H. (In preparation). Novel times call for novel measures: A pilot study of comprehensive teleassessment services during COVID-19.
1. Nahmias, A.S., **Bertollo, J.R.**, Antezana, L., Nuske, H., Crabbe, S.R., Mandell, D.S., & Yerys, B.E. (In preparation). Preliminary validation of an executive functioning battery with low language demands for preschoolers with autism spectrum disorder.

INVITED BOOK CHAPTERS

2. Dahiya, A.V., **Bertollo, J.R.**, McDonnell, C.G., & Scarpa, A. (In preparation). Remote telehealth assessments for autism spectrum disorder. *Autism Spectrum Disorder: Diagnosis & Treatment, Volume 2*.
1. Albright, J., **Bertollo, J.R.**, & Scarpa, A. (2021). Addressing autism service disparities in Virginia through university-community partnerships. In *Vibrant Virginia: Engaging the Commonwealth to Expand Economic Vitality*. Virginia Tech Publishing: Blacksburg, VA.

ORAL PRESENTATIONS

5. **Bertollo, J.R.***, McFayden, T.C.*, Breaux, R. & Ollendick, T. H. (Under review). Change in Child Psychopathology during COVID-19: The Role of Parents. In R. Breaux (Chair) The importance of parenting during the COVID-19 pandemic for child and adolescent well-being. The Association of Behavioral and Cognitive Therapies Annual Convention, New Orleans, LA. *indicates joint first author/presenter
4. **Bertollo, J.R.** & Scarpa, A. (2021, May 3-7). *Novel methods of delivering autism assessment and psychoeducation in rural southwest Virginia: A pilot study*. In H. Morton (Chair): *Bridging the gap: Mitigating barriers to autism service access in rural populations*. International Society for Autism Research 2021 Annual Meeting, Virtual Conference.
3. McFayden, T. C., Breaux, R., **Bertollo, J. R.**, Cummings, K.*, & Ollendick, T. H. (2021, March 22-24). *COVID-19 remote learning experiences of youth with neurodevelopmental disorders in rural Appalachia*. Virginia Tech Graduate Student Assembly Research Symposium and Exposition, Virtual Conference.
2. Dahiya, A.V., **Bertollo, J.R.**, & Scarpa, A. (2020, March 18-19). *Improving access to rural mental health services for families of children with autism spectrum disorder*. CA Human Services Annual Conference 2020: Vision for the Future (Conference canceled due to COVID-19).
1. **Bertollo, J.R.**, Strang, J.F., Seese, S., Kenworthy, L., Wallace, G.L., & Yerys, B.E. (2018, May 9-12). *Flexibility explains adaptive behavior in youth with autism spectrum disorder*. International Society for Autism Research 2018 Annual Meeting, Rotterdam, Netherlands.

POSTERS PRESENTATIONS

16. **Bertollo, J.R.**, Dahiya, A.V., & Scarpa, A. (2021, May 3-7). *Rural provider and caregiver perspectives of autism treatment targets and modalities*. International Society for Autism Research 2021 Annual Meeting, Virtual Conference.
15. **Bertollo, J.R.**, Fok, M., & Scarpa, A. (2020, November 19-22). *Parent report of autism symptoms: Parental education moderates agreement between parent and clinician report*. The Association of Behavioral and Cognitive Therapies 54th Annual Convention, Virtual Conference.
14. Dahiya, A.V., Scarpa, A., **Bertollo, J.R.**, Antezana, L., McFayden, T.C., Kissel, H.A., & Swain, D.M. (2020, November 19-22). *Stress and empowerment in parents of minimally verbal children with ASD following enhanced pivotal response treatment group*. The Association of Behavioral and Cognitive Therapies 54th Annual Convention, Philadelphia, PA., Virtual Conference.
13. McFayden, T.C., Scarpa, A., Dahiya, A., **Bertollo, J.R.**, Antezana, L., Kissel, H., & Swain, D. (2020, November 19-22). *Predictors of dropout in augmented group-based pivotal response treatment: Evidence from a randomized control trial*. The Association of Behavioral and Cognitive Therapies 54th Annual Convention: Autism Spectrum Disorder Special Interest Group, Philadelphia, PA., Virtual Conference.
12. **Bertollo, J.R.**, Scarpa, A., & Bell, M.A. (2020, November 1-3). *Infant negative emotion reactivity and childhood adaptive socialization skills*. 23rd Occasional Temperament Conference, Blacksburg, VA., Virtual Conference.
11. **Bertollo, J.R.**, Scarpa, A., Kissel, H.A., Dahiya, A.V., McFayden, T.C., Antezana, L., & Swain, D.M. (2020, June 3). *Unintended treatment effects? Exploring parent factors in enhanced group pivotal response treatment*. 2020 Annual Meeting for the International Society for Autism Research, Virtual Abstract Book.
10. **Bertollo, J.R.** & Scarpa, A. (2019, May 1-4). *Diagnosis or not: Dimensional autism symptoms are related to adaptive social skills across adults with and without an autism diagnosis*. International Society for Autism Research 2019 Annual Meeting, Montreal, Canada.

9. Tschida, J.E., **Bertollo, J.R.**, Kuschner, E.S., Maddox, B.B., Miller, J.S. & Yerys, B.E. (2019, May 1-4). *Caregiver perspectives on treatment for challenging behaviors in school-age children with autism spectrum disorder*. International Society for Autism Research 2019 Annual Meeting, Montreal, Canada.
8. Clements, C.C., **Bertollo, J.R.**, Yankowitz, L.D., Watkins, M.W., Yerys, B.E., & Schultz, R.T. (2019, May 1-4). *Does the factor structure of IQ differ between the DAS-II normative sample and autistic children?* International Society for Autism Research 2019 Annual Meeting, Montreal, Canada.
7. **Bertollo, J.R.**, Nahmias, A.S., Crabbe, S.R., Kenworthy, L., Mandell, D.S., & Yerys, B.E. (2018, May 9-12). *Adaptive behavior in preschoolers with autism spectrum disorder: The role of executive function*. International Society for Autism Research 2019 Annual Meeting, Rotterdam, Netherlands.
6. Yerys, B.E. & **Bertollo, J.R.** (2018, May 9-12). *Project Evo: Feasibility and initial efficacy of an interactive digital treatment to improve attention in autism spectrum disorder*. International Society for Autism Research 2019 Annual Meeting, Rotterdam, Netherlands.
5. Clements, C.C., **Bertollo, J.R.**, Zoltowski, A.R., de Marchena, A.B., Mitteer, L.M., Zackai, E.H., Emanuel, B.S., McDonald-McGinn, D.M., Wenger, T.L., Schultz, R.T., Miller, J.S., & Ousley, O. (2018, May 9-12). *Profiles of autistic symptoms in individuals with 22q11.2 duplication or deletion syndromes, regardless of autism diagnosis*. International Society for Autism Research 2019 Annual Meeting, Rotterdam, Netherlands.
4. **Bertollo, J.R.**, Nahmias, A.S., Antezana, L., Crabbe, S.R., Mandell, D.S., & Yerys, B.E. (2017, May 10-13). *Executive Function in Preschoolers with ASD: Evaluation of a test battery with minimal verbal demands*. International Society for Autism Research 2019 Annual Meeting, San Francisco, CA.
3. Nuske, H., Nahmias, A., Yerys, B.E., **Bertollo, J.R.**, Antezana, L., Crabbe, S.R., Rump, K., Reisinger Blanch, E., & Mandell, D.S. (2017, May 10-13). *Impact of inhibitory-emotional control skills on developmental and problem behavior outcomes in preschoolers with autism*. International Society for Autism Research 2019 Annual Meeting, San Francisco, CA.
2. **Bertollo, J.R.** & Merriwether, A. (2015, April 22-24). *Who makes up your mind?: A pregnancy decision-making model*. Binghamton University Research Days, Vestal, NY.
1. Bottini, S., Ortell, A., **Bertollo, J.R.**, Whalen, N., Dobroff, E., & Gillis, J. (2014, October 16-17). *A retrospective analysis of common reading and math instructional goals in an after school academic program*. New York State Association for Behavior Analysis 25th Annual Conference, Saratoga, NY.

PROFESSIONAL WORKSHOPS AND INVITED PRESENTATIONS

5. **Bertollo, J.R.**, Dahiya, A.V., & Scarpa, A., (2021, May 5). *Access to Evidence-Based Services for Mental Health in Autistic Youth: Challenges and Innovations*. Virginia Association of Community Service Boards, Inc. Developmental & Training Conference, Virtual.
4. Scarpa, A., Antezana, L., & **Bertollo, J.R.** (2019, September 27). *STAMP: Stress and Anger Management Program for Children with High Functioning Autism Spectrum Disorder*. One-day training, Blacksburg, VA.
3. **Bertollo, J.R.** & Antezana, L. (2019, July 18). *Autism 101*. Half-day workshop for Washington County Schools K-12 Professional Development, Emory & Henry College, Emory, VA.
2. Antezana, L. & **Bertollo, J.R.** (2019, June 6). *Autism 101: Signs/Symptoms and Best Practices for Psychosocial Assessment and Treatment*. Full-day workshop sponsored by Commonwealth Autism for community service providers, Virginia Tech, Blacksburg, VA.
1. Albright, J. & **Bertollo, J.R.** (2019, May 15). *An Introduction to Autism Spectrum Disorder (ASD)*. Presentation for the Ladies of the Auxiliary American Legion, Blacksburg, VA.

MEDIA COVERAGE

3. WSLs-10 NEWS (September 3, 2020). [Virginia Tech Adjusts Autism Outreach During Pandemic](#)
2. New River Valley Community Services – Dissect and Connect Podcast (August 14, 2020): [Episode 30 - Discussing autism with Virginia Tech's Jen Scott & Jennifer Bertollo](#)
1. The Rural Health Voice Podcast (March 22, 2020): [Episode #32: Autism Services. To Go!](#)

RESEARCH EXPERIENCE

- 2020 – Present **Coping Skills And Learning to Manage Emotions Readily (CALMER) Lab, Virginia Tech**
 Research Extern, *Regulating Emotions Like An eXpert (RELAX) Intervention Study*
Supervisor: Rosanna Breaux, Ph.D.
- Co-lead weekly 1.5-hour emotion regulation treatment groups for adolescents with attention-deficit/hyperactivity disorder (ADHD) and their parents
 - Attend weekly supervision meeting with licensed clinical psychologist
 - Attend weekly staff meeting to complete consensus weekly ratings on each family
- 2020 – Present **Virginia Tech Child Study Center**
 Graduate Assistant
Supervisors: Thomas H. Ollendick, Ph.D. and Rosanna Breaux, Ph.D.
- Supervision of undergraduate research assistant data entry and verification
 - Pull and collate data for research projects
 - Lead and assist with various analyses, presentations, and manuscripts
- 2019 – 2020 **Virginia Tech Autism Clinic & Center for Autism Research (VTAC/CAR)**
 Research Coordinator
Supervisor: Angela Scarpa, Ph.D.
- Data entry and verification in REDCap for VTAC/CAR Assessment Database Study
 - Supervision of undergraduate research assistants conducting data scoring and entry VTAC/CAR Assessment Database Study, management of social media sites, etc.
 - Management of IRB protocols, submitting amendments, and completing continuing reviews
 - Assistance with planning annual VTAC/CAR autism conference
- 2018 – Present **Psychosocial Adjustment, NeuroDevelopment, and Autism (PANDA) Lab, Virginia Tech**
 Graduate Research Associate
- Pilot study: Mental Health Interventions for Autistic Youth in Community Systems*
Supervisor: Angela Scarpa, Ph.D.
- Assist with recruitment and screening of community service board directors
 - Administer surveys and conduct interviews with directors and providers about the structure of their board and the evidence-based services provided at their center
- Virginia Tech Autism Clinic/Center for Autism Research Assessment Database Study*
Supervisor: Angela Scarpa, Ph.D.
- Trained on clinical assessment measures for autism spectrum disorder (ASD)
 - Administration of ASD assessment, cognitive measures, vocabulary assessment, and self-/parent-report rating scales
- RCT of Mindfulness-Enhanced PRT Group Training for Parents of Children with ASD Study*
Supervisor: Angela Scarpa, Ph.D.
- Co-led weekly Pivotal Response Training groups for parents
 - Review parents' home videos to provide coaching/feedback on intervention tactics

- Conduct supplemental autism psychoeducation presentations or mindfulness skills training, depending upon families' group assignment

Parent-Assisted Social Skills Intervention for Preschoolers: Examining Biobehavioral Synchrony between Parents and Children with ASD in the PEERS® for Preschoolers Program Study

Supervisor: Angela Scarpa, Ph.D.

- Co-led biweekly Program for the Education and Enrichment of Relational Skills (PEERS®) for Preschoolers treatment group
- Assisted with participant recruitment and scheduling

2015 – 2018

Center for Autism Research, Children's Hospital of Philadelphia

Clinical Research Assistant

Maximizing Outcomes for Children with Autism (MOCA) Study

Supervisors: Benjamin E. Yerys, Ph.D. and David S. Mandell, Sc.D.

- Administered and scored minimally-verbal executive function test battery in local preschool early intervention settings and evaluated feasibility and reliability of the battery
- Conducted structured classroom observations in early intervention settings
- Created and maintained online database and entered study data

Video Game Intervention for Executive Function in Children with ASD and ADHD Study

Supervisor: Benjamin E. Yerys, Ph.D.

- Coordinated focus testing and pilot study to inform future randomized clinical trial
- Conducted participant recruitment, screening, and scheduling
- Administered computerized behavioral assessments to children during visits
- Provided remote support to families during 4-week at-home intervention
- Hand-scored parent-report measures, entered data, and built and maintained online study databases in REDCap
- Contributed to conference calls with sponsor company to discuss progress

22q11.2 Related Disorders and Autism Symptoms Study

Supervisors: Robert T. Schultz, Ph.D. and Caitlin C. Clements, M.A.

- Worked with individuals with 22q11.2 deletion and duplication syndromes, a population with an elevated rate of ASD
- Recruited and coordinated comprehensive diagnostic study visits for a subset of families to confirm community diagnoses and medical record review
- Conducted online phenotyping for families unable to travel to our center
- Assisted in creating and maintaining online databases in REDCap
- Created data pipeline in R to merge various iterations of data (i.e. different versions of a given assessment measure)

2013 – 2015

Interdisciplinary Laboratory for the Study of Sexualities, Binghamton University

Undergraduate Honors Thesis

Title: "Who Makes Up Your Mind? Locus of Control on Pregnancy Decision-Making"

Committee: Ann Merriwether, Ph.D. (Chair), Matthew D. Johnson, Ph.D., Richard Mattson, Ph.D.

- Independently conducted a research project from conception, to online phenotyping, to analysis and writing
- Compiled scales from previous literature and created several new survey items
- Modified and re-submitted study protocol to the university IRB
- Analyzed descriptive statistics, correlations, and logistic regressions in SPSS

Undergraduate Research Assistant

Supervisors: Ann Merriwether, Ph.D., Sean Massey, Ph.D., Susan Seibold-Simpson, Ph.D., MPH, RN

- For four semesters, actively conducted research and contributed to lab discussions
- Coded open-ended survey responses

2014

The Binghamton Mood Disorders Institute, Binghamton University

Undergraduate Research Assistant

Supervisors: Brandon Gibb, Ph.D. and Katie L. Burkhouse, Ph.D.

- Assisted with child and parent clinical interviews on depression symptoms and distributed parent questionnaires during study visits
- Assisted with preparing and placing electrodes on headcap for EEG paradigm
- Entered data into Microsoft Excel and transcribed interview audio files

CLINICAL AND PROFESSIONAL EXPERIENCE

Department of Psychology, Virginia Polytechnic Institute and State University

2020 – Present Graduate Clinician and Peer Supervisor, Child Assessment Clinic

Supervisors: Thomas H. Ollendick, PhD, LCP and Rosanna Breaux, PhD, LCP

- Conduct comprehensive assessments for children, including clinical interviews, cognitive and academic testing, child observation, and developmental history
- Provide comprehensive report with diagnoses and recommendations in feedback session
- Peer supervise assessments and reports, and assist with graduate assessment course

2019 – 2020

Extern Clinician and Coordinator, Virginia Tech Mobile Autism Clinic

Supervisor: Angela Scarpa, PhD, LCP

- Traveled to under-resourced areas throughout rural southwest Virginia on mobile unit that has been transformed into a clinic space
- Conducted comprehensive assessments for children and adults with ASD referrals
- Conducted feedback and psychoeducation sessions with parents/caregivers

2018 – Present

Graduate Clinician, Psychological Services Center

Supervisors: Lee Cooper, PhD, LCP; Adrienne Means-Christensen, PhD, LCP; Angela Scarpa, PhD, LCP; Christina G. McDonnell, PhD

- Provide weekly therapy for children and adults with various psychological needs (e.g., depression, anxiety, somatic symptom disorder, ADHD, ASD)
- Administer routine outcome monitoring
- Completed intake/discharge reports, weekly progress notes, and billing

2018 – 2019

Graduate Teaching Assistant for Introductory Psychology

- Held 10 weekly office hours to answer undergraduate students' questions
- Assisted in writing exam questions

Institute for Child Development, Binghamton University

2015

Teacher's Aide

- Implemented individualized treatment programs for children with ASD
- Recorded and filed data on individual progress and prepared materials

2015

Undergraduate Supervisor

- Supervised younger undergraduate students on implementation fidelity, professionalism, and adherence to protocol

- 2014 – 2015 Undergraduate Trainee
- Three semesters of supervised clinical practicum with children with ASD
 - Implemented treatment plans for children from early intervention to age 12
 - Completed four courses toward Board Certified Assistant Behavior Analyst (BCaBA)
- Department of Psychology, Binghamton University**
- 2015 Volunteer on Editorial Project
Supervisor: Raymond Romanczyk, Ph.D., BCBA-D
- Transcribed and organized presentations from conference on ASD intervention, resulting in print: “Comprehensive Models of Autism Spectrum Disorder Treatment: Points of Divergence and Convergence”
- 2013 Teaching Assistant for Introductory Psychology
- Attended biweekly lectures and held office hours and review sessions each week
 - Graded students’ open-ended assignments

PROFESSIONAL AFFILIATIONS AND SERVICE

- Student Member
- American Psychological Association (APA)*
 - Association for Behavioral and Cognitive Therapies (ABCT)*
 - Association for Psychological Sciences (APS)*
 - International Society for Autism Research (INSAR)*
 - Society of Clinical Child & Adolescent Psychology (SCCAP; APA Division 53)*
 - Society of Clinical Psychology (SCP; APA Div. 12)*
- Ad Hoc Reviewer
- Autism (Special Issue: Autism and Physical Health Across the Lifespan)*
 - Journal of Autism and Developmental Disorders (JADD)*
 - Child Psychiatry and Human Development (CHUD)*
 - Clinical Child and Family Psychology Review (CCFP)*

SKILLS AND TRAINING

Select Clinical Training Workshops

- 2020 National Register's Associate Certificate Program on Clinical Suicidology (3-session certification)
Facilitator: Morgan T Sammons, Ph.D., ABPP
- 2020 Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents
Facilitator: Jill Ehrenreich-May, Ph.D.
- 2020 Telemedicine-Based Autism Spectrum Disorder Assessment in Toddlers (TELE-ASD-PEDS)
Facilitator: Zachary Warren, Ph.D.
- 2020 A Practical Guide to Providing Telepsychology with Minimal Risk
Facilitators: Mary Alvord, Ph.D., Alex Siegel, Ph.D., & Eric Harris, Ph.D.
- 2020 Inhibitory Learning and Regulation During Exposure Therapy
Facilitator: Michelle Craske, Ph.D.
- 2020 Autism Diagnostic Observation Schedule Second Edition (ADOS-2) Research Training
Facilitator: Norman Geller, Ph.D.
- 2019 Autism Diagnostic Observation Schedule Second Edition (ADOS-2) Clinical Training
Facilitator: Norman Geller, Ph.D.

Clinical Assessment Administration

- Anxiety and Related Disorders Interview Schedule for DSM-5 – Parent/Child/Adult (ADIS-5)
- Autism Diagnostic Interview – Revised (ADI-R)
- Autism Diagnostic Observation Schedule, Second Edition (ADOS-2)
- Cambridge Neuropsychological Test Automated Battery (CANTAB)
- Childhood Autism Rating Scale, 2nd Edition (CARS-2) Observation
- Children’s Memory Scale (CMS)
- Conner’s Adult ADHD Diagnostic Interview for DSM-IV (CAADID-IV)
- Expressive Vocabulary Test – Second and Third Editions (EVT-2/EVT-3)
- Kaufman Test of Educational Achievement – 3rd Edition, Brief Form (KTEA-3)
- Leiter-3: Forward and Reverse Memory Subtests
- Peabody Picture Vocabulary Test – Fourth and Fifth Editions (PPVT-4/PPVT-5)
- NIH Toolbox: Dimensional Card Sort and Flanker Tasks
- Wechsler Abbreviated Scale of Intelligence – Second Edition (WASI-II)
- Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
- Wechsler Intelligence Scale for Children – Fifth Edition (WISC-V)
- Wechsler Memory Scale, Fourth Edition (WMS-IV)
- Woodcock-Johnson-IV Tests of Achievement (WJ-ACH-IV)
- Test of Variable Attention Visual Test (TOVA)

Computer and Statistical Software

R/R Studio, REDCap, SPSS, SAS, Linux, FSL/Feat, Microsoft Office

REFERENCES

Angela Scarpa, Ph.D., LCP
Virginia Polytechnic Institute and State University
Department of Psychology
109 Williams Hall
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