

## Jordan Albright

Virginia Polytechnic Institute and State University  
Psychology Department  
109 Williams Hall  
Blacksburg, VA 24061

She/Her/Hers  
Phone: (636) 489 – 9219  
Fax: (540) 231 – 3652  
Email: [jalbrig@vt.edu](mailto:jalbbrig@vt.edu)

### EDUCATION

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- 2016 – Present **Virginia Polytechnic Institute and State University**, Blacksburg, VA  
Ph.D. in Clinical Psychology (Expected Spring 2022)  
Course Depth: Public Health & Policy Analysis  
Dissertation Title: *Latent Class Analysis of Professional Development Opportunities for Rural Special Education Teachers – Implications for Preventing Attrition*  
Advisor: Angela Scarpa, Ph.D.  
Expected Dissertation Defense: May 2021
- 2014 – 2017 **Southern Illinois University**, Edwardsville, IL  
Master of Science in Clinical Child Psychology  
Thesis Title: *Exploring Behavioral Intentions Toward a Peer with Autism Spectrum Disorder*  
Advisor: Stephen Hupp, Ph.D.
- 2010 – 2014 **Northwest Missouri State University**, Maryville, MO  
Bachelor of Science in Psychology

### CLINICAL AND PROFESSIONAL EXPERIENCE

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- 2016 – Present **Virginia Tech Psychosocial Adjustment, Neurodevelopment, and Autism Lab**  
*Graduate Clinician and Graduate Assessor*  
Clinical Supervisor: Angela Scarpa, Ph.D.
- *Providing Accessible Diagnostic Evaluations and Psychoeducation for Autism Spectrum Disorder in Rural Southwest Virginia*
    - Primary diagnostician, conducted comprehensive diagnostic assessments via telehealth for children and adolescents at-risk for ASD living in rural counties of Virginia
    - Wrote comprehensive integrative assessment reports
    - Provided assessment feedback and psychoeducation sessions via telehealth to caregivers
    - Participated in weekly group and individual supervision meetings
  - *Parent-Assisted Social Skills Intervention for Preschoolers: Examining Biobehavioral Synchrony between Parents and Children with ASD in the PEERS® for Preschoolers Program*
    - Lead and co-lead child social skills groups and parent groups
    - Assisted with training co-clinicians at Virginia Tech
    - Conducted pre-/post-treatment assessments and group intake assessments
  - *RCT of Mindfulness-Enhanced Pivotal Response Treatment (PRT) Group for Parents of Children with ASD*
    - Conducted intake assessments
    - Lead parent group focused on training parents in PRT techniques and mindfulness exercises for parenting stress
    - Reviewed weekly videos of parent implementation and provided feedback to improve fidelity

2016 – 2020 **Virginia Tech Autism Clinic and Center for Autism Research**

*Clinic Coordinator and Graduate Assessor*

Clinical Supervisor: Angela Scarpa, Ph.D.

- Coordinated all procedures related to the Autism Clinic and the Assessment Database Team
  - Completed intake calls, triage and assigned cases
  - Provided support, referrals, and resources to clients and families seeking diagnostic and treatment services
  - Managed clinic operations, case assignments, and completion of diagnostic reports
  - Provided peer supervision of assessment cases, including report writing
  - Lead trainings for graduate level clinicians on diagnostic ASD measures (ADOS-2, ADI-R) and cognitive/language measures (WPPSI, WASI, PPVT-5, EVT-3, Mullen)
  - Organized and lead bi-weekly team supervision
  - Oversaw task assignments for undergraduate research assistants
- Conducted comprehensive, cognitive, diagnostic assessments for children, adolescents and adults with suspected ASD as part of the Assessment Database Team
  - Presented case conceptualizations at team meetings
  - Achieved clinical and research reliability for all modules of ADOS-2
  - Wrote comprehensive integrated assessment reports
  - Provided diagnostic feedback with treatment recommendations
- Managed all procedures for the VT Center for Autism Research – Supporting Autism Friendly Environments (SAFE) Project
  - Fielded requests from community organizations, businesses, and the university for training and certification
  - Provided psychoeducational trainings
  - Assisted organizations with program development and evaluation to better service children and families impacted by ASD
  - Converted trainings to an online format to aid in dissemination efforts

2018 – 2020 **Virginia Tech Mobile Autism Clinic**

*Graduate Clinician and Graduate Assessor*

Clinical Supervisor: Angela Scarpa, Ph.D. LCP

- Conducted diagnostic tele-assessments for children and adolescents suspected of having ASD (e.g., WISC, PPVT-5, EVT-3, ADI-R, CARS-2)
  - Wrote comprehensive integrative assessment reports
  - Provided diagnostic feedback to families
  - Participated in weekly group and individual supervision meetings
- Utilized manualized interventions to provide individual therapy to children and adolescents with ASD and comorbid concerns (e.g., anxiety, disruptive behavior)
  - Wrote treatment evaluations and comprehensive summaries
  - *Specific Treatments Utilized:* Coping Cat, Stress and Anger Management Program (STAMP), Exploring Emotions: Anger, Keeping Your Cool Program for Angry/Aggressive Youth, The Research Units in Behavioral Intervention (RUBI) Parent Training for Disruptive Behaviors Program

- 2017 – 2020     **Virginia Tech Child Assessment Clinic**  
*Graduate Assessor*  
 Clinical Supervisors: Thomas H. Ollendick, Ph.D. ABPP, Rosanna Breaux, Ph.D., Susan White, Ph.D. ABPP
- Conducted diagnostic, cognitive, academic achievement assessments (e.g., WISC-V, WJ-COG-IV, WJ-ACH-IV, ADOS-2, ADIS-V) and tele-assessments for children and adolescents ages 7 to 17 years old
    - Wrote comprehensive integrated assessment reports
    - Provided diagnostic feedback with treatment recommendations
    - Presented case conceptualization at weekly group supervision
- 2017 – 2020     **Virginia Tech Psychological Services Center**  
*Graduate Clinician and Graduate Peer Supervisor*  
 Clinical Supervisors: Lee Cooper, Ph.D., LCP (May to August 2017; Focus: Family Systems Approach), Angela Scarpa, Ph.D. LCP (August 2017 to May 2018; Focus: Neurodevelopmental Disorders and Emotion Regulation), Thomas Ollendick, Ph.D. ABPP (August 2018 to May 2019; Focus: Anxiety and Neurodevelopmental Disorders)
- Utilized manualized interventions to provide individual therapy to children ages 5 to 13 years with ASD, ODD, ADHD, GAD, SAD, and OCD
    - Participated in weekly group and individual supervision meetings
    - Administered weekly Routine Outcome Monitoring measures
    - Wrote treatment evaluations and comprehensive summaries
    - Provided diagnostic feedback to clients
    - *Specific Treatments Utilized:* Coping Cat, Stress and Anger Management Program (STAMP), Exploring Emotions: Anger, Exploring Emotions: Anxiety, Collaborative Proactive Solutions (CPS), Parent Child Interaction Therapy (PCIT), Parent Management Training (PMT), Treating the Tough Adolescent, Pivotal Response Training (PRT), Cognitive Behavior Therapy for Social Anxiety Disorder (Stand Up, Speak Out), Social Skills Training (PEERS<sup>®</sup> for Adolescents)
  - Peer supervisor for first- and second-year graduate students
    - Provided live supervision
    - Edited all session notes, intake, discharge, and assessment reports
- 2018 – 2019     **IDDRC Developmental and Behavioral Assessment Unit, Autism Clinical Center at Washington University Medical School**  
*Assessment Technician / Ambulatory Behavioral Health Worker*  
 Clinical Supervisors: Michael Bunis, Psy.D., John Constantino, M.D.
- Conducted evidence-based diagnostic, cognitive assessments, with a focus on neurodevelopmental disorders for children and adolescents between 12 months to 18 years old
    - Wrote comprehensive integrated assessment reports
    - Completed diagnostic feedback with treatment recommendations
    - Provided emotional support and resource referral to newly diagnosed families
  - Assisted with organization and recruitment for a group cognitive-behavioral prevention program for adolescents at risk for depression within an outpatient clinical setting

- 2017 – 2018 **Virginia Tech Child Study Center**  
*Graduate Assessor*  
 Clinical Supervisors: Thomas H. Ollendick, Ph.D. ABPP
- *Adaptation of One-Session Treatment for Specific Phobia for Children with ASD*
    - Administered and scored child and parent assessments (e.g., ADIS-5, WASI, ADOS-2) and symptom-based measures at baseline, post-treatment, and follow-up
    - Conducted behavioral approach task for specific phobias to monitor progress from pre- to post-treatment
- 2017 – 2018 **Virginia Tech Services for Students with Disabilities**  
**Group of Aspergians Making Experiences (G.A.M.E.) Group**  
*Support Group Leader*  
 Clinical Supervisors: Angela Scarpa, Ph.D., Michael Brown, M.S.W.
- Planned and coordinated psychoeducational and support activities based on members' interests
- 2017 – 2018 **Virginia Tech Hokie Wellness**  
**ADHD Parent Support Group**  
*Support Group Leader*  
 Clinical Supervisors: Lee Cooper, Ph.D.
- Planned and coordinated psychoeducational and support activities based on members' interests
- 2015 – 2016 **Applied Behavior Services, LLC**  
*Head Therapist*  
 Clinical Supervisors: Stephanie Merker, BCBA, Jeremy Jewell, Ph.D.
- Conducted in-home Discrete Trial Training sessions for a multi-client case load
    - Tracked behavioral data for each session
    - Provided parent training on behavior change protocols
  - Trained new line therapists on the implementation of behavior plans and data collection
- 2015 **University of California, Los Angeles, Semel Institute**  
**The Program for the Education and Enrichment of Relational Skills (PEERS®) for Preschoolers and for Adolescents**  
*Lead Clinician*  
 Supervisor: Elizabeth Laugeson, Psy.D.
- Attended supervision meetings
  - Primary group leader for child social skills groups
  - Assisted with recruitment efforts
  - Conducted screening assessments
  - Assisted with training new clinicians
- 2014 – 2016 **Helen Davis and Lessie Bates Head Start Centers**  
*Behavioral Health Specialist*  
 Clinical Supervisor: Stephen Hupp, Ph.D.
- Coordinated/conducted social-emotional screens (e.g., BASC-2, ASRS)
  - Developed and implemented individualized intervention plans
  - Supervised and trained graduate-level practicum students and field study students

**ASSESSMENT ADMINISTRATION EXPERIENCE**

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A Developmental Neuropsychological Assessment (NEPSY)  
 Anxiety Disorders Interview Schedule for DSM-5 – Child/Parent/Adult Versions (ADIS-C/P/A)  
 Autism Diagnostic Interview – Revised (ADI-R)  
 Autism Diagnostic Observation Schedule – Modules: 1, 2, 3, 4 (ADOS-2; Research Reliable)  
 Bayley Scales of Infant and Toddler Development, Third Edition (Bayley)  
 Childhood Autism Rating Scale, Second Edition (CARS-2)  
 Childhood Memory Scale (CMS)  
 Children's Yale-Brown Obsessive Compulsive Scale (CY-BOCS)  
 Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)  
 Conners Adult ADHD Diagnostic Interview for DSM-IV  
 Conners Auditory Test of Attention (CATA)  
 Conners Performance Task, Third Edition (CPT-3)  
 Expressive Vocabulary Test, Third Edition (EVT-3)  
 Kaufman Assessment Battery for Children, Second Edition (KABC-2)  
 Kaufman Brief Intelligence Test, Second Edition (KBIT-2)  
 Kaufman Brief Test of Educational Achievement, Third Edition (KTEA-3-Brief)  
 Leiter International Performance Scale, Third Edition (Leiter-3)  
 Minnesota Multiphasic Personality Inventory (MMPI)  
 Mullen Scales of Early Learning (Mullen)  
 Peabody Picture Vocabulary Test, Fifth Edition (PPVT-5)  
 Structured Clinical Interview for the DSM-5 (SCID-5)  
 Vineland Adaptive Behavior Scales (Survey Interview Form)  
 Wechsler Abbreviated Scale of Intelligence, Second Edition (WASI-II)  
 Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)  
 Wechsler Individual Achievement Test, Third Edition (WIAT)  
 Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)  
 Wechsler Preschool and Primary Scale of Intelligence, Fifth Edition (WPPSI-IV)  
 Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-ACH-IV)  
 Woodcock-Johnson Tests of Cognitive Ability, Fourth Edition (WJ-COG-IV)

**PROFESSIONAL DEVELOPMENT & SPECIALIZED CLINICAL TRAINING**

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2020 National Register of Health Service Psychologists' Practical Guide to Providing Telepsychology with Minimal Risk (Mary Alvord, Ph.D.; Alex Siegel, Ph.D.; Eric Harris, Ph.D.)  
 2019 Collaborative Model for Promoting Competence and Success for Students with ASD (Lisa Ruble, Ph.D.)  
 2019 Inhibitory Learning and Regulation during Exposure Therapy (Michelle Craske, Ph.D.)  
 2018 Parent Training for Young Children with ASD and Disruptive Behavior (Larry Scahill, Ph.D.)  
 2018 Sluggish Cognitive Tempo (SCT): A Distinct Disorder (Matt Jarrett, Ph.D.)  
 2017 Compassionate Violence Risk Assessment and Correctional Mental Health (John Wilson, Ph.D.)  
 2017 Addressing Race and Racism in Clinical Practice (Nnamdi Pole, Ph.D.)  
 2017 Pivotal Response Treatment (PRT; Alexia Boglio, M.A., BCBA)  
 2017 Tackling Teenage Psychosexual Intervention Training (Kirstin Greaves-Lord, Ph.D.)  
 2017 Exposure-based Treatment Options (Anu Asnaani, Ph.D.)  
 2017 ADOS-2 Research Training (Donald Oswald, Ph.D.)  
 2017 ADOS-2 Clinic Training (Norm Geller, Ph.D.)  
 2017 UCLA PEERS® Program Training (Elizabeth Laugeson, Psy.D.)

**RESEARCH EXPERIENCE**

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2018 – Present **Virginia Tech Physiology, Affect, Neurodevelopment, Autism Lab***Graduate Research Associate*

Supervisor: Angela Scarpa, Ph.D.

- *Collaboration for Autism Research and Treatment in Schools – Needs Analysis*
  - Conducted needs-based assessments of paraprofessionals, special education instructors, and school administrators in rural Appalachian school districts of Virginia using a mixed-methods approach
  - Trained and supervised undergraduate research assistants to transcribe, score, and enter data
  - Systematically reviewed literature and prepared manuscript on efficacy of paraprofessional implemented social competence interventions
- *Rurality as a Social Determinant of Health in Autism Spectrum Disorder: Using Technology to Improve Access to Critically Important Services*
  - Conducted needs-based assessments for service providers and families from rural Appalachia counties of Virginia seeking ASD services using qualitative methods
  - Assisted with recruitment and funding acquisition/grant writing efforts
  - Supervised and assisted with data transcription
  - Prepared a manuscript emphasizing the ASD-service needs of rural service providers and families in Appalachia
- *Parent-Assisted Social Skills Intervention for Preschoolers: Examining Biobehavioral Synchrony between Parents and Children with ASD in the PEERS® for Preschoolers Program*
  - Oversaw task assignments for undergraduate research assistants
  - Assisted with data entry and data analysis
  - Prepared a manuscript indicating the efficacy of the intervention on improving social skills in preschools with social difficulties

2018 – 2019 **Washington University School of Medicine****William Greenleaf Eliot Division of Child & Adolescent Psychiatry***Visiting Research Associate*

Supervisors: John Constantino, M.D.

- *Social Attention During Object Engagement: Toward a Cross-species Measure of Preferential Social Orienting*
  - Developed coding index of social motivation from social referencing behavior during play
  - Used BORIS coding software to code social referencing behavior during play observed during ADOS-2 videos of non-ASD children, children with ASD, and children with Williams Syndrome
  - Prepared manuscript aimed at evaluating the feasibility of a brief behavioral measure of social attention during object engagement as a cross-species measure of social orienting for children with ASD and TD children with/without family history of ASD
- *Cross Cultural Comparison and Phenotypic Structure of Reciprocal Social Behavior, an ASD Endophenotype*
  - Prepared a manuscript aimed at evaluating the heritability and longitudinal course of variations in reciprocal social behavior in Hispanic and Non-Hispanic toddler-aged identical twins

- 2017 – 2018     **Virginia Tech Autism Clinic and Center for Autism Research (VTCAR)**  
*Research Coordinator*  
 Supervisor: Angela Scarpa, Ph.D.
- *Virginia Tech Center for Autism Research Assessment Database & Research Registry*
    - Updated IRB protocols for registry, assessment database, and other VTCAR-affiliated studies
    - Acted as liaison between the Office of Sponsored Programs, stakeholders, and grant agency on the issues related to grants management
    - Strategized with PI's on grant/study preparation, budgeting, editing and reporting
    - Maintained participant data files and database
    - Managed recruitment efforts
    - Trained and supervised undergraduate research assistants on data entry and recruitment
- 2014 – 2016     **Southern Illinois University, Edwardsville**  
**Evidence-Based Interventions for Children and Adolescents with ASD Lab**  
*Graduate Research Associate*  
 Supervisor: Elizabeth McKenney, Ph.D.
- *Defining Success for Students with Autism Spectrum Disorder: What Teachers Think & What Students Do*
    - Conducted annotated literature reviews
    - Assisted with data entry and analysis of coded classroom behavior of secondary students with ASD
    - Prepared manuscript examining the development of social communication skills that facilitate academic success for students with ASD in general education settings
  - *Project CASTLE: Collaboration for Autism Spectrum Teaching, Learning, and Excelling*
    - Participated in empirical investigation of the application of Conjoint Behavioral Consultation procedures addressing social challenges exhibited by students with ASD in self-contained programming
    - Trained school personnel in implementation of school-based social skills intervention (PEERS®)
    - Lead performance feedback meetings with school district personnel
    - Trained undergraduate students on coding scheme
- 2015             **University of California, Los Angeles**  
**Semel Institute for Neuroscience & Human Behavior**  
*Visiting Research Associate*  
 Supervisor: Elizabeth Laugeson, Psy.D.
- *The Program for the Education and Enrichment of Relational Skills (PEERS®) for Preschoolers*
    - Assisted with recruitment efforts and screening assessments for participation in a 16-week social skills intervention
    - Responsible for data entry and analysis
    - Prepared conference presentation examining the effects of the social skills intervention on self-concept in teens with comorbid ASD and Social Anxiety Disorder

## JOURNAL PUBLICATIONS

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### Peer Reviewed Journal Articles (n=8)

1. Marrus, N., Grant, J., Harris-Olenak, B., **Albright, J.**, Bolster, D.,... & Glowinski, A.L. (Accepted). Genetic architecture of reciprocal social behavior in toddlers: Implications for heterogeneity in the early origins of Autism Spectrum Disorder. *Development and Psychopathology*. (IF=3.385)
2. **Albright, J.**, Kulok, S., & Scarpa, A. (In press). A qualitative analysis of employer perspectives on the hiring and employment of adults with Autism Spectrum Disorder. *Journal of Vocational Rehabilitation*. doi: 10.3233/JVR-201094 (IF=0.810)
3. Scarpa, A., Jensen, L., Gracanin, D., Ramey, S., Dahiya-Singh, A., Ingram, L.M., **Albright, J.**, Gatto, A., Scott, J., & Ruble, L. (2020). Access to Autism Spectrum Disorder services for rural Appalachian citizens. *Journal of Appalachian Health*, 2(1):25–40. doi: 10.13023/jah.0201.04.
4. McFayden, T.M., Antezana, L., **Albright, J.**, Muskett, A., & Scarpa, A. (2019). Sex Differences in an Autism Spectrum Disorder Diagnosis: Are restricted repetitive behavior and interests the key? *Review Journal of Autism and Developmental Disorders*, 7, 119-126. doi: 10.1007/s40489-019-00183-w (IF=1.278)
5. McFayden, T.C., **Albright, J.**, Muskett, A. E., & Scarpa, A. (2019). Brief Report: Sex differences in ASD diagnosis: A brief look at restricted interests and repetitive behaviors. *Journal of Autism and Developmental Disabilities*, 49(4), 1693-1699. doi: 10.1007/s10803-018-3838-9 (IF=2.786)
6. Du, C., DeGuisto, K., **Albright, J.**, & Alrehaili, S. (2018). Peer support as a mediator between bullying victimization and depression. *International Journal of Psychological Studies*, 10(1), 59-68. doi:10.5539/ijps.v10n1p59
7. Antezana, L., Scarpa, A., Valdespino, A., **Albright, J.**, & Richey, J.A. (2017). Rural trends in diagnosis and services for Autism Spectrum Disorder. *Frontiers in Psychology*, 8, 590. doi: 10.3389/fpsyg.2017.00590 (IF=2.067)
8. McKenney, E. L. W., Stachniak, C., **Albright, J.**, Jewell, J. D., & Dorencz, J. M. (2016). Defining success for students with Autism Spectrum Disorder: Social academic behavior in general education secondary classes. *Education and Training in Autism and Developmental Disabilities*, 51(3), 318-327. (IF=1.080)

### Under Review (n=3)

1. **Albright, J.**, & Williams, T. (under review). Examining national trends of teacher autism certification: Implications for rural schools. Revise and resubmit.



2. Weichselbaum, C., Hendrix, N., **Albright, J.**, Dougherty, J.D.,...& Constantino, J.N. (under review). Social attention during object engagement: Toward a cross-species measure of preferential social orienting. Revise and resubmit.
3. Owens, J.M., Cox, D., Wotring, B., Banton, T.,... **Albright, J.**, & Scarpa, A (under review). How do novice teen drivers with and without autism differ in driving attitudes and behaviors? Revise and resubmit.

#### ***In Preparation (n=4)***

1. **Albright, J.**, Bertollo, J., & Scarpa, A. (in prep). Paraprofessional implemented social competence interventions for school-aged students with Autism Spectrum Disorder: A systematic review.
2. **Albright, J.**, Kulok, S., & Scarpa, A. (in prep). An analysis of social competence in individuals with Autism Spectrum Disorder and co-occurring conduct problems.
3. Antezana, L., **Albright, J.**, Scarpa, A., Richey, J.A., Laugeson, E.A., & Factor, R.S. (in prep). Core autism features as predictors of outcomes in the PEERS<sup>®</sup> for Preschoolers Program.
4. Factor, R.S., Rea, H. M., Dahiya A.V., **Albright, J.**, Ollendick, T.H., Laugeson, E.A., & Scarpa, A. (in prep). Social skills, parenting styles, and family functioning in the PEERS<sup>®</sup> for Preschoolers Program.

#### **BOOK CHAPTERS**

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##### ***Under Review (n=1)***

1. **Albright, J.**, Bertollo, J., & Scarpa, A. (under review). Addressing autism service disparities in Virginia through university-community partnerships.

##### ***Peer Reviewed Book Chapter (n=1)***

1. Campbell, J., **Albright, J.**, & Scarpa, A. (2020). Evidence-based treatments for autism spectrum disorder. In R.G. Steele & M.C. Roberts (Eds.), *Handbook of Evidence-Based Therapies for Children and Adolescents: Bridging Science and Practice* (2<sup>nd</sup> ed., pp.169-185). Springer Science+Business Media, LCC. 10.1007/978-3-030-44226-2

#### **PRESENTATIONS**

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##### ***Conference Presentations (n=22)***

1. **Albright, J.**, Kulok, S., & Scarpa, A. (2020, May). *A qualitative analysis of employers' perspectives on the hiring and employment of autistic adults* [Poster presentation]. International Society for Autism Research Annual Meeting, Seattle, WA. (Cancelled).
2. **Albright, J.**, Munro, S., & Scarpa, A. (2019, November). *A systematic review of paraprofessional implemented social competence interventions for students with autism spectrum disorder* [Poster presentation]. Association for Behavioral and Cognitive Therapies (ABCT) 53<sup>rd</sup> Annual Convention, Atlanta, GA.
3. **Albright, J.**, Beaudet, L., Gerhart, E., Munro, S., & Scarpa, A. (2019, November). *Paraprofessionals' awareness and utilization of evidence-based practices for students with autism spectrum disorder* [Poster presentation]. Association for Behavioral and Cognitive Therapies (ABCT) 53<sup>rd</sup> Annual Convention, Atlanta, GA.

4. **Albright, J., & Scarpa, A.** (2019, June). *Rurality as a social determinant of autism spectrum disorder diagnostic access* [Poster presentation]. 3<sup>rd</sup> Annual Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Washington, D.C.
5. Dahiya-Singh, A., Ingram, L.M., Gatto, A., **Albright, J.**, Scott, J.P., Jensen, L., Ruble, L., & Scarpa, A. (2019, May). *Improving access to rural mental health services specific to autism spectrum disorder* [Poster presentation]. International Society for Autism Research Annual Meeting, Montreal Canada.
6. Weichselbaum, C., **Albright, J.**, Hendrix, N., Marrus, N., Dougherty, J. & Constatino, J. (2019, May). *Toward a cross-species measure of social motivation: Social attention during object engagement in autism and Williams syndrome* [Poster presentation]. International Society for Autism Research Annual Meeting, Montreal, Canada.
7. Kulok, S., **Albright, J.**, & Scarpa, A. (2019, May). *An analysis of social competence in individuals with autism spectrum disorder and co-occurring conduct problems* [Poster presentation]. International Society for Autism Research Annual Meeting, Montreal, Canada.
8. Dahiya-Singh, A., Ingram, L.M., Gatto, A., **Albright, J.**, Scott, J.P., Jensen, L., Ruble, L., & Scarpa, A. (2019, March). *Improving access to rural mental health services specific to autism spectrum disorder* [Poster presentation]. International Convention of Psychological Science, Paris, France.
9. Antezana, L., Factor, R.S., **Albright, J.**, Strege, M.V., Richey, J.A., & Scarpa, A. (2018, November). *The role of insistence on sameness on social skills and problem behaviors in young children with autism* [Poster presentation]. 52<sup>nd</sup> annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Washington, D.C.
10. **Albright, J.**, Muskett, A., & Scarpa, A. (2018, October). *Examining the relationships between attention, auditory processing, and social communication skills in children with autism spectrum disorder* [Poster presentation]. 13<sup>th</sup> biennial National Conference in Clinical Child and Adolescent Psychology, Kansas City, MO.
11. Muskett, A., **Albright, J.**, Capriola-Hall, N., & Scarpa, A. (2018, June). *Insistence on sameness and self-injury: Potential assessment tools of co-occurring symptoms among youth with ASD* [Poster presentation]. 2<sup>nd</sup> Annual Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Washington, D.C.
12. **Albright, J.**, Muskett, A., & Scarpa, A. (2018, May). *Attention switching and sensory processing difficulties predict social communication deficits in children with autism spectrum disorder* [Poster presentation]. 30<sup>th</sup> Association for Psychological Science (APS) Annual Convention, San Fransisco, CA.
13. Du, C., Miyazaki, Y., **Albright, J.**, & Yazigi, L. (2018, May). *Relational language influence on the analogical reasoning of children: A cross-culture study* [Poster presentation]. 30<sup>th</sup> Association for Psychological Science (APS) Annual Convention, San Fransisco, CA.
14. Du, C., Miyazaki, Y., **Albright, J.**, & Yazigi, L. (2018, May). *The mediation role played by peer support among bullied victims in school* [Poster presentation]. 30<sup>th</sup> Association for Psychological Science (APS) Annual Convention, San Fransisco, CA.

15. McFayden, T.C., **Albright, J.**, Muskett, A. E., & Scarpa, A. (2017, June). *The gender discrepancy in an ASD diagnosis: An in depth look at restricted interests and repetitive behaviors* [Poster presentation]. Journal of Clinical Child and Adolescent Psychology (JCCAP) Future Directions Forum, Washington, D.C.
16. **Albright, J.**, Goldstein, A., Swain, D., Scalzo, G., White, S. W., Ernst, J., Azano, A., & Scarpa, A. (2017, May). *Comparing perceptions of young adults with autism and their caregivers on employment and vocational rehabilitation needs* [Poster presentation]. 14th annual International Meeting for Autism Research (IMFAR), San Francisco, CA.
17. **Albright, J.**, Bolton, C., Rosen, N., Bolourian, Y., & Laugeson, E. (2016, May). *The influence of self-concept in predicting changes in social anxiety in adolescents with ASD following the UCLA PEERS school-based curriculum* [Poster presentation]. 13th annual International Meeting for Autism Research (IMFAR), Baltimore, MD.
18. Stachniak, C., Jones-Soto, E., Barlaan, D., **Albright, J.**, McKenney, E., & Hupp, S. (2015, November). *Parent management training and reparenting for oppositional defiant disorder: College students' beliefs before and after three different dissemination presentations* [Poster presentation]. 49th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.
19. Barlaan, D., Jones-Soto, E., **Albright, J.**, Stachniak, C., McKenney, E. L. W., & Hupp, S. (2015, November). *Cognitive-Behavioral therapy and psychodynamic psychotherapy for childhood depression: College students' beliefs before and after three different dissemination presentations* [Poster presentation]. 49th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.
20. Rectenwal, G., Hammond, A., Morris, A., Deerhake, J., Barron, L., Kelly, T., Barlaan, D., **Albright, J.**, & Ferguson, E. (2015, April). *Does gender effect cultural values of college students?* [Poster presentation]. SIUE Psychology Expo. Edwardsville, IL.
21. Deerhake, J., Barron, L., Kelly, T., Barlaan, D., **Albright, J.**, & Ferguson, E. (2015, March). *The effects of parenting styles on cultural values: An argument for the parental values inventory* [Poster presentation]. SIUE Graduate School Spring Symposium. Edwardsville, IL.
22. Hupp, S., **Albright, J.**, Barlaan, D., Clayborne, K., & Piñones, M. (2014, November). *Great myths of the family* [Symposium presentation]. Social Learning and the Family pre-conference meeting at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. Philadelphia, PA.

***Professional Workshops and Invited Presentations (n=23)***

1. **Albright, J.** (2020, March). *Supporting Autism Friendly Environments - Training for PHYS 2404 – Physics Department K-12 Outreach Program* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
2. **Albright, J.** (2019, November). *Supporting Autism Friendly Environments - Training for RED 3663 – Universal Design* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.

3. **Albright, J.** (2019, November). *Supporting Autism Friendly Environments – Training for PHYS 2404 – Physics Department K-12 Outreach Program* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
4. **Albright, J., & Carlton, C.** (2019, October). *Supporting Autism Friendly Environments – Training for VT Science Festival* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
5. **Albright, J., & Carlton, C.** (2019, May). *Supporting Autism Friendly Environments – Training for Housing and Residential Life* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
6. **Albright, J., & Bertollo, J.** (2019, April). *An introduction to Autism Spectrum Disorders* [Workshop presentation]. Ladies American Legion Auxiliary meeting, Blacksburg, VA.
7. **Albright, J.** (2019, February). *Supporting Autism Friendly Environments – Training for Theta Delta Chi fraternity Bro's United mentorship program* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
8. **Albright, J.** (2019, January). *Supporting Autism Friendly Environments – Training for vendors at the Virginia Tech Kids Tech University* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
9. **Albright, J., & Dahiya-Singh, A.** (2018, October). *Supporting Autism Friendly Environments – Training for PHYS 2404 – Physics Department K-12 Outreach Program* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
10. **Albright, J.** (2018, October). *Supporting Autism Friendly Environments. Training for Vendors at the Virginia Tech Science Fair* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
11. Axsom, D., & **Albright, J.** (2018, September). *Virginia Tech Department of Psychology Graduate Program Presentation*. North Carolina A&T State University, Greensboro, NC.
12. **Albright, J.** (2018, September). *Supporting Autism Friendly Environments – Training for Volunteers at the Virginia Tech Panhellenic Oak Lane Trick or Treat* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
13. **Albright, J.** (2018, April). *Supporting Autism Friendly Environments – Training for volunteers at the Virginia Tech Institute for Creativity, Arts, and Technology (ICAT) Creativity and Innovation Day* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
14. **Albright, J., Capriola-Hall, N.** (2018, March). *Addressing social skill needs of children and adolescents with ASD* [Workshop presentation]. Virginia Tech Autism Clinic and Center for Autism Research Annual Conference. Virginia Polytechnic Institute and State University, Blacksburg, VA.
15. **Albright, J., Angela, D.S.** (2018, March). *4-H Consultation: Behavior training workshop* [Workshop presentation]. Southwest Virginia 4-H Educational Center. Abingdon, VA.

16. Angela, S., **Albright, J.** (2017, October). *Autism Spectrum Disorder: Signs, symptoms, and behavioral challenges* [Workshop presentation]. Virginia Association of Community Services Board 2017 Emergency Services Conference. Roanoke, VA.
17. **Albright, J.**, McFayden, T. (2017, October). *Supporting Autism Friendly Environments – Training for vendors at the Virginia Tech Science Festival* [Workshop presentation]. Virginia Polytechnic Institute and State University, Blacksburg, VA.
18. **Albright, J.**, Antezana, L. (2017, April). *Addressing social skills in ASD across the lifespan: Program for the Education and Enrichment of Relational Skills (PEERS)* [Workshop presentation]. Virginia Tech Autism Clinic Outreach Conference. Virginia Polytechnic Institute and State University, Blacksburg, VA.
19. **Albright, J.**, Scarpa, A. (2017, January). *Virginia Tech Center for Autism Research & Autism Clinic: Promoting awareness and inclusion* [Workshop presentation]. Advancing Diversity Workshop, Virginia Polytechnic Institute and State University, Blacksburg, VA.
20. **Albright, J.**, Factor, R. (2016, October). *Autism Spectrum Disorder 101* [Workshop presentation]. Roanoke City Public Schools Special Education Advisory Board & Blue Ridge Independent Living Center's Parent's Day. Roanoke, VA.
21. Hupp, S., **Albright, J.**, Stachniak, C. (2015, October). *Parent's guide to child development: Separating the silliness from the science* [Workshop presentation]. St. Clair County All Our Kids – Early Childhood Network at the East St. Louis Higher Education Campus. East St. Louis, IL.
22. **Albright, J.**, Barlaan, D., & Stachniak, C. (2015, February). *How to handle non-compliance: Supportive & proactive approach (SPA) for parents.* [Workshop presentation]. Riverbend Head Start Parenting Class. Granite City, IL.
23. Hupp, S. & **Albright, J.** (2015, April). *Six steps to shaping strong-willed behaviors in children* [Workshop presentation]. Early Explorations, Edwardsville Center's parent education meeting. Edwardsville, IL.

#### **HONORS, AWARDS, AND GRANT ACTIVITY**

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##### **Grant Activity**

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|------|--|
| 2018 | <p><b>Varda Shoham Clinical Science Training Initiative: Improving Access to Appropriate Assessments for Children with Minimally Verbal Autism in Rural Areas</b></p> <p><i>Society for a Science of Clinical Psychology</i></p> <p>This award provides funds to support programs in launching new projects or supporting ongoing initiatives that are designed to more effectively integrate science and practice into training programs.</p> <p>Award Amount: \$1,500.00</p> |
| 2018 | <p><b>Research and Creative Scholarship Grant</b></p> <p><i>Virginia Tech College of Liberal Arts and Human Sciences</i></p> <p>This grant was awarded to provide funding in support of a research project prepared through student collaboration in the College of Liberal Arts and Human Sciences.</p> <p>Award Amount: \$114.00</p>   |

2016 **Research Grant for Graduate Students**

*The Graduate School at Southern Illinois University Edwardsville*

This award supports research and creative activities initiated and conducted by SIUE classified graduate students to enhance their academic progress.

Award Amount: \$300.00

***Awards and Honorariums***

2020 **Roundtable “Make A Difference” Scholarship for Graduate Study, Finalist**

*Virginia Tech College of Science*

This award honors an outstanding graduate student who will make a difference in the college and the world through research and devotion to scientific excellence.

Award Amount: \$5,000.00

2020 **Galper Travel Award**

*Virginia Tech Department of Psychology*

This competitive award provides financial support to graduate students to supplement departmental funds and aid attendance to conferences.

Award Amount: \$200.00

2019–2020 **Hulick Serving Spirit Graduate Award**

*Virginia Tech Center for Autism Research*

This award is intended to support 2 years of professional and academic training of a graduate student seeking to pursue a service or research career that will positively impact special needs populations and their families, with a special emphasis on autism spectrum disorders or related conditions.

Award Amount: \$4,954.00

2018–2019 **Supporting Autism Friendly Environments (SAFE) Training Honorarium**

*Virginia Tech Center for Autism Research*

This training honorarium provided financial support for developing and disseminating the SAFE Training protocol to communities throughout the New River Valley community.

Award Amount: \$850.00

***Academic and Service-related Honors***

2020 **Outstanding Undergraduate Research Graduate Student Mentor, Nominee**

*Virginia Tech Office of Undergraduate Research*

This award acknowledges the hard work, time, dedication, and guidance research mentors provide to undergraduate students. Current undergraduate students are asked to nominate one graduate student research mentor from any discipline for the award.

2019 **Innovative Rural Award**

*Virginia State Office of Rural Health*

This award acknowledges a project within the state that exhibits innovation and leadership through work in rural communities.

2018 **Excellence in Access & Inclusion Award**

*Virginia Tech Services for Students with Disabilities Office*

This award is intended to recognize faculty, staff, departments, and programs for contributing to an inclusive and accessible environment at Virginia Tech.

**TEACHING EXPERIENCE**

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**2020–2021 Abnormal Psychology (PSYC 3014)***Instructor of Record*

Virginia Polytechnic Institute and State University

- Course included two sections of 50 students
- Duties included syllabus development, lecture preparation and presentation, preparation and execution of active learning exercises, creation of assignments, grading, meeting with students, and outcome evaluations
- Adapted course for online instruction in response to COVID-19

**2018–2019 Abnormal Psychology (PSYC 3014)***Instructor of Record*

Virginia Polytechnic Institute and State University

- Course included two sections of 50 students
- Duties included syllabus development, lecture preparation and presentation, preparation and execution of active learning exercises, creation of exams and assignments, grading, meeting with students, and outcome evaluations

**2016 Introduction to Psychology Recitation (PSYC 2004)***Instructor of Record*

Virginia Polytechnic Institute and State University

- Course included one section of 50 students
- Duties included syllabus development, lecture preparation and presentation, preparation and execution of active learning exercises, creation of quizzes and assignments, grading, and meeting with students

**2016 Child Psychology (PSYC 201)***Graduate Teaching Assistant*

Southern Illinois University Edwardsville

Instructor: Elizabeth McKenney, Ph.D.

- Course included one section of 100+ students
- Duties included lecture preparation and presentation and grading

**PROFESSIONAL SERVICE**

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**2020 Rural Special Education Quarterly***Ad Hoc Editorial Reviewer***2020 Society of Clinical Child & Adolescent Psychology (Div. 53) Mentor Match Program***Graduate Student Mentor***2018–2020 Virginia Tech Psychology Department Diversity and Recruitment Committee***Graduate Student Representative***2018–2019 Virginia Tech Clinical Science Graduate Program Diversity and Recruitment Sub-Committee***Graduate Student Representative***2018 Journal of Autism and Developmental Disorders***Ad Hoc Editorial Reviewer*

2018–2019 **Virginia Tech Clinical Science Graduate Mentor Program**  
*Graduate Mentor*

2017–2018 **Virginia Tech Graduate Undergraduate Mentor Program**  
*Graduate Mentor*

**PROFESSIONAL ORGANIZATION MEMBERSHIPS**

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American Psychological Association, Graduate Student Affiliate  
American Psychological Association of Graduate Students  
APA Division 53: Clinical Child and Adolescent Psychology, Student Member  
APA Division 33: Intellectual & Developmental Disabilities/Autism Spectrum Disorder, Student Member  
Association for Behavioral and Cognitive Therapies, Student Member  
Autism Spectrum and Developmental Disorders Special Interest Group Member  
International Society for Autism Research, Student Member  
Society for Research in Child Development, Graduate Student Member  
Society for a Science of Clinical Psychology, Student Member

**ADDITIONAL SKILLS**

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Computer Software:

BORIS Coding Software, MPlus, SPSS, R, REDCap (Research Electronic Data Capture),  
Microsoft Office Suite

Electronic Medical Record Software:

Epic Systems, Titanium Schedule



**REFERENCES**

Angela Scarpa, Ph.D., LCP  
Virginia Polytechnic Institute and State University  
Department of Psychology  
109 Williams Hall  
890 Drillfield Drive  
Blacksburg, VA 24061  
540-231-8747  
[ascarpa@vt.edu](mailto:ascarpa@vt.edu)

Thomas Ollendick, Ph.D., LCP  
Virginia Polytechnic Institute and State University  
Department of Psychology  
460 Turner Street, Suite 207  
Blacksburg, VA 24060  
540-231-6451  
[tho@vt.edu](mailto:tho@vt.edu)

Christina McDonnell, Ph.D.  
Virginia Polytechnic Institute and State University  
Department of Psychology  
117 Williams Hall  
890 Drillfield Drive  
Blacksburg, VA 24061  
[cmcdonell@vt.edu](mailto:cmcdonell@vt.edu)

John Constantino, M.D.  
Washington University School of Medicine in St. Louis  
Department of Psychiatry  
4444 Forest Park Ave #2600  
St. Louis, MO 63108  
314-286-1700  
[constantino@wustl.edu](mailto:constantino@wustl.edu)