

Curriculum Vitae

Courtney Andrews

EDUCATION

- 2017 – **Psy.D., Clinical Psychology**
May 2022 Loyola University of Maryland: Baltimore, MD
GPA: 3.88
- 2019 **M.S., Clinical Psychology**
Loyola University of Maryland: Baltimore, MD
- 2014 **B.A., Psychology & English (Dual Degree)**
Wake Forest University: Winston-Salem, NC
Graduated Cum Laude

CLINICAL EXPERIENCE

- August 2025– **Heartwood Psychology**
Present *Pediatric Psychologist, License #06951 (renewed through 3/31/2027)*

Comprehensive Psychoeducational Evaluations, Clinician

- Conduct clinical interviews and consultations with families to determine presenting problem and craft an appropriate and thorough battery
- Conduct comprehensive psychoeducational evaluations to assess cognitive functioning, academic achievement, memory, learning, executive functions, and attentional control in children and teens
- Conduct assessment of social communication and social interaction to determine the presence of Autism Spectrum Disorder for children, teens, and adults
- Write integrative assessment reports and provide feedback sessions to caregivers (and occasionally patients depending on age) that include reviewing clinical impressions, diagnosis, and treatment recommendations for school and at-home settings
- Provide psychoeducation regarding all diagnoses and their impacts across the lifespan, using a strengths-based approach
- Typical measures used include: WISC-V, WAIS-5, WIAT-4, VMI, DAS-2, WRAML3, GORT-5, OWLS-II, FAR, FAM, CPT, CTOPP, DKEFS, ADOS-2, MIGDAS-2; Parent/ teacher forms typically include BRIEF-2, BASC-3, Conners, ASRS, SCQ, ABAS, PBRs, SCARED, STRESS, BYI-II, YBOCS, TSCYC

- July 2023– **Mt. Washington Pediatric Hospital**
August 2025 *Faculty Member, Pediatric Psychologist, License #06951*

Autism Evaluations, Autism Spectrum Center, Lead Assessor

- Conduct clinical interviews and consultations with families seeking autism evaluation services
- Administer 2 comprehensive autism evaluations per week for children, adolescents, and teens (ages 5-21) including administration, scoring, interpretation and comprehensive report writing
- Collaborate with parents, teachers, therapists, psychiatrists, and all necessary members of the child's care team for a comprehensive understanding of functioning across settings, keeping in mind the impact of cultural considerations and family systems
- Write integrative assessment reports and provide feedback sessions to caregivers (and occasionally patients depending on age) that include reviewing clinical impressions, diagnosis, and treatment recommendations

for school and at-home settings, and provide psychoeducation regarding an autism diagnosis and its impacts across the lifespan, using a strengths-based approach

- Typical measures used include: ADOS-2 (Modules 1-4), CARS2, MIGDAS-2, WPPSI-IV, WISC-V, WAIS-4, DAS-2, DP-4, YCAT-2, WIAT-4/5, VMI-6, ChAMP, CPT; Parent/ teacher forms typically include BRIEF-2, BASC-3, ASRS, SCQ, ABAS, PBRs, SCARED, STRESS, BYI-II, YBOCS, TSCYC

Social Skills Group, *Leader*

- Co-lead 2 weekly social skills groups of 10 students each
- Develop weekly lesson plans, pulling from a variety of evidence-based curriculums including “Unstuck and On Target” and the “Program for the Education and Enrichment of Relational Skills (PEERS)”
- Implement weekly lesson plans to promote social skills building through psychoeducation, modeling, and role-play games
- Meet quarterly with group members and their parents to assess progress towards individual goals, and set new goals when applicable

Supervision of Assessment for Externship Students, *Supervisor*

- Provide weekly individual supervision to an externship student for management of outpatient assessment cases
- Provide live (e.g. bug-in-ear) supervision during assessment cases, every other week (e.g. 2 testing cases per month)
- Train and support the extern through collaboration on creating an appropriate testing battery, keeping in mind cultural considerations for each case
- Check scoring and provide edits to all assessment reports
- Supervise all assessment feedback sessions, with the extern taking on more of a leading role as the training year progresses

Pediatric Integrated Care for Complex Children (PICCK) Clinic, *Supervisor*

- Train and provide weekly individual and group supervision for 2 cohorts of 6 Pre-Doctoral Psychology Interns within the PICCK Clinic
- Attend all patient appointments with the physicians in order to conduct comprehensive diagnostic and clinical interviews and provide brief developmental, social, emotional, and behavioral assessment and treatment to children and adolescents with medically and neurodevelopmentally complex histories
- Provide caregiver and parent psychoeducation, training, and support to families experiencing difficulties with adjustment, coping, and stress associated with their child(ren)’s complex medical and psychological presenting concerns
- Consult and collaborate with multidisciplinary team members, including physicians and nurses, to facilitate patient care and optimize treatment outcomes
- Participate in multidisciplinary team meetings to discuss ways to improve quality of patient care

Making Valuable Progress (MVP) Developmental Clinic, *Lead Assessor/ Supervisor*

- Duties include: Utilize the Best Beginnings Developmental Screen (BBDS) to assess the development of children ages newborn-39 months identified as at-risk for developmental delays due to variety of medical concerns (e.g. premature birth, intrauterine substance exposure, various genetic abnormalities or syndromes, etc.)
- Collaborate with pediatrician, occupational therapy, speech therapy, and physical therapy teams to assess at-risk infants’ development
- Provide psychoeducation and developmentally-informed recommendations to caregivers and families in order to promote child development and increase cognitive, social-emotional, language/communication, fine motor, gross motor, adaptive, academic, and behavioral functioning
- Train and collaborate with team of 2 post-doctoral candidates on MVP cases

Outpatient Therapy, Therapist (2023-2024; no therapy patients currently on caseload due to time constraints)

- Duties included: Individual and family therapy, including telehealth services, for a caseload of 6 to 10 child, adolescent, and young adults (ages 7-24) and their caregivers, presenting with neurodevelopmental delays, medical trauma, treatment noncompliance, depressive, mood, anxiety, and disruptive, impulse-control, and conduct disorders, as well as comorbid medical and psychiatric conditions
- Created individual treatment plans and administered interventions using evidence-based treatment approaches, including but are not limited to: Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), Dialectical Behavioral Therapy (DBT), Behavioral Management and Parent Training, Mindfulness Training, Motivational Interviewing (MI), Family Systems Therapy, and Social Skills Training
- Consult with school, medical, and community providers to optimize patient care and outcomes

June 2020 – **PsychCare Psychological Services, LLC: Pikesville, MD**

June 202 *Psychology Associate*

Supervisors:

Dr. Ariel Nickie, Ph.D.

Dr. Levi Breuer, PsyD

- Conducted initial consultation assessments and weekly psychotherapy for a caseload of 10 adult patients per week with diagnoses including ASD, anxiety, and depression.
- Utilized a Cognitive Behavioral Therapy (CBT) treatment model of psychotherapy.

SUPERVISED PRACTICUM EXPERIENCE

August 2022– **Mt. Washington Pediatric Hospital, Post-Doctoral Fellowship**

July 2023 *Post-Doctoral Fellow*

Supervisors:

Bradley Schwimmer, PsyD

Kenneth Gelfand, Ph.D.

- Participated in weekly individual supervision for each of the following year-long rotations:

Multidisciplinary Diabetes Clinic

- Duties included: Collaborating with the physician and nutritionist to perform behavioral consultation services and brief treatment to a diverse and underserved population of children and adolescents diagnosed with Type 1 and Type 2 Diabetes in the Multidisciplinary Clinic
- Utilized Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI) strategies to treat comorbid acute and chronic psychiatric and concomitant endocrine disorders
- Provided in vivo supervision and training to predoctoral interns in their diabetes clinic rotations

Pediatric Integrated Care for Complex Children (PICCK) Clinic

- Duties included: Conducting intakes and providing brief developmental, social, emotional, and behavioral assessment and treatment to children and adolescents with diverse and medically complex histories
- Provided psychoeducation and recommendations to promote development
- Consulted and collaborated with multidisciplinary team members including physicians and nurses to facilitate patient care and optimize treatment outcomes
- Provided in vivo supervision and training to predoctoral interns in their PICCK rotations

Burn/Wound Clinic

- Duties included: Collaborated with burn/wound specialist, nursing, and child life specialist to perform behavioral consultation services and brief treatment to a diverse and underserved population of children

and adolescents who have experienced burns or severe wounds (e.g., amputee, skin/bone infections, gunshot wound)

- Utilized Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI) strategies to treat comorbid acute and chronic psychiatric and behavioral/emotional concerns
- Utilized behavioral and distraction strategies to support the patients and their families during painful dressing changes

Making Valuable Progress (MVP) Neonatal Intensive Care Unit (NICU) Follow-Up Clinic

- Duties included: Utilized the Best Beginnings Developmental Screen (BBDS) to assess the development of children ages newborn-39 months identified as at-risk for developmental delays due to variety of medical concerns (e.g. premature birth, intrauterine substance exposure, various genetic abnormalities or syndromes, etc.)
- Consulted and collaborated with multidisciplinary team members, including physicians, nurses, speech therapists, oral-motor therapists, occupational therapists, and physical therapists to facilitate patient care and optimize treatment outcomes
- Provided psychoeducation and developmentally-informed recommendations to caregivers and families in order to promote child development and increase cognitive, social-emotional, language/communication, fine motor, gross motor, adaptive, academic, and behavioral functioning

Outpatient Therapy

- Duties included: Individual and family therapy, including telehealth services, for a caseload of 10-12 child, adolescent, and young adults (ages 4-23) and their caregivers, presenting with neurodevelopmental, medical trauma, treatment noncompliance, depressive, mood, anxiety, and disruptive, impulse-control, and conduct disorders, as well as comorbid medical and psychiatric conditions
- Created individual treatment plans and develop interventions using evidence-based treatment approaches such as CBT, Behavioral Therapy, Dialectical Behavioral Therapy, behavioral management and parent training, Acceptance and Commitment Therapy (ACT), multicultural therapy, and social skills training

Outpatient Psychological Evaluations

- Duties included: Conduct clinical interviews and consultations with families seeking psychological evaluation services, in both the outpatient clinic and Autism Spectrum Center
- Administered three comprehensive psychology evaluations a month for children and adolescents, including administration, scoring, interpretation and comprehensive report writing
- Facilitated telehealth feedback sessions to patients' caregivers that include reviewing clinical impressions, diagnosis, and recommendations for school and at-home settings
- Measures used included: ADOS, WPPSI-IV, WISC-V, WAIS-4, KTEA-3, YCAT, VMI-6, Bracken, ChAMP, WRAML-3, BYI-II, RCMAS, CDI-2, GORT-5, NEPSY-II, CPT-3, Children's Sentence Completion Test, BRIEF-2, BASC-3, PBRs, SCARED, STRESS, ABAS-3, ASRS, SRS, DP-4

August 2021 – **Mt. Washington Pediatric Hospital, Pediatric Psychology Internship**

August 2022 *Pre-Doctoral Intern*

Supervisors:

Bradley Schwimmer, PsyD

Kenneth Gelfand, Ph.D.

- Participated in weekly individual and group supervision for each of the following rotations and weekly didactic seminars focusing on various topics in pediatric psychology and diversity:

Autism Spectrum Centers and Developmental Disabilities Evaluation Program

- Completed 6-month rotation
- Duties included: Conducted weekly comprehensive psychological evaluations for toddlers, children, and adolescents with developmental delays and suspected autism spectrum disorder, including administration,

scoring, interpretation, report writing, and provision of feedback to patients' caregivers that include: ADOS-2, BOSA, DAS-II, WISC-V, VMI-6, BASC-3, PBRs, ABAS-3, ASRS, SRS, GARS, DP-4, SCQ

Multidisciplinary Diabetes Clinic

- Completed 6-month rotation
- Please see description above listed under *Pediatric Psychology Post-Doctoral Fellowship*

Pediatric Integrated Care for Complex Children (PICCK) Clinic

- Completed 6-month rotation
- Please see description above listed under *Pediatric Psychology Post-Doctoral Fellowship*

Inpatient Consultation and Liaison

- Completed 6-month rotation
- Duties included: Providing individual and family consultation, liaison services, and therapy for neonatal, child, and adolescent inpatients and their caregivers presenting with a variety of complex medical conditions such as orthopedic anomalies and injuries, brain injuries and neurological conditions, spinal cord injuries, asthma, pulmonary conditions, post ECMO complications, cardiac problems, and feeding and related gastrointestinal disorders
- Consulted with multidisciplinary teams to facilitate a comprehensive approach to treatment planning and implementation and communicate between in-hospital and community providers, as well as patient and families, to improve understanding of how medical and psychological factors impact patient functioning and influence treatment recommendations
- Attended weekly multidisciplinary medical rounds and patient family meetings as the psychology team representative

Multidisciplinary Feeding Day Treatment Program

- Completed 6-month rotation
- Duties included: Provided treatment for infants, toddlers, and children with a variety of feeding and eating difficulties including those diagnosed with Avoidance and Restrictive Food Intake Disorder, Autism Spectrum Disorder, Anxiety Disorders, neurodevelopmental disorders, and complex medical conditions
- Conducted behavioral feeding evaluations, participated in multidisciplinary team consultation, treatment planning, implementation of feeding behavioral protocols, and caregiver training

Outpatient Therapy

- Completed 1-year rotation
- Duties included: Provided individual and family therapy, including telehealth services, for a caseload of 10-12 child, adolescent, and young adults (ages 4-23) and their caregivers, presenting with neurodevelopmental, medical trauma, treatment noncompliance, depressive, mood, anxiety, and disruptive, impulse-control, and conduct disorders, as well as comorbid medical and psychiatric conditions
- Created individual treatment plans and developed interventions using evidence-based treatment approaches, which include but are not limited to: CBT, Behavioral Therapy, behavioral management and parent training, Acceptance and Commitment Therapy (ACT), multicultural therapy, and social skills training

Outpatient Psychological Evaluations

- Completed 1-year rotation
- Duties included: Conducted clinical interviews/consultations with families seeking psychological evaluation services
- Administered weekly comprehensive and integrated psychology evaluations for children and adolescents, including administration, scoring, interpretation, report writing, and provision of feedback to patients' caregivers that included: WPPSI-IV, WISC-V, WIAT-4, KTEA-3, YCAT, VMI-6, Bracken, ChAMP, WRAML-3, BYI-II, RCMA, CDI-2, Children's Sentence Completion Test, BRIEF-2, BASC-3, PBRs, SCARED, STRESS, ABAS-3, ASRS, SRS, ADHD HOME RATING SCALE

June 2020 – **Mt. Washington Pediatric Hospital, Autism Spectrum Center:** Baltimore, MD
 August 2021 *Fourth Year Extern*

Supervisors:

Katie Kane, PsyD

Antonia Girard, PsyD, BCBA, LBA

- Provided individual, family, and group psychotherapy to children and adolescents through the Autism Spectrum Center at an outpatient pediatric hospital serving a diverse population.
- Engaged in behavior management, cognitive behavior therapy and parent training for children, adolescents and their families affected by Autism Spectrum Disorders (ASD)
- Conducted initial consultations and 3 comprehensive diagnostic evaluations per month including administering the Autism Diagnostic Observation Schedule-2 (ADOS-2) to determine an ASD diagnosis, identify strengths and weaknesses, and provide recommendations for home and school settings
- Wrote integrative assessment reports and provide oral and written feedback to clients and/or their family members, including assessment results and treatment recommendations

2019 – **Mt. Washington Pediatric Hospital, General Outpatient Psychology:** Baltimore, MD
 June 2020 *Third Year Extern*

Supervisors:

Robinson Gold, PsyD

Elizabeth Getzoff Testa, PhD

Jill E. Gatzke, PsyD

- Conducted intakes and provided individual psychotherapy to children and adolescents at an outpatient pediatric hospital serving a diverse population of clients
- Developed skills in case conceptualization, treatment planning, specific treatment techniques (e.g., behavioral therapy, CBT), and the facilitation of interdisciplinary treatment
- Conducted psychoeducational assessment batteries with children and adolescents, involving administration, scoring, and interpretation. Measures included: WISC-V, WPPSI-IV, WIAT-III, WRAML-2, DKEFS, GORT-5, ChAMP, BSRA-3, YCAT, VMI
- Wrote integrative assessment reports and provided oral and written feedback to clients and/or their family members, including assessment results and treatment recommendations
- Co-led an “Unstuck and on Target” group for children with ASD

2018 – **Loyola Clinical Centers:** Baltimore, MD
 2019 *Second Year Extern*

Supervisors:

Harriette Wimms, PhD (Child Psychotherapy – Individual Supervision)

Harriette Wimms, PhD (Child Psychotherapy – Group Supervision)

Mary Jo Coiro, PhD (Child Assessment)

Joseph Bechhofer, PsyD (Group Supervision for Social Skills Group)

- Conducted intakes and provided individual psychotherapy to children and young adults at an urban interdisciplinary community mental health clinic, with a variety of concerns including mood and anxiety disorders, trauma histories, and cognitive deficits
- Developed skills in case conceptualization, treatment planning, specific treatment techniques (e.g., behavioral therapy, CBT, DBT), and the facilitation of interdisciplinary treatment
- Conducted psychoeducational assessment batteries with children and adolescents, involving administration, scoring, and interpretation. Measures include: WISC-V, WIAT-III, WRAML-2, DKEFS, FAR, GORT-5

- Wrote integrative assessment reports and provided oral and written feedback to clients and/or their family members, including assessment results and treatment recommendations
- Co-led several 10-week social skills groups for 13-year-olds. Responsibilities included conducting intakes and assembling cohesive groups, identifying group and individual goals for each member, utilizing structured and semi-structured activities incorporating cognitive behavioral therapy, play therapy, and psychoeducation, and communicating updates, support, and recommendations to parents of group members

2016 – **Loyola Clinical Centers:** Baltimore, MD
 2017 *First Year Extern*

Supervisors:

Sarah Gorman, PsyD (Child/Adolescent Intakes)

Daniel Koster, PsyD (Adult Intakes)

Katherine Hadley Cornell, PsyD (Social Skills)

Mary Jo Coiro, PhD (Child Assessment)

- Conducted intakes in an urban interdisciplinary community mental health clinic for child and adult clients seeking psychotherapy, social skills training, and interdisciplinary assessments including psychology, speech-language pathology, and audiology
- Shadowed advanced students in test administration, scoring and interpretation
- Conducted the WAIS-IV & WIAT-III with adolescents, involving administration, scoring, and interpretation
- Participated in interdisciplinary case conferences with speech and audiology students

RELEVANT WORK EXPERIENCE (PRE-GRAD)

2018 – **Loyola Clinical Centers:** Baltimore, MD
 2020 *Social Skills Group Coordinator*

Supervisor:

Joseph Bechhofer, PsyD

- Engaged in recruitment, conducted intakes, and assembled cohesive groups for the Loyola Clinical Centers' Social Skills Group Program
- Conducted all administrative tasks involving group coordination and scheduling and communication with parents and team members

2019 – **Loyola University of Maryland:** Baltimore, MD
 2020 *The Study, Graduate Assistant*

Supervisor:

Molly Fredette, M.Ed.

- Scheduled peer tutoring, oversaw undergraduate study hours, and other clerical tasks

2014 – **Kennedy Krieger Institute,** Center for Autism and Related Disorders: Baltimore, MD
 2017 *Research Assistant II*

Principal Investigator:

Rebecca Landa, Ph.D., CCC-SLP

Early Detection Study

- Administered experimental assessments to children ages 10 to 36 months, including the Communication and Symbolic Behavior Scales (CSBS), object exploration and contingency tasks, spontaneous and reciprocal imitation tasks and a joint visual attention task

- Ran and coded an eye-tracking task to analyze face preference, orientation, and social cues
- Conducted eligibility screenings and evaluations, prepared assessments, obtained consent and oversaw evaluations of both controls and siblings with a family history of ASD
- Videotaped and scored a six-hour battery of assessments including the Mullen Scales of Early Learning, the ADOS-2, the Peabody Developmental Motor Scales and Picture Vocabulary Test, and the Stanford-Binet
- Scored and entered data into databases and maintained reliability on all coding schemas
- Performed literature searches to assist with development of manuscripts and grant proposals
- Trained new Research Assistants on all lab protocols for the study of 285 families

Robot-Mediated Social Skills Intervention Study

- Served as an interventionist examining the impact of a robot-mediated social-communication intervention for children ages four to eight with ASD
- Facilitated four half-hour intervention sessions per week with the humanoid robot
- Implemented the curriculum to target and improve social interactions through core vocabulary and video modeling sequences
- Monitored child behavior and provided appropriate reinforcement as needed
- Gathered and recorded performance data

Object Exploration

- Served as primary coder for a play behavior assessment by coding visual, manual, and social trials and importing data using MATLAB
- Trained three secondary coders and maintained inter-rater reliability among the coding team

Principal Investigator:

Margaret Daniele Fallin, Ph.D., Johns Hopkins Bloomberg School of Public Health

Early Autism Risk Longitudinal Investigation (EARLI)

- Served as the main point of contact for a multi-site national study following 54 infants with a family history of ASD from the prenatal period through 36 months of age
- Executed and coded dysmorphology exams to identify dysmorphic facial/ body features
- Coordinated blood draws and performed additional bio-sample collection and processing
- Led all aspects of clinic visits including obtaining consent, setting up testing rooms, and videotaping the administration of the Mullen Scales of Early Learning and the ADOS-2

Principal Investigator:

Amy Keefer, Ph.D., ABPP

Mindfulness Intervention Study

- Conducted telephone screening interviews and administered a subscale from the Behavior Rating Inventory of Executive Functioning to determine eligibility
- Arranged pre and post-testing sessions and administered questionnaires at each appointment
- Scheduled a total of 10 therapy sessions for three parent-child dyads

RESEARCH EXPERIENCE

2017 – **Loyola University of Maryland:** Baltimore, MD
 Present *Principal Investigator, Doctoral Dissertation; “Rater Discrepancies Between Parent-, Teacher-, and Self-Reports of Social Deficits in Children with ADHD”*

Dissertation Chair:

Dr. Mary Jo Coiro, PhD

- Developed a quantitative study assessing rater differences between parents, teachers, and self-reports in measures of social functioning for children with ADHD

- Successfully defended dissertation proposal in March, 2020

2013 – **Wake Forest University Developmental Psychology Lab:** Winston-Salem, NC
2014 *Research Assistant*

Principal Investigator:
Deborah Best, PhD

- Attended weekly meetings of 10 student researchers with a faculty mentor to collaborate on the design, execution, and interpretation of studies on the physical, cognitive, social, and emotional development of children

The Effect of Pink Noise Frequencies on the Attention and Cognitive Functioning of Children with Autism Spectrum Disorders

- Co-led all aspects of the study of 60 participants including measure creation, IRB and parental consent completion, participant recruitment, study administration, and result interpretation

The Development of Emotion Regulation, Executive Functioning and Understanding of Intentionality in Children with Cancer

- Engaged in participant recruitment, study design and execution, and data analysis for the study of 80 patients at Wake Forest Baptist Medical Center

PROFESSIONAL DEVELOPMENT

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- 2025 – **GAIN ADOS Module Series**
Present Global Autism Interactive Network (GAIN), The University of Kansas/ Weill Cornell Medicine
- Meet once monthly for one year (e.g. 12 meetings in total) with a group of professionals to engage in review and co-coding/ scoring of ADOS-2 administrations to ensure reliability and stay up to date on best practices
- 2018 – **American Psychological Association (APA) Division 7: Developmental Psychology**
present Member
- 2017 – **Multicultural Peer Consultation (MPC) Group Supervision**
2022 Loyola University Maryland; Member
- Actively participate in monthly peer-led supervision groups in which students discuss multicultural issues pertaining to clinical work and personal identity factors
- 2017 – **Maryland Psychological Association of Graduate Students (MPAGS)**
2022 Loyola University Maryland; Member

VOLUNTEER WORK

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- 2014 – **Kennedy Krieger Annual Autism Conference:** Baltimore, MD
2017
- Assisted with planning, set up, and execution of the Center of Autism and Related Disorders' annual autism conference
 - Introduced guest speakers and moderated lectures on a variety of topics within the field of ASD research, including inclusive practices, challenging behavior, social skills, genetic causes, victimization and bullying, and early intervention
- 2010 – **Project Pumpkin:** Wake Forest University
2014 Volunteer

- Planned and organized annual event providing underprivileged children and families of the local community an opportunity to trick-or-treat in a safe and fun environment

2010 – **Discovering Education through Student Knowledge:** Wake Forest University
2014 Volunteer

- Planned annual event and participated in painting desks and collecting school supplies for underprivileged children in the community

PRESENTATIONS

Andrews, C. L. (October, 2013). *The efficacy of early intervention techniques used for developmental delays and disabilities in toddlers with Autism Spectrum Disorders (ASD)*. Poster presented at the undergraduate research colloquium at Wake Forest University.

Andrews, C. L. (April, 2021). *Rater Discrepancies Between Parent-, Teacher-, and Self-Reports of Social Deficits in Children with Attention-Deficit/Hyperactivity Disorder (ADHD)*. Poster submitted for presentation at the Society for Research in Child Development's biennial conference

AWARDS AND HONORS

4-year Merit Based Fellowship Recipient, Loyola University of Maryland, 2017-2021
Dual Major (Psychology and English), Graduated Cum Laude, Wake Forest University, 2014
Member of Dean's List, Wake Forest University, 2010-2014
Research Fellowship Recipient, Wake Forest University, 2013