

Melissa R. Dvorsky, Ph.D.

Pronouns: she, her, hers

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ACADEMIC APPOINTMENTS

- 11/1/2020 - present** **Assistant Professor of Psychiatry and Behavioral Sciences and Pediatrics**
The George Washington University School of Medicine and Health Sciences
GWID: G40329293
- 07/2020 – present** **Clinical Psychologist, Director of ADHD & Learning Differences Program**
Division of Psychology and Behavioral Health, Center for Neuroscience and Behavioral
Medicine, and Center for Translational Research at Children's National Hospital
- 05/2022 – present** **Affiliate Faculty Member**, Graduate School, University of Maryland (UMD), College Park
UMD ID: 111350292

EDUCATION AND TRAINING

- 07/2018 – 07/2020** **Postdoctoral Research Fellow**, Clinical Services Research NIMH T32 Training Program
University of California, San Francisco, Department of Psychiatry & Behavioral Sciences
San Francisco, California
- 08/2018** **Doctor of Philosophy, Clinical Psychology**
Virginia Commonwealth University, Richmond, Virginia
- 07/2017 – 07/2018** **O'Grady Residency in Behavioral Medicine and Clinical Psychology**
Pre-Doctoral Psychology Internship, Cincinnati Children's Hospital Medical Center
Cincinnati, Ohio
- 08/2014** **Master of Science, Clinical Psychology**
Virginia Commonwealth University, Richmond, Virginia
- 06/2010** **Bachelor of Arts in Honors Psychology**
Ohio University, Athens, Ohio

GRANTS

Active Extramural Grants

K23 MH122839 Dvorsky (PI) 11/15/20-11/14/24
Leveraging Technology to Promote Skill Utilization and Enhance Treatment Outcomes in Young Adolescents with ADHD
This study leverages novel mobile technology, [Advanced Tools for Organization Management \(ATOM\)](#), applied as an adjunct to a school-based organizational/time management skills intervention, to enhance real time skills utilization and promote sustained improvement for adolescents with ADHD. This work will provide valuable data toward understanding how technology can optimize adolescent engagement and improve treatment response, which has the potential to critically inform treatment research. Total Cost Amount: \$796,392
Role: Principal Investigator

National Institutes of Health (NIH) Loan Repayment Program Dvorsky (PI) 07/01/20-06/30/23
Clinical Research – Extramural Award (funded twice)

This research takes a theory-driven, empirical approach for optimizing behavioral treatment for ADHD by exploring barriers and facilitators of adolescents' and caregivers' skills utilization (adherence) in interventions for ADHD. This LRP award also involves identifying novel ways, including the use of digital health technology to engage youth with ADHD and their families in targeted behavioral interventions when implemented in schools and community settings. Total Costs: \$22,178
Role: Principal Investigator

Active Grant Consultation

1P50MH126231-01A1, Sub-Project ID: 5282 Villodas (PI) & Pfiffner (Co-PI) 08/05/22-05/31/27
Enhancing Team Effectiveness for a Collaborative School-Based intervention for ADHD

This R01 is a sub-project of the *Center for Team Effectiveness to Accelerate EBP Implementation in Children's Mental Health Services (TEAMS)* (1P50MH126231-01A1) which leverages organizational team effectiveness research (TER) to develop and test novel team-based implementation strategies, methods, and tools to improve the reach, quality, and effectiveness of care delivered in public systems serving children with mental health needs. This project focuses on integrating team-based school implementation strategies to enhance delivery of the Collaborative Life Skills Program (CLS). in a Hybrid Type III cluster randomized trial in 24 schools in two large urban school districts, we will evaluate whether CLS-T (CLS, enhanced with digital tools) implementation results in improved implementation outcomes and child outcomes in comparison to standard CLS implementation.
Role: Consultant

R34 MH122222 Pfiffner (PI) 07/01/20-06/30/23

A Digital Health Solution for Improving Parent Adherence and Sustainability of ADHD Treatment Outcomes
The goal of this study is to develop, and pilot test a mobile application for augmenting behavioral parent training for parents of youth with ADHD. This project aims to enhance parents' skill use during treatment as well as aid in troubleshooting new issues after treatment ends. This project is in response to Emphasis Panel R34 Refinement and Testing of Interventions to Sustain ADHD Treatment Effects. Total Costs: \$725,732
Role: Consultant

R01 MH118320 Chronis-Tuscano (PI) 08/15/19-07/31/24

Treating Mothers with ADHD and their Young Children Via Telehealth: A Hybrid Type I Effectiveness-Implementation Trial
This hybrid implementation study will evaluate two innovative and scalable treatment strategies delivered via telehealth: maternal stimulant medication plus behavioral parent training vs. behavioral parent training only. This project holds promise for modifying the course of ADHD in young children whose mothers also have ADHD in a manner that reduces barriers to health service delivery and holds potential for widespread dissemination. Total Costs: \$3,128,344
Role: Independent Evaluator

Submitted Extramural Grants

IES/Department of Education, Measurement Grant Becker (PI) 07/01/23-06/30/2027
Assessing Sluggish Cognitive Tempo in Schools: Norms, Reliability, and Validity in a Nationally Representative Sample of Teachers and Students with ADHD and Autism
Role: Consultant

IES/Department of Education, Measurement Grant Villodas (PI) 07/01/23-06/30/2027
Extending the reach of evidence-based practices to support student attention and behavior through technology
Role: Consultant

Completed Extramural Grants

T32 MH018261 Pfiffner (PI) 06/30/18-06/30/20
Clinical Services Research Training Program (CSRTP)

The CSRTP provides specialized education and support to postdoctoral scholars from a variety of disciplines (including psychology, social work, epidemiology, sociology, medicine, health economics, and nursing) who plan to pursue careers in mental health services research. Role: Postdoctoral Fellow

R324A170338, IES/US Dept of Education Pfiffner (PI) 06/30/18-06/30/20
Web-Based Professional Development for School Mental Health Providers in Evidence-Based Practices for Attention and Behavior Challenges

The purpose of this Goal 2 project funded by the Institute for Education Sciences (IES) in the US Department of Education is to develop a web-based professional development program for school mental health providers to gain the skills needed to implement evidence-based practices for attention and behavior problems

Role: Postdoctoral Researcher, Web-Development/Creator, and Trainer

Virginia Youth Tobacco Small Grants Project Dvorsky (PI) 03/01/16-08/31/17
Factors that Protect Against Substance Use and Academic Problems During the Transition to College for Adolescents with and without ADHD

The goal of this study, funded by Virginia Foundation for Healthy Youth (VFHY), was to longitudinally evaluate promotive and protective factors that buffer against risks for academic, socio-emotional, and alcohol/substance use problems for adolescents with and without ADHD during the transition to college. Total Costs: \$29,400

Role: Principal Investigator

Completed Intramural Grants

COVID-19 Rapid Response Seed Grant Breaux (PI) 06/01/20-05/30/21
Impact of COVID-19 in Adolescents with and without ADHD

This COVID-19 grant funded by the Virginia Polytechnic Institute and State University provides funds to conduct a longitudinal study of risk and resilience before, during, and after COVID-19 among high-school aged adolescents with and without ADHD. Total Costs: \$34,782

Role: Co-Investigator

COVID-19 Pilot Grant Program Pfiffner (PI) 05/13/20-05/12/21
A Remote Web-Based Parenting Program to Support Families of Youth with ADHD Cope with COVID-19

This COVID-19 pilot award funded by the UCSF Department of Psychiatry is to develop and pilot an adapted version for the Collaborative Life Skills Program behavioral parent training program for remote group delivery. Total Costs: \$20,000

Role: Co-Principal Investigator

Research Innovation/Pilot Program, CCHMC Becker (PI) 05/01/20-04/30/21
Impact of COVID-19 in Adolescents with and without ADHD

The goal of this COVID-19 grant funded by the Cincinnati Children's Hospital Medical Center (CCHMC) Research Innovation/Pilot Program is to conduct a longitudinal study of risk and resilience before, during, and after COVID-19 among high-school aged adolescents with and without ADHD. Total Costs: \$74,997

Role: Co-Investigator

UCSF Pilot Award for Young Investigators Dvorsky (PI) 07/01/19-11/30/20
Developing Mobile Technology for an Executive Functioning Intervention for Adolescents with ADHD

This project funded by the Digital Health Award from the Clinical & Translational Science Institute (CTSI) Pilot Program at University of California, San Francisco awarded by the National Center for Advancing Translational Science (NCATS) developed the initial technology for a novel digital health tool to increase adolescent engagement in skills during behavioral treatment targeting executive functioning. Total Costs: \$40,000

Role: Principal Investigator

UCSF Pilot Award for Established Investigators Pfiffner (PI) 08/01/19-11/30/20
A Digital Health Solution to Improve Parent Adherence to Behavioral Treatment for ADHD

This project is funded by an award from the University of California, San Francisco Pilot Award for Established Investigators in Basic and Clinical/Translational Sciences, Resource Allocation Program. The purpose of this project is to develop a mobile platform to address caregiver adherence barriers and increase sustained use of evidence-based parenting skills during and after behavioral parent training. Total Costs: \$50,000

Role: Co-Investigator

INTERNATIONAL AWARDS AND HONORS

- 2022 - 2024** **Chair (Elect)**
Association for Behavioral and Cognitive Therapies (ABCT) ADHD Special Interest Group
- 2021** **Young Scientist Research Award**
Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

NATIONAL AWARDS AND HONORS

- 2019** **Child Intervention, Prevention, and Services (CHIPS) Fellowship**
National Institutes of Mental Health (NIMH)
- 2018** **Ethics Writing Award**
American Psychological Association Ethics Committee's Ethics Writing Award
- 2018** **Behavioral Sleep Medicine Certification**
Society of Behavioral Sleep Medicine, Cincinnati Children's Hospital
- 2017** **Dissertation Research Award**
American Psychological Association (APA)

INSTITUTIONAL AWARDS AND HONORS

- 2022** **Outstanding Mentor/Supervisor Award**, Nominated and awarded by the 2021-2022 clinical psychology predoctoral internship 2021-2022 class, Division of Psychology & Behavioral Health, Children's National Hospital
- 2022** **AI/Machine Learning for Research Pitch Competition Winner**, Center for Translational Research, Children's National Research Institute, *Measuring Patterns of Adolescent App Usage in Predicting Changes in Executive Functioning Behaviors*
- 2016** **Bersoff Scholarship Award**, Virginia Commonwealth University, College of Humanities and Sciences (\$2,000)
- 2016** **Passed Preliminary Exam with Distinction**, *A Review of Factors that Promote Resilience in Youth with ADHD*, Virginia Commonwealth University
- 2014** **Deborah Braffman Schroeder Award to Outstanding Clinical Student**, Virginia Commonwealth University, Department of Psychology (\$500)
- 2012 – 2018** **Graduate Student Travel Awards**, Virginia Commonwealth University, Department of Psychology (\$4,275)
- 2009 – 2010** **Voinovich Undergraduate Research Scholar: A Pilot Study Examining the Integrity of the Daily Report Card Intervention Implementation in the Classroom**, Ohio University Voinovich School of Leadership and Public Affairs and Honors Tutorial College (\$3,080)
- 2009** **Ninth Annual Student Research Fair, First-place Poster Award**
Ohio University, College of Arts and Sciences (\$200)
- 2008** **Psychology Research and Teaching Endowment Scholarship**, Awarded for superior research to undergraduate and graduate students, Ohio University (\$1,000)

LICENSURE

- 2021 – Present Licensed Psychologist, State of Maryland (License #06411)
2020 – Present Licensed Psychologist, State of Virginia (License #0810007244)
2020 – Present Licensed Psychologist, District of Columbia (License #PSY1001632)

PEER-REVIEWED PUBLICATIONS

* indicates mentored trainee/student under my mentorship)

1. **Dvorsky, M. R.**, Breaux, R., Langberg, J. M., & Becker, S. P. (2022). Adolescents with ADHD are at Increased Risk for COVID-19 Vaccine Hesitancy. *Journal of Psychiatric Research*, 152, 25-30. <https://doi.org/10.1016/j.jpsychires.2022.06.005>
2. Pfiffner, L. J., **Dvorsky, M. R.**, Hawkey, E., Chung, S., Haack, L. M., & Owens, E. (2022). Improving Adherence to Behavioral Parent Training for ADHD Using Digital Health Tools. *Journal of Psychiatry and Brain Science*. e220005. <https://doi.org/10.20900/jpbs.20220005>
3. **Dvorsky, M. R.**, Breaux, R., Cusick, C. N., Fredrick, J. W., Green, C., Steinberg, A.*, Langberg, J. M., Sciberras, E., & Becker, S. P. (2022). Coping with COVID-19: Longitudinal Impact of the Pandemic on Adjustment and Links with Coping for Adolescents with and without ADHD. *Research in Child and Adolescent Psychopathology*, 50, 605-619. DOI: [10.1007/s10802-021-00857-2](https://doi.org/10.1007/s10802-021-00857-2)
4. Barendse, M. E., Flannery, J., Cavanagh, C., Aristizabal, M., Becker, S. P., Berger, E., Breaux, R., Campione-Barr, N., Church, J. A., Crone, E. A., Dahl, R. E., Dennis-Tiway, T. A., **Dvorsky, M. R.**, Dziura, S., Ho, T. C., Killoren, S., Langberg, J. M., Larginho, T., Magis-Weinberg, L., Michalska, K. J., Mullins, J. L., Nadel, H., Aristizabal, M., Porter, B., Prinstein, M. J., Redcay, E., Rose, A., Rote, W., Roy, A. K., Sweijen, S. W., Telzer, E. H., Teresi, G. I., Thomas, A. G., & Pfeifer, J. H. (2022). Longitudinal change in adolescent depression and anxiety symptoms from before to during the COVID-19 pandemic: An international collaborative of 12 samples from 3 countries. *Journal of Research on Adolescence*. [Epub ahead of print] <http://doi.org/10.1111/jora.12781>
5. Morgan, J. E., **Dvorsky, M. R.**, Meza, J. I., Schumacher, L., & Pfiffner, L. J. (2022). Co-occurring psychopathology moderates social skills improvement in a randomized controlled trial of a collaborative school-home intervention for children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 51(4), 543-555. DOI: [10.1080/15374416.2020.1815206](https://doi.org/10.1080/15374416.2020.1815206)
6. Lewis, J., Hayakumar, S., Breaux, R., **Dvorsky, M. R.**, Langberg, J. M., & Becker, S. P. (2022). Prospective Examination of Psychological Trauma among Adolescents during the COVID-19 Pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*. <https://doi.org/10.1037/tra0001311>
7. Roy, A. K., Breaux, R., Sciberras, E., Patel, P., Ferrara, E., Shroff, D. M., Cash, A. R., **Dvorsky, M. R.**, Langberg, J. M., Quach, J., Melvin, G., Jackson, A., & Becker, S. P. (2022). A preliminary examination of key strategies, challenges, and benefits of remote learning expressed by parents during the COVID-19 pandemic. *School Psychology*, 37(2), 147-159. <https://doi.org/10.1037/spq0000465>
8. Breaux, R., Dunn, N., Langberg, J. M., Cusick, C., **Dvorsky, M. R.**, & Becker, S. P. (2022). COVID-19 Resulted in Lower Grades for Male High School Students and Students with ADHD. *Journal of Attention Disorders*, 26(7), 1011-1017. DOI: [10.1177/10870547211044211](https://doi.org/10.1177/10870547211044211)
9. Groenman, A., Hornstra, P., Steenhuis, L., Aghbati, A., Boyer, B., Buitelaar, J., Chronis-Tuscano, A., Daley, D., Dehkordian, P., **Dvorsky, M. R.** ... Hoofdakker. (2021). An Individual Participant Data Meta-analysis: Behavioral Treatments for Children and Adolescents With Attention-Deficit/Hyperactivity Disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 61(2), 144-158. DOI: <https://doi.org/10.1016/j.jaac.2021.02.024>
10. **Dvorsky, M. R.**, Tamm, L., Denton, C. A., Epstein, J. N., Schatschneider, C. (2021). Trajectories of response to treatments in children with ADHD and word reading difficulties. *Research on Child and Adolescent Psychopathology*, 49, 1015-1030. DOI: [10.1007/s10802-021-00815-y](https://doi.org/10.1007/s10802-021-00815-y).
11. Becker, S. P., **Dvorsky, M. R.**, Breaux, R., Cusick, C. N., Taylor, K. P., & Langberg, J. M. (2021). Prospective Examination of Adolescent Sleep Patterns and Disturbances Before and During COVID-19. *SLEEP*, 44(8), 1-11. DOI: [10.1093/sleep/zsab054](https://doi.org/10.1093/sleep/zsab054)

12. Breaux, R., **Dvorsky, M. R.**, & Becker, S. P. (2021). ADHD in COVID-19: Risk, Resilience, and the Rapid Transition to Telehealth. *The ADHD Report*, 21(2), 1-9. [DOI: 10.1521/adhd.2021.29.2.1](https://doi.org/10.1521/adhd.2021.29.2.1).
13. Eddy, L. D., Anastopoulos, A., **Dvorsky, M. R.**, Silvia, P., Labban, J., Langberg, J. M. (2021). An RCT of a CBT Intervention for College Students with ADHD: Functional Outcomes. *Journal of Clinical Child and Adolescent Psychology*. [DOI: 10.1080/15374416.2020.1867989](https://doi.org/10.1080/15374416.2020.1867989). [Epub ahead of print]
14. **Dvorsky, M. R.**, Friedman, L., Spiess, M. I., & Pfiffner, L. J. (2020). Patterns of Parental Adherence and the Association to Child and Parenting Outcomes Following a Multi-Component School-Home Intervention for Youth with ADHD, *Behavior Therapy*, 52(3), 745-760. [DOI: 10.1016/j.beth.2020.09.007](https://doi.org/10.1016/j.beth.2020.09.007)
15. Breaux, R., **Dvorsky, M. R.**, Marsh, N. P., Green, C. D., Cash, A. R., Shroff, D. M., Buchen, N., Langberg, J. M., & Becker, S. P. (2021). Prospective Impact of COVID-19 on Mental Health Functioning in Adolescents with and without ADHD: Protective Role of Emotion Regulation Abilities. *Journal of Child Psychology and Psychiatry*, 62(9), 1132-1139. [DOI: 10.1111/jcpp.13382](https://doi.org/10.1111/jcpp.13382).
16. Becker, S. P., Webb, K. L., & **Dvorsky, M. R.** (2021). Initial examination of the bidirectional associations between sluggish cognitive tempo and internalizing symptoms in children, *Journal of Clinical Child & Adolescent Psychology*, 50(2), 258-266. [DOI: 10.1080/15374416.2019.1630836](https://doi.org/10.1080/15374416.2019.1630836).
17. Becker S. P., **Dvorsky, M. R.**, Tamm, L., & Willoughby, M (2020). Preschool neuropsychological predictors of school-aged sluggish cognitive tempo and inattentive behaviors. *Research on Child and Adolescent Psychopathology*, 49, 197-210. [DOI: 10.1007/s10802-020-00728-2](https://doi.org/10.1007/s10802-020-00728-2).
18. Becker, S. P., Breaux, R., Cusick, C. N., **Dvorsky, M. R.**, Marsh, N. P., Sciberras, E., & Langberg, J. M. (2020). Remote learning during COVID-19: Examining school practices, service continuation, and difficulties for adolescents with and without ADHD. *Journal of Adolescent Health*, 67(6), 769-777. [DOI: https://doi.org/10.1016/j.jadohealth.2020.09.002](https://doi.org/10.1016/j.jadohealth.2020.09.002)
19. **Dvorsky, M. R.**, Breaux, R. & Becker, S. P. (2020). Finding ordinary magic in extraordinary times: Child and adolescent resilience during the COVID-19 Pandemic. *European Child & Adolescent Psychiatry*. [DOI: 10.1007/s00787-020-01583-8](https://doi.org/10.1007/s00787-020-01583-8)
20. Friedman, L. M., **Dvorsky, M. R.**, McBurnett, K., & Pfiffner, L. J. (2020). Do Parents' ADHD Symptoms Affect Treatment for their Children? The Impact of Parental ADHD on Adherence to Behavioral Parent Training for Childhood ADHD. *Journal of Abnormal Child Psychology*, 48(11), 1425-1437. [DOI: 10.1007/s10802-020-00672-1](https://doi.org/10.1007/s10802-020-00672-1)
21. Corona, R., **Dvorsky, M. R.**, Romo, S., Parks, A. M., Bouchtein, E., Smith, Z. R., Avila, M., & Langberg, J. M. (2020). Integrating tobacco prevention skills into an evidence-based intervention for adolescents with ADHD: Results from a pilot efficacy randomized controlled trial. *Journal of Abnormal Child Psychology*, 48, 1439-1453. [DOI: 10.1007/s10802-020-00689-6](https://doi.org/10.1007/s10802-020-00689-6)
22. Meza, J. I., Friedman, L. M., **Dvorsky, M. R.**, Kass, P., Chabbra, D., & Pfiffner, L. J. (2020). Outcomes of school-home intervention for attention and behavior problems: Teacher adherence matters. *School Mental Health*, 12, 703-715. [DOI:10.1007/s12310-020-09378-7](https://doi.org/10.1007/s12310-020-09378-7).
23. Langberg, J. M., Molitor, S. J., *Oddo, L., *Eadeh, H. M., **Dvorsky, M. R.**, & Becker, S. P. (2020). Prevalence, patterns, and predictors of sleep problems and daytime sleepiness in young adolescents with Attention-Deficit/Hyperactivity Disorder. *Journal of Attention Disorders*, 24(4), 509-523. [DOI: 10.1177/1087054717690810](https://doi.org/10.1177/1087054717690810).
24. Green*, C. D., **Dvorsky, M. R.**, Langberg, J. M., Jones, H. A., & Floyd, A. L. (2020). The Impact of Social Determinants of Health on the Efficacy of School-Based Interventions for Adolescents with ADHD. *School Mental Health*, 12, 580-594. [DOI:10.1007/s12310-020-09367-w](https://doi.org/10.1007/s12310-020-09367-w).
25. **Dvorsky, M. R.**, Becker S. P., Tamm, L., & Willoughby, M. (2019). Testing the longitudinal structure and change in sluggish cognitive tempo and inattentive behaviors from early through middle childhood. *Assessment*, 28(2), 380-394. [DOI: 10.1177/1073191119872247](https://doi.org/10.1177/1073191119872247).

26. Friedman, L. M., McBurnett, K., **Dvorsky, M. R.**, Hinshaw, S. P., & Piffner, L. J. (2019). Comorbid Specific Learning Disorder confers treatment resistance for children with Attention-Deficit/Hyperactivity Disorder, Predominantly Inattentive Presentation. *Journal of Clinical Child and Adolescent Psychology*, 49(6), 854-867. DOI: [10.1080/15374416.2019.1644647](https://doi.org/10.1080/15374416.2019.1644647).
27. **Dvorsky, M. R.** & Langberg, J. M. (2019). Cigarette and E-Cigarette Use and Social Perceptions over the Transition to College: The Role of ADHD Symptoms. *Psychology of Addictive Behaviors*, 33(3), 318-330. DOI: [10.1037/adb0000450](https://doi.org/10.1037/adb0000450).
28. Molitor, S. J. & **Dvorsky, M. R.** (2019). Ethical considerations for assessing parent mental health during child assessment services. *Ethics & Behavior*, 29(2), 87-100. DOI: [10.1080/10508422.2018.1482746](https://doi.org/10.1080/10508422.2018.1482746).
29. Breaux, R. P, Langberg, J. M., Molitor, S. J., **Dvorsky, M. R.**, Bourchtein, E., Smith, Z., & Green, C. (2019). Predictors and trajectories of response to the Homework, Organization, and Planning Skills (HOPS) intervention for adolescents with ADHD. *Behavioral Therapy*, 50, 140-154. DOI: [10.1016/j.beth.2018.04.001](https://doi.org/10.1016/j.beth.2018.04.001).
30. **Dvorsky, M. R.**, Langberg, J. M., Becker, S. P., & Evans, S. W. (2019). Trajectories of global self-worth in adolescents with ADHD: Associations with academic, emotional, and social outcomes. *Journal of Clinical Child and Adolescent Psychology*, 48(5), 765-780. DOI: [10.1080/15374416.2018.1443460](https://doi.org/10.1080/15374416.2018.1443460).
31. **Dvorsky, M. R.**, Kofler, M. J., Burns, G. L., Luebbe, A. M., Garner, A. A., Jarrett, M. A., Soto, E. F., & Becker, S. P. (2018). Factor structure and criterion validity of the five Cs model of positive youth development in a multi-university sample of college students. *Journal of Youth and Adolescence*, 48(3), 537-553. DOI: [10.1007/s10964-018-0938-y](https://doi.org/10.1007/s10964-018-0938-y).
32. Becker, S. P., **Dvorsky, M. R.**, Holdaway, A., & Luebbe, A. (2018). Sleep problems and suicidal behaviors in college students. *Journal of Psychiatric Research*, 99, 122-128. DOI: [10.1016/j.jpsychires.2018.01.009](https://doi.org/10.1016/j.jpsychires.2018.01.009).
33. Langberg, J. M., **Dvorsky, M. R.**, Molitor, S. J., Bourchtein, E., Eddy, L. D., Smith, Z. R., *Oddo, L., & *Eadeh, H. M. (2018). Overcoming the Research-to-Practice Gap: A Randomized Trial with Two Brief Homework and Organization Interventions for Students with ADHD as Implemented by School Mental Health Providers. *Journal of Consulting and Clinical Psychology*, 86(1), 39-55. DOI: [10.1037/ccp0000265](https://doi.org/10.1037/ccp0000265).
34. Langberg, J. M., Smith, Z. R., **Dvorsky, M. R.**, Molitor, S. J., Bourchtein, E., Eddy, L. D., *Eadeh, H. M., & *Oddo, L. E (2017). Factor Structure and Predictive Validity of a Homework Motivation Measure for use with Middle School Students with Attention-Deficit/Hyperactivity Disorder (ADHD). *School Psychology Quarterly*, 33(3), 390-398. DOI: [10.1037/SPQ0000219](https://doi.org/10.1037/SPQ0000219).
35. **Dvorsky, M. R.**, & Langberg, J. M. (2016). A review of factors that promote resilience in youth with ADHD and ADHD symptoms. *Clinical Child and Family Psychology Review*, 19(4), 368-391. DOI: [10.1007/s10567-016-0216-z](https://doi.org/10.1007/s10567-016-0216-z).
36. Molitor, S. J., Langberg, J. M., Evans, S. W., **Dvorsky, M. R.**, Bourchtein, E., Eddy, L. D., Smith, Z. R., & Oddo, L. E. (2016). Evaluating the factor validity of the Children's Organizational Skills Scale in youth with ADHD. *School Mental Health*, 9(2), 143-156. DOI: [10.1007/s12310-016-9205-0](https://doi.org/10.1007/s12310-016-9205-0).
37. **Dvorsky, M. R.**, Langberg, J. M., Evans, S. W., & Becker, S. P. (2016). The protective effects of social factors on the academic functioning of adolescents with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 47(5), 713-726. DOI: [10.1080/15374416.2016.1138406](https://doi.org/10.1080/15374416.2016.1138406).
38. **Dvorsky, M. R.**, Langberg, J.M., Molitor, S. P., & Bourchtein, E. (2016). Clinical utility and predictive validity of parent and college student symptom ratings in predicting an ADHD diagnosis. *Journal of Clinical Psychology*, 72(4), 401-418. DOI: [10.1002/jclp.22268](https://doi.org/10.1002/jclp.22268).
39. Langberg, J. M., **Dvorsky, M. R.**, Molitor, S., Bourchtein, E., Eddy, L., Smith, Z., Schultz, B., & Evans, S.W. (2016). Longitudinal evaluation of the importance of homework completion for the academic performance of middle school students with ADHD. *Journal of School Psychology*, 55, 27-38. DOI: [10.1016/j.jsp.2015.12.004](https://doi.org/10.1016/j.jsp.2015.12.004).

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42. Girio-Herrera, E., **Dvorsky, M. R.**, Owens, J. S. (2015). Mental health screening in kindergarten youth: A multi-study examination of the concurrent and diagnostic validity of the impairment rating scale. *Psychological Assessment*, 27, 215-227. DOI: [10.1037/a0037787](https://doi.org/10.1037/a0037787).
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52. Splett, J. W., Fowler, J., Weist, M. D., McDaniel, H. L., & **Dvorsky, M. R.** (2013). The critical role of school psychology in the school mental health movement. *Psychology in the Schools*, 50(3), 245-258. DOI: [10.1002/pits.21677](https://doi.org/10.1002/pits.21677).
53. DeLoach, K. P., **Dvorsky, M. R.**, George, M. R., Miller, E., Weist, M. D., Kern, L. (2012). Interdisciplinary collaboration in launching a large-scale intervention research study in schools. *School Psychology Communique*, 40(6), 10-11.

PEER-REVIEWED MANUSCRIPTS UNDER REVIEW

1. **Dvorsky, M. R.**, Pfiffner, L. P., Steinberg, A. H., Chronis-Tuscano, A. M., Lindhiem, O., Streisand, R. (under review). Leveraging technology to improve student engagement to organizational skills intervention for ADHD.
2. Langberg, J. M., **Dvorsky, M. R.**, Silvia, P., Labban, J. Anastopoulos, A. D. (under review). Clinical change mechanisms in the treatment of college students with ADHD: Trajectories and associations with outcomes.
3. Fredrick, J., Nagle, K., Langberg, J. M., **Dvorsky, M. R.**, Breaux, R., & Becker, S. P. (under review). Rumination as a Mechanism of the Longitudinal Association between COVID-19-Related Stress and Internalizing Symptoms in Adolescents.
4. **Dvorsky, M. R.**, Friedman, L. F., Haack, L., Steinberg, A., McBurnett, K., & Pfiffner, L. P. (under review). Facilitators of Parent Skill Utilization in a Multi-Component School-Home Intervention for Youth with ADHD.
5. Pfiffner, L. P., **Dvorsky, M. R.**, Friedman, L. F., Haack, L., Chung, S., Charalel, J. M., Hawkey, E., Spiess, M. (under review). Development of a Web-Based Training Platform for School Clinicians in Evidence-Based Practices for ADHD.
6. **Dvorsky, M. R.**, & Langberg, J. M. (under review). Promotive and protective effects against risk of ADHD in Predicting Alcohol and Marijuana Use Problems in the Transition to College.

INVITED BOOK CHAPTERS

1. Pfiffner L.J., **Dvorsky, M.R.**, & Kaiser, N. (2022). Behavioral Parent Training. In Dulcan's *Textbook on Child and Adolescent Psychiatry, 3rd edition*. American Psychiatric Association.
2. Langberg, J. M., **Dvorsky, M. R.**, & Molitor, S. J. (2020). The Homework, Organization, and Planning Skills (HOPS) Intervention. In A. Reschly, S. Christenson, & A. Pohl (Eds.). *Student Engagement: Effective Academic, Behavioral, Cognitive, and Affective Interventions at School*. New York, NY: Springer.
3. Langberg, J. M., Breaux, R., **Dvorsky, M. R.**, Molitor, S. J., Smith, Z. R., & Bouchtein, E. (2020). The Homework, Organization, and Planning Skills (HOPS) Intervention. *Handbook of Research on Emotional and Behavioral Disorders*, 356-370.
4. **Dvorsky, M. R.**, Girio-Herrera, E., & Owens J. S. (2014). School-based screening for mental health in early childhood. In M. Weist, N. Lever, C. Bradshaw, & J. Owens (Eds.). *Handbook of School Mental Health, (2nd ed.)* (pp. 297-310). New York, NY: Springer.
5. **Dvorsky, M. R.**, Radcliff, Z., McDaniel, H. (2014). Integrating Evidence-based Assessment for Youth with Emotional and Behavioral Disorders. *Report of Emotional and Behavioral Disorders in Youth*, 14(3), 54-59.
6. DeLoach, K. P., **Dvorsky, M. R.**, White-Johnson, R. L. (2013). Culturally competent engagement of African American youth and families in school mental health services. In C.S. Clauss-Ehlers, Z. Serpell, & M. Weist (Eds.). *Handbook of Culturally Responsive School Mental Health: Advancing Research, Training, Practice and Policy*. Springer: New York, NY.
7. Evangelista, N. M., Sidway, E., **Dvorsky, M. R.**, & Weist, M. D. (2013). Culturally responsive strategies for youth gangs in schools. In C.S. Clauss-Ehlers, Z. Serpell, & M. Weist (Eds.). *Handbook of Culturally Responsive School Mental Health: Advancing Research, Training, Practice & Policy*. Springer: New York, NY.
8. DeLoach, K. P., **Dvorsky, M. R.**, Miller, E., & Paget, M. (2012). Mental health issues and students with emotional and behavioral disorders. In Bakken et al; (Eds.). *Advances in Special Education: Behavioral Disorders: Current Perspectives and Issues, Vol. 22*, (pp. 129-155). Emerald Group, Teynampet, India
9. **Dvorsky, M. R.**, Taylor, L., & Weist, M. D. (2011). Teacher-student relationships in mental health promotion. In R.J. Waller (Ed.). *Foundations of Promoting School Mental Health*. Bentham Science eBooks: Oak Park, IL.

BOOKS WRITTEN

1. **Dvorsky, M. R.** & Langberg, J. M. (in progress). *Improving Adolescents' Organization, Time Management, and Planning Skills: A Clinician's Guide*. Association for Behavioral and Cognitive Therapies (ABCT) Clinical Practice Series. Oxford University Press.

CONFERENCE PRESENTATIONS

Peer-Reviewed Research Presentations

1. **Dvorsky, M. R.**, Steinberg, A.*, Harlan, M.*, Chronis-Tuscano, A., & Pfiffner, L. J. (to be presented). Stakeholder-generated solutions to promote engagement and implementation in evidence-based interventions for ADHD in schools. Development and usability of a digital tool to promote adolescents' engagement in psychosocial treatment for ADHD. In MacKey, E. (Chair), *Use of Mixed Method Approaches for Inclusion of Youth Voices in Behavioral Intervention Development and Refinement* [Symposium]. Society of Pediatric Psychology Annual Conference, Chicago, IL, United States.
2. **Dvorsky, M. R.**, Streisand, R., Steinberg, A.*, Chronis-Tuscano, A., & Pfiffner, L. J. (2022, November 17-20). Development and usability of a digital tool to promote adolescents' engagement in psychosocial treatment for ADHD. In **M. R. Dvorsky** & L. Haack (Chairs), *Optimizing Interventions for ADHD using Technology: Designs to Improve Treatment Engagement and Implementation* [Symposium]. Association for Behavioral and Cognitive Therapies (ABCT) 56th Annual Convention, New York City, NY, United States. *Presentation selected by ABCT Special Interest Groups as a SIG-Sponsored Presentation
3. Lui, J. H. L., Marsh, N. P., **Dvorsky, M. R.**, Oddo, L. E., Garner, A., Malsawma, Z., & Chronis-Tuscano, A. (2022, November 17-20). Dissemination of brief, animated evidence-based strategies for caregivers and teens with ADHD. In A. Groenman (Chair), *Symposium: New approaches to parenting of disruptive behaviors*. To be presented at the Association for Behavioral and Cognitive Therapies (ABCT) 56th Annual Convention, New York City, NY.
4. **Dvorsky, M. R.**, & Oddo, L. (2021, November 16). *Leveraging technology to assess and treat individuals with ADHD*. Research table talk presentation at the 2021 Association for Behavioral and Cognitive Therapies (ABCT) ADHD Special Interest Group Meeting Virtual Conference.
5. Sibley, M., Meinzer, M., Evans, S., & **Dvorsky, M. R.** (2021, October 14-15). *Evidence-Based Practices for ADHD in High Schools: Putting Engagement First*. In M. Sibley (Chair) & M. R. Dvorsky (Discussant). Symposium presented at the 2021 Annual Conference on Advancing School Mental Health Virtual Meeting.
6. Becker, S. P., **Dvorsky, M. R.**, Breaux, R., Cusick, C. N., Taylor, K., & Langberg, J. M. (2021, April 7-9). Adolescent Sleep Patterns and Disturbances Before and During COVID-19. In R. Breaux, & M. R. Dvorsky (Chairs). *Impact of the COVID-19 Pandemic on Adolescent Development: Exploring Sleep and Mental Health*. Symposium presented at the 2021 Society for Research on Child Development Virtual Biennial Meeting.
7. Breaux, R., **Dvorsky, M. R.**, Langberg, J. M., & Becker, S. P. (2021, January 15-17). Prospective Impact of COVID-19 on Mental Health Functioning in Adolescents with and without ADHD. In S. P. Becker, R. Breaux, & M. Sibley (Chairs). *Impact of COVID-19 in Individuals with ADHD*. Symposium presented at the American Professional Society of ADHD and Related Disorders 2021 Virtual Conference.
8. **Dvorsky, M. R.**, Spiess, M., & Pfiffner, L. J. (2020, October). Development and Usability of ATOM: A Mobile Platform to Promote Adolescents' Engagement in Treatment for ADHD. In L.J. Pfiffner (Chair). *Novel Advances in Technology Enhancements to Mental Health Treatment for Children and Adolescents*. Symposium presented at the American Academy of Child and Adolescent Psychiatry Annual Meeting, San Francisco, CA.
9. **Dvorsky, M. R.**, Folk, J., & Tolou-Shams, M. (2020, October). The Role of ADHD in Youth Substance Misuse and Delinquent Behavior among Court-Involved Adolescents: The Importance of Promotive and Protective Mechanisms. In M. Tolou-Shams (Chair). *Window of Opportunity: Reducing Youth Substance Use and*

Addressing Mental Needs at Time of First Justice Contact. Symposium presented at the American Academy of Child and Adolescent Psychiatry Annual Meeting, San Francisco, CA.

10. Pfiffner, L. J., **Dvorsky, M. R.**, Friedman, L. F., Haack, L., Spiess, M., Morgan, J. M., & Chung, S. (2020, October). Development of a Web-based Professional Development for School Clinicians in Evidence-Based Practices for ADHD. In L. J. Pfiffner (Chair). *Novel Advances in Technology Enhancements to Mental Health Treatment for Children and Adolescents*. Symposium to be presented at the American Academy of Child and Adolescent Psychiatry Annual Meeting, San Francisco, CA.
11. **Dvorsky, M. R.**, Tamm, L., Epstein, J. N., Schatsneider, C., & Denton, C. A. (2020, February). Growth mixture modeling of academic impairment in children with ADHD and reading difficulties following treatment. In L. McGrath (Chair). *Advances in Developmental Comorbidity: The Example of Reading Disorder and ADHD*. Symposium to be conducted at the 48th International Neuropsychological Society Annual Meeting, Denver, CO.
12. Pfiffner, L.J., **Dvorsky, M. R.**, Spiess, M., & Haack L. M. (2020, January). *Engaging Families in the Collaborative Life Skills Program*. Presentation at the Institute of Education Sciences Annual Principal Investigators Meeting, Washington DC.
13. Pfiffner, L.J., **Dvorsky, M.R.**, & Milter, S., (2019, November). *Using Salesforce Community Platform for the Delivery and Personalization of Evidence-Based Interventions for Attention and Behavior Challenges: The Collaborative Life Skills Remote (CLS-R) Program*. Presentation at Dreamforce, the Salesforce Annual User Conference, San Francisco, CA.
14. **Dvorsky, M. R.**, Spiess, M., Ahmad, S., Friedman, L., Morgan, J., & Pfiffner, L.J. (2019, June). *Promotive Predictors and Trajectories of Response to the Collaborative Life Skills (CLS) Program for Children with ADHD*. Paper presented at the International Society for Research in Child and Adolescent Psychopathology Annual Convention, Los Angeles, CA.
15. Pfiffner, L. J., **Dvorsky, M. R.**, Friedman, L., Spiess, M., Yuanyuan, J., Haack, L. (2019, June). Effects of Child Age on Outcomes of a Collaborative School-Home Intervention for Children with ADHD. In G.J. DuPaul (Chair). *School-Based Intervention for ADHD: Efficacy, Prediction, and Moderation Across Development*. Symposium presented at the International Society for Research in Child and Adolescent Psychopathology Annual Convention, Los Angeles, CA.
16. McBurnett, K., **Dvorsky, M. R.**, DeBeus, R., Roley-Roberts, M., Kerson, C., & Arnold, E. (2019, June). What Does Neurofeedback Treat? Behavior Ratings of ADHD and Sluggish Cognitive Tempo are Unrelated to Theta-Beta Ratio at Screening in an RCT of Theta-Beta Neurofeedback training. In K. McBurnett (Chair). *It's Complicated: A Randomized Trial of Theta-Beta Ratio Neurofeedback in Children with ADHD*. Symposium presented at the International Society for Research in Child and Adolescent Psychopathology Annual Convention, Los Angeles, CA.
17. Molitor, S. J., & **Dvorsky, M. R.** (2018, August). *Assessing Parent Mental Health in the Service of a Child Assessment: Navigating Ethical Considerations*. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.
18. Langberg, J. M., **Dvorsky, M. R.**, Molitor, S. J., Bourchtein, E., Eddy, L., & Smith, Z. R. (2016, June). Refinement, evaluation, and dissemination of the Homework Organization and Planning Skills (HOPS) program. In E.J. Doolittle (Chair). *What does it take for schools to provide high quality mental health services K to 12?* Symposium presented at 24th Annual Meeting of the Society for Prevention Research, San Francisco, CA.
19. **Dvorsky, M. R.**, Petca, A. R., Langberg, J. M., & Evans, S. W. (2015, February). *Evaluation of protective factors for students with ADHD*. Paper presented at the annual meeting of the National Association for School Psychologists, Orlando, FL.
20. **Dvorsky, M. R.**, & Langberg, J. M. (2014, November). Are parent ratings a necessary component of best-practice assessment in ADHD in college students? In L. Knouse (Chair): *Tailoring assessment and intervention for ADHD in higher education through translational and clinical science*. Symposium at the Annual Convention of Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

21. Langberg, J. M., **Dvorsky, M. R.**, Molitor, S., & *Kipperman, K. (2014, August). The impact of daytime sleepiness and alcohol use on the functioning of college students with ADHD. In A. D. Anastopolous (Chair). *Longitudinal outcome of college students with ADHD: Initial findings from two studies*. Symposium at American Psychological Association Annual Convention, Washington, DC.
22. Langberg, J. M., **Dvorsky, M. R.**, *Choi, C., & *Elnasseh, A. (2013, November). Predictors of Academic Functioning in a Clinical Sample of College Students Diagnosed with ADHD. In J. M. Langberg (Chair): *Patterns and Profiles of Impairment in College Students with ADHD and the Development of Interventions to Address Their Needs*. Symposium at the Annual Convention of Association for Behavioral and Cognitive Therapies, Nashville, TN.
23. Becker, S. P., Langberg, J., Luebbe, A., **Dvorsky, M. R.**, & Flannery, A. (2013, November). Sluggish cognitive tempo is associated with academic functioning and internalizing symptoms in college students with and without ADHD. In S. P. Becker & S. A. Marshall (Chairs), *Sluggish cognitive tempo in youth and adults: Relations to ADHD, internalizing disorders, impairment, and treatment response*. Symposium at the Association for Behavioral and Cognitive Therapies, Nashville, TN.
24. **Dvorsky, M. R.**, Langberg, J. M., *Elnasseh, A., & *Choi, C. (2013, October). *Predicting a successful transition to college for students with ADHD: Implications for intervention*. Paper presented at the Annual Conference on Advancing School Mental Health, Arlington, VA.
25. **Dvorsky, M. R.**, Miller, E., Van Eck, K., Taylor, L. K. (2012, October). *Building a bridge to close the research to practice gap: Facilitating evidence-based interventions in schools*. Paper presented at the Annual Conference on Advancing School Mental Health, Salt Lake City, UT.
26. **Dvorsky, M. R.**, Miller, E., DeLoach, K. Weist, M. D. (2012, October). Developing a common language: Effective communication for building collaborations across universities, schools and families. In M. W. George (Chair): *Avoid getting lost in translation: Promoting effective communication in interdisciplinary, university-community partnerships*. Symposium at the Annual Conference on Advancing School Mental Health, Salt Lake City, UT.
27. Girio-Herrera, E., **Dvorsky, M. R.**, Owens, J. S. (2012, February). A promising screener: A concurrent validity study of the Impairment Rating Scale. In J. Harrison & J. Owens (Chairs): *School based screening for social, emotional and behavioral problems*. Symposium presented at the Annual Convention of National Association of School Psychologists, Philadelphia, PA.
28. Lasky, H. L., **Dvorsky, M. R.**, Taylor, L, Fowler, J, & Weist, M. D. (2011, April). *The Family Engagement/Empowerment Observational System: An initial exploration*. Symposium at the Greenville Family Symposium, Greenville, SC.

Peer-Reviewed Symposia Organized

1. In M. R. **Dvorsky** & L. Haack (Chairs). (2022, November 17-20). *Optimizing Interventions for ADHD using Technology: Designs to Improve Treatment Engagement and Implementation*. Symposium presented at the Association for Behavioral and Cognitive Therapies (ABCT) 56th Annual Convention, New York City, NY.
2. R. Breaux & **Dvorsky, M. R.** (Chairs). (2021, April 7-9). *Impact of the COVID-19 Pandemic on Adolescent Development: Exploring Sleep and Mental Health*. Symposium presented at the 2021 Society for Research on Child Development Virtual Biennial Meeting.

Selected Poster Presentations

1. Steinberg, A. *, **Dvorsky, M. R.**, Langberg, J. M., & Becker, S. P. (2022, November 17-20). Impact of social competence on academic functioning: Exploration of underlying mechanisms among adolescents with and without ADHD across middle and high school [Poster presentation]. Association for Behavioral and Cognitive Therapies (ABCT) 56th Annual Convention, New York City, NY.
2. Bui, H.N., Frontale, S., Danko, C.M., Lui, J.H., Marschall, D., Gborkorquellie, T., Nash, J., Dawes, C., Coley, K., **Dvorsky, M.R.**, Robb, A.S., Chronis-Tuscano, A., (2022, November 17-20) Screening and recruitment of

parents and children with ADHD in urban pediatric primary care and related settings. Poster, Association for Behavioral and Cognitive Therapies (ABCT) ADHD SIG PreCon, New York, NY.

3. McBurnett, K., **Dvorsky, M. R.**, Pfiffner, L. P. (2021, January 15-17). Prospective Impact of COVID-19 on Mental Health Functioning in Adolescents with and without ADHD. *The Working Memory Factor of Sluggish Cognitive Tempo is Associated with Worsening Symptoms When Attention-Deficit Hyperactivity Disorder, Predominantly Inattentive Type Goes Untreated*. Poster presented at the American Professional Society of ADHD and Related Disorders 2021 Virtual Conference.
4. *Spiess, M., *Nguyen, K., **Dvorsky, M. R.** (2020, March). *Developing an Online Tool to Promote Adolescents' Executive Functioning Skills: Lessons Learned from Key Stakeholders*. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, San Diego, CA.
5. Corona, R., **Dvorsky, M. R.**, Parks, A., Bourchtein, E., Smith, Z., Avila, M., & Langberg, J. M. (2020, March). *Integrating Tobacco Prevention Skills into an Evidence-based Intervention for Adolescents with ADHD: A Pilot Efficacy RCT*. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, San Diego, CA.
6. McBurnett, K., *Spiess, M., **Dvorsky, M. R.**, & Pfiffner, L.J. (2020, January). *Working Memory/Loss of Cognitive Set, but not Global Sluggish Cognitive Tempo, is Associated with Reward Dependence in Children with ADHD, Predominantly Inattentive Presentation*. Poster presented at the American Professional Society of ADHD and Related Disorders (APSARD) Annual Meeting, Washington, DC.
7. *Webb, K. L., **Dvorsky, M. R.**, & Becker, S. P. (2019, August). *Bidirectional associations between sluggish cognitive tempo and internalizing symptoms in children*. Poster presented at the American Psychological Association Annual Convention, Chicago, IL.
8. Ahmad, S. I., **Dvorsky, M. R.**, Villodas, M., & Pfiffner, L. J. (2019, June). *Examining school-level factors in a school-based intervention for children with ADHD*. Poster presented at the International Society for Research in Child and Adolescent Psychopathology Annual Convention, Los Angeles, CA.
9. **Dvorsky, M. R.**, Becker, S. P., Tamm, L., Willoughby, M. T. (2019, June). *Longitudinal Differentiation and Invariance of Sluggish Cognitive Tempo and ADHD Inattention from Early through Middle Childhood*. Poster presented at the International Society for Research in Child and Adolescent Psychopathology Annual Conference, Los Angeles, CA.
10. Morgan, J. E., **Dvorsky, M. R.**, Meza, J. I., Yuanyuan, J., & Pfiffner, L. J. (2019, June). *Co-occurring psychopathology moderates social skills improvement in a randomized controlled trial of psychosocial intervention for children with ADHD*. Poster presented at the International Society for Research in Child and Adolescent Psychopathology Annual Conference, Los Angeles, CA.
11. Friedman, L. M., McBurnett, K., **Dvorsky, M. R.**, Hinshaw, S. P., & Pfiffner, L. J. (2019, June). *Comorbid Specific Learning Disorder Confers Treatment Resistance in ADHD*. Poster presented at the International Society for Research in Child and Adolescent Psychopathology Convention, Los Angeles, CA.
12. **Dvorsky, M. R.**, Friedman, L., Spiess, M., Haack, L., Beaulieu, A., & Pfiffner, L. J. (2019, January). *Development of a web-based professional development for school mental health providers: Lessons learned from implementing the Collaborative Life Skills-Remote program for youth with ADHD*. Poster at the Annual Institute for Education Sciences Principal Investigators Meeting, Washington, DC.
13. **Dvorsky, M. R.**, Molitor, S. J., Langberg, J. M., & Pfiffner, L. J. (2018, August). *Evaluating Protective Factors for Young Adults with ADHD: Implications for Intervention*. Poster presented at the 24th National Institutes of Mental Health's Mental Health Services Research Conference, Rockville, MD.
14. Molitor, S. J., **Dvorsky, M. R.**, Bourchtein, E., Eddy, L., Smith, Z., & Langberg, J. M. (2016, October). *Examining predictions and profiles of executive functioning deficits in youth with ADHD*. Poster at the Association for Behavioral and Cognitive Therapies Annual Convention, New York, NY.
15. Bourchtein, E., Molitor, S. J., **Dvorsky, M. R.**, Smith, Z., Eddy, L., Evans, S., & Langberg, J. (2016,

October). *Profiles of parenting and parental psychopathology in adolescents with ADHD*. Poster presented at Association for Behavioral and Cognitive Therapies Annual Convention, New York, NY.

16. **Dvorsky, M. R.**, Molitor, S., Bourchtein, E., Smith, Z., Eddy, L., Oddo, L., Evans, S. W., & Langberg, J. M. (2016, April). *Predicting the academic and social functioning of adolescents with ADHD: The role of executive functions*. Poster at the Society for Research on Adolescence, Baltimore, MD.
17. Bourchtein, E., Molitor, S. J., **Dvorsky, M. R.**, Eddy, L. D., Smith, Z. R., Oddo, L. E., Evans, S. W., & Langberg, J. M. (2016, April). *Using a novel approach to examine inflated self-perceptions in adolescents with Attention-Deficit/Hyperactivity Disorder*. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Baltimore, MD.
18. Molitor, S., Eddy, L., Smith, Z., Oddo, L., **Dvorsky, M. R.**, Bourchtein, E., Evans, S. W., & Langberg, J. M. (2016, April). *Prevalence and patterns of writing abilities for adolescents with ADHD* Poster presented at the Biennial Meeting of Society for Research on Adolescence, Baltimore, MD.
19. **Dvorsky, M. R.**, Bourchtein, E., Molitor, S.J., *Kipperman, K.L., *Eadeh, H., & Langberg, J.M. (2015, November). *Protective factors that buffer against impairment in college students with ADHD*. Poster presented at Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, IL.
20. *Eadeh, H. M., **Dvorsky, M. R.**, Bourchtein, E., Molitor, S., Kipperman, K., Langberg, J. M., & Evans, S. (2015, November) *Pathways to depression for young adolescents with ADHD*. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, IL.
21. Bourchtein, E., **Dvorsky, M. R.**, Molitor, S., *Kipperman, K., Langberg, J. M., & Evans, S. W. (2015, November). *The role of parent psychopathology in the development of academic and interpersonal impairments in adolescents with ADHD*. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, IL.
22. **Dvorsky, M. R.**, Molitor, S.J., *Kipperman, K. L., & Langberg, J. M. (2014, August). *Buffers for the association between externalizing behaviors and impairment in adolescents with ADHD*. Poster presented at the American Psychological Association Annual Convention, Washington, DC.
23. Molitor, S. J., **Dvorsky, M. R.**, *Kipperman, K. L., & Langberg, J. M. (2014, August). *Assessing executive function in an adolescent ADHD population using a performance-based task*. Poster presented at the American Psychological Association Annual Convention, Washington, DC.
24. **Dvorsky, M. R.**, Molitor, S. J., *Kipperman, K. L., & Langberg, J. M. (2014, April). *Buffers for the association between externalizing behaviors and impairment in adolescents with ADHD*. Poster presented at the VCU Graduate Student Association Research Conference, Richmond, VA.
25. **Dvorsky, M. R.**, *Elnasseh, A., *Lall, P., Molitor, S. J., *Kipperman, K. L., & Langberg, J. M. (2014, February). *ADHD in college: Best practice evaluation procedures and service utilization*. Poster presented National Association of School Psychologists Annual Convention, Washington, DC.
26. *Elnasseh, A., **Dvorsky, M. R.**, *Lall, P., & Langberg, J. M. (2014, February). *Self-esteem, motivation, and grades in college students with ADHD*. Poster presented at the National Association of School Psychologists Annual Convention, Washington, DC.
27. **Dvorsky, M. R.**, Langberg, J. M., Elnasseh, A. (2013, November). *Examining the role of informant ratings and predictors of academic functioning in college students with ADHD*. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Nashville, TN.
28. *Elnasseh, A., **Dvorsky, M. R.**, *Choi, C., & Langberg, J. M (2013, November). *Examining the relationship between ADHD and comorbidity in predicting academic impairment in college students*. Poster presented at the Annual Conference on Advancing School Mental Health, Washington, DC.
29. **Dvorsky, M. R.**, *Choi, C., Borschuk, A. P., Langberg, J. M., Vaughn, A. J., & Evans, S. W. (2012, November). *Association between executive functioning and school grades in adolescents with ADHD*. Poster presented at

the Association for Behavioral and Cognitive Therapies Annual Convention, National Harbor, MD.

30. Mancil, E. B., **Dvorsky, M. R.**, Smith, B. H., & Van Eck, K. (2011, November). *ADHD behaviors and youth perceptions of school connectedness and life satisfaction*. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, Toronto, ON.
31. **Dvorsky, M. R.**, Lasky, H., Taylor, L., Fowler, J., & Weist, M. D. (2011, April). *Piloting an alliance and outcome tracking system in school mental health*. Poster at the Greenville Family Symposium.
32. **Dvorsky, M. R.**, Owens, J. S., & Girio-Herrera, E. (2010, November). *Utility of the Impairment Rating Scale as a screening tool for kindergarteners*. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, San Francisco, CA.
33. Owens, J. S., **Dvorsky, M. R.**, & Watabe, Y. (2010, November). *The effects of two feedback conditions and child response to intervention on teacher acceptability of a Daily Report Card*. Poster at the Association for Behavioral and Cognitive Therapies Annual Convention, San Francisco, CA.
34. Watabe, Y., Owens, J.S., Mahoney, M., **Dvorsky, M. R.**, Andrews, N., & Griffeth, J. (2010, October). *School district implementation of the YESS. program: Intervention feasibility and effectiveness*. Poster at the Annual Conference on Advancing School Mental Health, Albuquerque, NM.
35. **Dvorsky, M. R.**, Owens, J. S., Storer, J. L., & Mahoney, M. A. (2009, November). *Assessing integrity of behavioral consultation*. Poster at the Annual Conference on Advancing School Mental Health, Minneapolis, MN.
36. Owens, J. S., **Dvorsky, M. R.**, & Mahoney, M. A. (2009, November). *Examining the relation between teacher-consultant alliance and Daily Report Card intervention integrity*. Poster presented at the Association for Behavioral and Cognitive Therapies Annual Convention, New York, NY.
37. Golden, C. M, Owens, J. S., Evangelista N. M., & **Dvorsky, M. R.** (2009, November). *The positive illusory bias in children with ADHD: An examination of the executive functioning hypothesis*. Poster presented at Association for Behavioral and Cognitive Therapies Annual Convention, New York, NY.
38. Mahoney, M. A., Owens, J. S., **Dvorsky, M. R.**, Storer J. L., & Muhleman, K. (2009, November). *Consistency between parent and teacher perceptions of home-school interactions across time*. Poster presented at the Annual Conference on Advancing School Mental Health, Minneapolis, MN.
39. **Dvorsky, M. R.**, Golden., Owens, J. S., & Evangelista, N. (2008, October). *Neuropsychological deficits in children with ADHD*. Poster presented at the Annual Conference of the Ohio Psychological Association, Columbus, OH.

INVITED PRESENTATIONS

Invited Research Presentations

1. **Dvorsky, M. R.** (2022, March 11). *Partnering with schools and aligning priorities to successfully deliver students organization and time management skills interventions using technology*. Presentation in the Achieving Better Collaboration (ABC) for Children webinar series hosted by the School Health Collaborative and Child Health Advocacy Institute (CHAI).
2. **Dvorsky, M. R.** (2021, March 30). *Successful interdisciplinary research collaborations in the Behavioral and Community Research Special Interest Group*. Presentation to the Center for Translational Research Scientific Advisory Committee (SAC) Review Panel Meeting at Children's National Research Institute.
3. **Dvorsky, M. R.** (2020, December 8). *Leveraging technology to optimize treatment adherence in adolescents with ADHD*. Presentation to the Behavioral and Community Research Special Interest Group (SIG) at Children's National Research Institute.
4. **Dvorsky, M. R.** (2018, May). *Examining heterogeneity using latent profile analyses and growth mixture models*. Clark-Hill Institute for Positive Youth Development, Inter-departmental Brown Bag Research Seminar.

5. **Dvorsky, M. R.** (2018, May). *Examining heterogeneity using latent profile analyses and growth mixture modeling*. Clark-Hill Institute for Positive Youth Development, Interdisciplinary and Inter-departmental Brown Bag Research Seminar Meeting.
6. **Dvorsky, M. R.** (2016, October). *Conceptual and methodological considerations for dissertations*. Clark-Hill Institute for Positive Youth Development, Brown Bag Research Seminar Meeting.
7. **Dvorsky, M. R.** (2015, October). *Methodological and quantitative approaches to conducting clinical utility and predictive validity analyses*. Clark-Hill Institute for Positive Youth Development, Interdisciplinary and Inter-departmental Brown Bag Research Seminar Meeting.

Invited Community Presentations and Clinical Trainings

1. **Dvorsky, M. R.** (2022, March 26). *The Role of Executive Functioning and Self-Regulation for Emotional, Behavioral, and Academic Performance: Evidence & Intervention Strategies and School Success*. Co-facilitated a full-day workshop with Dr. Angela Bollich for parent stakeholders in Charles County.
2. **Dvorsky, M. R.**, Soutullo, O., Amatya, K. (2022, March 11). *Health care organizations supporting schools with mental health and wellness education*. Lead panelist for a community presentation as part of the Achieving Better Collaborating (ABC) for Children Webinar Series in collaboration with the Child Health Advocacy Institute (CHAI) and School Health Collaborative.
3. **Dvorsky, M. R.** (2021, December 7). *Promoting Executive Functioning Skills and School Success*. Lead panelist for parent webinar series for parent stakeholders in collaboration with the Child Health Advocacy Institute (CHAI) at Children's National and the Children's Law Center.
4. **Dvorsky, M. R.**, Zeisel, K., Andrew, L., Sharma-Patel, K. (2021, November 17-December 14). *Building your Parenting Toolbox: Webinar series to support families in managing anxiety, coping with loss, supporting school success, and the COVID-19 vaccine for children*. Panelist and organizer of a parent webinar series facilitated in collaboration with the Child Health Advocacy Institute (CHAI) and the Children's Law Center.
5. **Dvorsky, M. R.** (2021, February 3). *Promoting Treatment Engagement and Adherence in Adolescents with ADHD*. Invited presentation for "Lunch and Learn" series for Children's National Hospital primary care providers.
6. **Dvorsky, M. R.** (2021, January 28). [Ask the Expert Series: Homework, Organization, and Time Management Strategies for Supporting Kids with ADHD](#). Webinar presentation provided to national audience of parents, educators, clinicians, and other stakeholders for the CHADD international organization.
7. **Dvorsky, M. R.**, Menzise, J., & Shephard, J., (2021, January 27). *Sick and Tired: The Impact of COVID - 19 on Mental Health*. Panel discussion moderated by Shanna Peeks and Youth Co-Moderators: Binyam Menekr & Damiyah Brown for the COVID - 19 and Beyond Virtual Youth Town Hall Series.
8. **Dvorsky, M. R.** (2019, September). *Cognitive Behavioral Treatments for Managing Anxiety, Stress, and Mood Concerns in Adolescents*. Two-day workshop presented to all San Francisco Unified School District (SFUSD) school mental health providers at the SFUSD School Mental Health Institute.
9. **Dvorsky, M. R.** (2019, April). *Evidence-based Treatment Strategies Targeting Executive Functioning Deficits in Adolescents with Attention, Planning, Organization, and Homework Problems*. Two-day workshop presented to all San Francisco Unified School District (SFUSD) school mental health providers at the SFUSD School Mental Health Institute.
10. **Dvorsky, M. R.** (2018, October). *Implementing the Homework Organization and Planning Skills (HOPS) Intervention with Adolescents and their Families in a Clinic Setting*. Two-day workshop presented to the Hyperactivity and Learning Problems Clinic, University of California San Francisco.
11. **Dvorsky, M. R.** (2017, March). *Brief Interventions to Supporting to Improve Academic Performance: Teaching and Supporting Children's Use of Organization, Time Management, and Planning Skills*. Two-day workshop presented to the Fargo Public School District in Fargo, North Dakota.

TEACHING/MENTORING EXPERIENCE

Graduate And Undergraduate Courses

- 2015-2016 (2 semesters) *PSYC 302: Psychology of Adolescence*
Virginia Commonwealth University, Richmond, VA
Instructor: Melissa Dvorsky, Ph.D.
- 2012-2013 (2 semesters) *PSYC 493: Undergraduate Fieldwork Practicum Service-learning Course*
Virginia Commonwealth University, Richmond, VA
Instructor: Joshua M. Langberg, Ph.D., Co-Instructor: Melissa Dvorsky
- 2010-2011 (4 semesters) *PSYC 498: Independent Research Study*
University of South Carolina, Columbia, SC
Instructor: Mark D. Weist, Ph.D., Co-Instructor: Melissa Dvorsky

Invited Guest Lecturer

- 2021 *PSY 330: Child Psychopathology, Career Panel*
University of Maryland, College Park, MD
Instructor: Andrea Chronis-Tuscano (Director, UMD ADHD Program)
- 2020 *Child & Adolescent Psychiatry (CAP) Fellows Seminar*
Invited Guest Lecturer, University of California, San Francisco, San Francisco, CA
Instructor: Petra Steinbuechel, M.D. (Director, CAP Training Program)
- 2018 Summer Undergraduate Research Fellowship Program
Cincinnati Child's Hospital Medical Center, Cincinnati, OH
Instructor: Stephen Becker, Ph.D
- 2015 *PSYC 341: Cognitive Neuroscience*
University of Richmond, Richmond, VA
Instructor: Cindy Bukach, Ph.D., Associate Professor of Cognitive Neuroscience
- 2014 *PSYC 426: Child and Adolescent Psychopathology*
Virginia Commonwealth University, Richmond, VA Instructor: Adriana Rodriguez, Ph.D.
- 2011 *SOWK 782: College of Social Work Field Placement Course*
University of South Carolina, Columbia, SC
Instructor: Kendra DeLoach, Ph.D

Dissertation Committee Member

- 2022 Samantha Sommer, University of Maryland at College Park, College of Education, School Psychology Ph.D. Program (proposed Spring 2022), provided mentoring, statistical consultation, and data to use as well as intensive guidance and support for conducting longitudinal growth modeling data analyses for her dissertation.

Mentorship of Graduate, Undergraduate and High School Students

- 2022 – present Clinical/Research Supervisor for Bianca W. Larkin, M.Ed., Howard University, Clinical Psychology Doctoral Program. *Current status:* Graduate student at Howard University
- 2022 – present Clinical Supervisor for Elizabeth McNeilly, M.S. University of Oregon, Clinical Psychology Doctoral Program. *Current status:* Graduate student at University of Oregon
- 2022 – present Mentor for Anna Groner, University of Vermont, Undergraduate Student
Current status: Volunteer clinical research assistant at Children's National Research Institute

- 2020 – present Mentor for Amanda Steinberg, University of Maryland, College Park, Undergraduate Student
Current status: Clinical research assistant at Children’s National Research Institute
- 2020 – present Mentor for Claire Huang, River Hill High School Student
Current status: Senior high school student conducting research thesis in psychology
- 2022 Mentor for Lina Qi, GW Health Services Summer Scholarship Program, Research Mentor
Current status: Medical Student at The George Washington University (Class of 2025)
- 2022 Mentor for Ariana Adnani, GW Health Services Summer Scholarship Program, Research Mentor
Current status: Medical Student at The George Washington University (Class of 2025)
- 2021 – 2022 Clinical Supervisor for Kristin Meyering, University of Maryland, College Park, School Psychology Doctoral Program. *Current status: Clinical internship at Loudon County Public School District*
- 2021 – 2022 Clinical/Research Supervisor for Sam Sommer, University of Maryland, College Park, School Psychology Doctoral Program. *Current status: Clinical internship at Howard County Public Schools*
- 2021 – 2022 Clinical Supervisor for Simone Chad-Friedman, Catholic University Clinical Psychology Doctoral Program. *Current status: Doctoral student at Catholic University Clinical Psychology Program*
- 2018 – 2020 Mentor for Madeline Spiess, University of San Francisco, Undergraduate Student
Current status: Graduate student at the University of California, Santa Barbara Clinical/School Psychology Program
- 2015 – 2017 Mentor for Rae Rodriguez, Virginia Commonwealth University, Undergraduate Student
Current status: Graduate student at the City College of New York, Counseling program
- 2015 – 2017 Mentor for Rosalie Duvic, Virginia Commonwealth University, Undergraduate Student
Current status: Recruitment Specialist, Horizon Healthcare Management, Washington DC
- 2014 – 2017 Mentor for Hana-May Eadeh, Virginia Commonwealth University, Undergraduate Student
Current status: Graduate student at the University of Iowa, Clinical Science program
- 2014 – 2017 Mentor for Lauren Oddo, Virginia Commonwealth University, Research Coordinator
Current status: Graduate student at University of Maryland, Clinical Psychology program
- 2013 – 2015 Mentor for Kristen Kipperman, Virginia Commonwealth University, Research Coordinator
Current status: Graduate student at Lehigh University, School Psychology program
- 2012 – 2014 Mentor for Aaliah Elnasseh, Virginia Commonwealth University, Undergraduate Student
Current status: Certified Life Coach, Purpose Producers, Washington DC
- 2012 – 2013 Mentor for Sean Tams, Virginia Commonwealth University, Undergraduate Student
Current status: Graduate student at Ohio University, Clinical Psychology program
- 2011 – 2012 Mentor for Sarah Metallo, University of South Carolina, Undergraduate Student
Current status: Pediatric Psychology Specialist, Prisma Health, Psychology team

Invited Educational & Professional Development Presentations

1. **Dvorsky, M. R.** (2022, May 18). *Effective Management of Executive Functioning, Organization, Planning, and Time Management Skills: Strategies for Intervention*. Clinical seminar presented to the Children’s National clinical extern graduate students.
2. **Dvorsky, M. R. & Streisand, R.** (2022, January 15). *Giving effective job talk*. Professional developmental presentation to the Children’s National Division of Psychology and Behavioral Health postdoctoral fellows.

3. **Dvorsky, M. R.** & Streisand, R. (2021, December 17). *Preparing for faculty job applications and interviewing*. Presentation to the Children's National Division of Psychology and Behavioral Health postdoctoral fellows.
4. **Dvorsky, M. R.** (2021, November 16). *Making the most of your T32 research fellowship, applying for grants as a trainee, and applying and interviewing for faculty positions*. Presentation to the Clinical Services Research Training Program (NIMH-funded T32 postdoctoral fellowship) at the University of California, San Francisco.
5. Streisand, R., & **Dvorsky, M. R.** (2021, January 22). *Preparing applications and interviewing for faculty positions*. Presentation to the Division of Psychology and Behavioral Health postdoctoral fellows seminar.
6. **Dvorsky, M. R.** (2020, November 23). *Building a program of research and applying for NIMH early career funding*. University of Maryland, College Park, ADHD Program Research Seminar Meeting.
7. Clement, L., **Dvorsky, M. R.**, Bhaduri, A., Sanuilli, S. (2020, October 29). *Interviewing for faculty positions during COVID-19*. Panel discussion for fellows and trainees with the University of California, San Francisco Office of Career and Professional Development.
8. Dvorsky, M. R. (2019, November). *Building partnerships with school and community stakeholders: Strategies for developing a program of clinical services research*. Presentation to the NIMH T32 Fellowship Program at the University of California, San Francisco, Department of Psychiatry and Behavioral Sciences.
9. **Dvorsky, M. R.** (2017, February). *Strategies for increasing your productivity and competitiveness for internships and postdoctoral fellowships during graduate school*. Clark-Hill Institute for Positive Youth Development, Interdisciplinary and Inter-departmental Brown Bag Research Seminar Meeting.

CLINICAL/PRACTICUM SUPERVISORY EXPERIENCE

- 2021–present Director/Supervisor, ADHD & Learning Differences Clinical Externship, Children's National**
Trained and supervised advanced clinical and school psychology graduate students in conducting comprehensive diagnostic evaluations, cognitive/neurocognitive testing, individual and family therapy including evidence-based cognitive behavioral and behavioral therapies, as well as group therapy with youth, adolescents, and emerging adults and their families. Provided direct and live supervision, weekly individual and group supervision, iterative feedback on reports and facilitated weekly didactics on evidence-based assessment and treatment, case conceptualization, differential diagnoses, ethics in clinical practice, managing bias, culturally responsive treatment, clinical and neuropsychological assessment, progress monitoring, and other professional development topics.
- 2021–present Supervisor, ADHD & Learning Differences Clinical Internship & Fellowship, Children's National**
Trained and supervised advanced postdoctoral fellows and pre-doctoral clinical psychology interns in individual and family therapy including evidence-based behavioral/cognitive-behavioral therapies, as well as group therapy with Children, adolescents, and emerging adults. Provided direct/live supervision, weekly individual and group supervision, and feedback on clinical reports.
- 2018 – 2020 Collaborative Life Skills Program, Lead Trainer and Supervisor, Hyperactivity, Learning, & Attention Problems Clinic, University of California, San Francisco**
Led training and weekly 90-minute supervision/consultation to six school mental health providers to support delivery of evidence-based interventions for students with attention and behavior concerns in San Francisco Unified School District. Coded fidelity and implementation quality for all behavioral parent training groups, child skills groups, and classroom intervention sessions. Training/supervision sessions conducted either via videoconference or in-person and consists of role plays, discussion activities, reviewing exemplar videos, goal setting, and progress monitoring. PI: Linda Pfiffner, Ph.D.
- 2013 – 2017 ADHD Clinic Peer Supervisor, Center for ADHD Research, Education, & Service at VCU**
Trained, observed, and supervised graduate students for conducting assessments and providing manualized interventions for the treatment of attention and behavior with children, adolescents, and families. I facilitated discussion on readings about assessment and treatment of ADHD and co-occurring mental health concerns. Supervisors: Joshua Langberg, Ph.D., and Heather Jones, Ph.D.

2014 – 2017 **Assessment Clinic Peer Supervisor, Center for Psychological Services & Development at VCU**
Trained and supervised graduate students in conducting assessments with youth, adolescents, and adults. I provided feedback on reports and facilitated discussion on readings about differential diagnoses, clinical, and neuropsychological assessment. Supervisors: Scott Vrana, PhD., and Mary Beth Heller, Ph.D.

2014 – 2015 **Graduate Supervisor for Clinical Interviewing, Virginia Commonwealth University**
Trained and supervised second-year graduate students in conducting clinical interviews. I observed treatment intake sessions and provided feedback to facilitate development of interviewing skills including motivational interviewing strategies. I also facilitated discussion on readings as students learn and practice evidence-based clinical interviewing skills. Supervisor: Jean Corcoran, Ph.D.

PEDAGOGICAL TRAINING

2022–present **Mentor, Boosting Mentor Effectiveness in Training of Research Scientists (MENTORS)**
Using Social Cognitive Career Theory to Support Entry of Women & Minorities into Physician-Scientist Careers, (NIH 1U01GM132375-01), University of Chicago
Mentor to George Washington University Second Year Medical Student, Lina Qi, as part of the [Boosting MENTORS](#), a NIH-funded mentoring program for helping diversify the pool of physician scientists, that specifically targets under-represented groups in medicine (Black or African-American, Hispanic, Latino or of Spanish Origin, American Indian/Alaska Native, or Native Hawaiian or Pacific Islander) and women/ non-binary individuals and their mentors.

2020 **Training Researchers And InterNs for Upcoming Professors (TRAIN-UP): Mentoring & Supervising Course, University of California, San Francisco**
This course provided a framework for recruiting, teaching, training, and supervising research trainees (e.g., graduate students, research assistants and associates, and postdoctoral scholars) by integrating education, management, and leadership theory.

2014 **Practicum in the Teaching of College Psychology, Virginia Commonwealth University**
This course was an introduction to education in psychology for graduate students, with a focus on applying teaching strategies grounded in education research to serve different undergraduate and graduate learners and applying the scientific method to teaching.

ADMINISTRATIVE RESPONSIBILITIES & ACCOMPLISHMENTS

Director, ADHD & Learning Differences Program

I founded this program in 2020 and serve as the director. The ADHD & Learning Differences Program has research, clinical, and community service arms. The program engages both undergraduate and graduate students in research and service activities, including frequently school- and community-based presentations on ADHD assessment and treatment. The clinical arm includes the Children's National ADHD Clinic, which provides evidence-based assessment and treatment services to the Greater DC, Maryland, and Virginia area. The clinic serves a diverse group of children and families from preschool through high school.

- Developed a marketing plan and materials and co-led implementation of the plan.
- Developed a fiscal model for assessment and treatment services.
- Worked with community physicians and schools to develop a consistent referral base.
- Supervised between 6 student clinicians working in the clinic at any given time.
- Provided on-going training, supervision, and community engagement opportunities for clinicians.

Co-Chair, Health Equity in Research Hackathon

I organized the inaugural 2022 event for the Health Equity in Research Unit alongside a collaborative team of faculty. The Health Equity in Research Hackathon is a team-based collaborative competition that challenges research teams to find creative solutions to diverse health equity problems. Participants gather in multidisciplinary teams to discuss and refine the selected app ideas, learn from technical and scientific experts and brainstorm app-based approaches to address health equity, and ultimately turn raw ideas into compelling pitches.

EDITORIAL AND REVIEWING EXPERIENCE

Editorial Board Appointments

Research on Child and Adolescent Psychopathology [formerly *Journal of Abnormal Child Psychology*] (2021 – present)
School Mental Health (2020 – present)
Journal of Youth and Adolescence (2014 – present)

Ad Hoc Invited Journal Reviews

Behavior Therapy (2020, 2021 [5], 2022[4])
Clinical Psychology Review (2022)
Child Development (2021, 2022)
Journal of Clinical Psychology (2016 [2], 2017, 2018 [2], 2019 [4], 2020 [3], 2021 [4], 2022)
Journal of Clinical Child and Adolescent Psychology (2017, 2019 [2], 2020 [2], 2021[2], 2022)
Journal of Consulting and Clinical Psychology (2019 [2], 2020, 2021, 2022)
Cognitive and Behavioral Practice (2022)
Development and Psychopathology (2022)
International Journal of Psychiatry in Medicine (2022)
Cognitive and Behavioral Practice (2022)
Journal of Adolescent Health (2021)
Journal of Pediatric Psychology (2020 [2], 2021 [4])
European Journal of Personality (2020 [2], 2021)
Journal of Abnormal Psychology (2014, 2016, 2021)
Assessment (2019, 2020, 2021)
Journal of Abnormal Child Psychology (2017 [3], 2018 [3], 2019 [7], 2020 [5])
School Mental Health (2015, 2016 [3], 2017[3], 2018 [3], 2019 [7], 2020 [7])
Journal of Child and Family Studies (2020 [4])
American Journal of Preventive Medicine (2020 [2])
Child Psychiatry and Human Development (2020)
Journal of Attention Disorders (2014, 2015 [2], 2016 [4], 2019, 2020)
Journal of Clinical Psychiatry (2019 [2])
Psychology of Addictive Behaviors (2019)
BMC Psychiatry (2019)
Behavior Medicine (2018, 2019)
Journal of Early Adolescence (2019)
Measurement (2019)
Learning and Individual Differences (2016, 2017 [2], 2018, 2019[2])
Journal of Mental Health and Clinical Psychology (2019)
Sport, Exercise, and Performance Psychology (2018, 2019)
Journal of Applied Developmental Psychology (2018)
Journal of Emerging Adulthood (2016 [3], 2017 [3], 2018)
European Child & Adolescent Psychiatry (2018 [2])
Journal of Psychiatry Research (2018 [2])
Journal of Research on Adolescence (2017, 2018 [2])
Journal of Sleep Health (2018)
Journal of Mental Health (2016)
Administration and Policy in Mental Health and Mental Health Services Research (2015, 2020)
Advancing School Mental Health Promotion (2014)

Editorial Associate

Clauss-Ehlers, C. S., Serpell, Z. N., & Weist, M. D. (Eds.). (2012). *Handbook of culturally responsive school mental health: Advancing research, training, practice, and policy*. Springer: New York, NY.

Weist, M. D., Lever, N. A., Bradshaw, C. P., & Owens, J. S. (Eds.). (2013). *Handbook of school mental health: Research, training, practice, and policy*. Springer: New York, NY.

International Grant Reviews

Tryg Foundation Research Grant Review Panel, Chair: Anders Hagen Hansen, Ballerup, Denmark (2021)
Israel Science Foundation Research Grant Review Panel, Chair: Daniel Zajfman, Jerusalem, Israel (2020)

Internal Grant Reviews

Lambert Foundation Research Grant Review Panel, Chair: Eleanor Mackey, Randi Streisand, Adelaide Robb, Children's National Hospital (2021, 2022)

Chairperson, Data Safety and Monitoring Board (2021-present)

As chairperson for the Cara Pugliese's DSMB for the study: A hybrid effectiveness-implementation trial of a school based executive function treatment for transition age youth with autism (NIMH 1R01MH124772) Responsibilities include overseeing the meetings and developing the agenda in consultation with the Principal Investigator and study statistician.
DSMB Charter: Melissa Dvorsky (Chair), Eleanor Mackey, Anqing Zhang

RECENT SERVICE LEADERSHIP

University Committees

2021-present	Co-Chair, Diversity, Equity, and Inclusion Workgroup Committee Center for Translational Research, Children's National Research Institute
2021-present	Affiliate Faculty, Child Health Advocacy Institute, Children's National Hospital
2020-present	Member, Behavioral and Community Research Special Interest Group Center for Translational Research, Children's National Hospital
2020-present	Member, Public Relations and Community Engagement Committee Division of Psychology and Behavioral Health, Children's National Hospital
2018 – 2020	Member, Digital Mental Health Core, University of California, San Francisco
2018 – 2020	Member, Technology Innovation for Mental Health Committee, University of California, San Francisco, School of Medicine
2018 – 2020	Member, Women's Postdoc Peer Mentor Network, University of California, San Francisco
2016 – 2017	Member, Translational Partnership for Mental Health, Virginia Commonwealth University
2012 – 2018	Member, Clark-Hill Institute for Positive Youth Development, Virginia Commonwealth University
2014 – 2018	Member, Positive Psychology Research Group, Virginia Commonwealth University

University Service Activities

4/2022	GW Clinical Public Health Summit: Facilitated workshop to GW M3 medical students on: <i>Working with Community-Based Organizations</i> to provide training and support for students' CPHAP, scholarly project and future careers. Speakers: Dr. Melissa Dvorsky and Jehan "Gigi" El-Bayoumi
2021-2022	New Faculty Orientation Panel, Children's National Hospital: Presented to incoming new faculty at Children's National and answered questions pertaining to research resources. Organized by: Dr. Randi Streisand
12/2021-1/2022	Supporting Resident Mental Health, facilitated multiple individual/one-on-one sessions to provide mental health and stress management services to medical Residents of George Washington University, School of Medicine & Health Sciences rotating at Children's National
1/2021	Mental Wellness and Stress Management, Workshop and wellness seminar presented to medical Residents of George Washington University, School of Medicine & Health Sciences

- 11/2020 Emotional Health and COVID-19, Wellness workshop and group processing session presented to the Advanced Practice Practitioners (APP), Children's National Hospital
- 09/2020 Coping with Occupational Stress and Burnout During COVID-19, Presentation to Shared Nursing Leadership and facilitated group processing session, Children's National Hospital

Regional/Local Committees

- 2020 – present Member, School Health Committee, DC American Academic of Pediatrics DC Chapter
- 2020 – present Member, School Health Collaborative, Children's National Hospital, Washington, DC
- 2016 – 2018 Regional Liaison, Southeastern School Behavioral Health Community

Service, Advocacy, and Community Outreach Activities

- 7/2022 **Community education/appearance: Lady ADHD Comedy Show:** Invited expert speaker t and provided responses to questions from the public on understanding and managing ADHD across life span as part of comedy post show to increase awareness of ADHD (July 14, 2022)
- 6/2022 **Community education/news appearance: WJLA ABC7 News:** Provided responses to questions from the public on COVID-19 vaccine uptake and hesitancy and behavioral strategies to increase engage and compliance (June 28, 2022)
<https://wjla.com/news/local/adhd-teens-covid-vaccine-study>
- 5/2022 **Podcast: Technology Doesn't Have to Distract from Learning: Helping Students with Attention Difficulties Thrive in an Environment Full of Digital Distractions**
Guest interview on BOLD's technology podcast, an international podcast program focused on insights into the impact of technology on children's learning and development. (May 5, 2022)
<https://bold.expert/technology-doesnt-have-to-distract-from-learning/>
- 3/2022 **Video Series: Promoting Social, Emotional, Behavioral Functioning in School:**
Developed a video series for DCPS high school students and educators to promote mental health, executive functioning skills, healthy social relationships, healthy social media use, and reduce substance use risk. This was a collaboration with ADHD & Learning Differences Program, the Child Health Advocacy Institute (CHAI), and DC Public School District.
- 1/2022 **Community education/news appearance: Fox5 DC News:** Provided responses to questions from the public on mental health and social mechanisms associated with texting (January 19, 2022) <https://www.fox5dc.com/video/1025047>
- 12/2021 **Workshop: Preparing Students to be Back in the Building: Strategies to Promote (Re)Learning Executive Functioning Skills and How to Know if Your Child Needs Help**
Led workshop and facilitated discussion on for promoting organization, planning, homework, and emotion regulation skills. This was a collaboration with Children's Law Center, Child Health Advocacy Institute, DC Public Library Center on Accessibility, and community leaders.
- 11/2021 **Workshop: Helping Children Cope with Losses from and during COVID-19**
Led workshop and facilitated discussion with parents from Wards 7 and 8 on processing grief among youth with disabilities. This was a collaboration with the Children's Law Center, Child Health Advocacy Institute, DC Public Library Center on Accessibility, and community leaders.
- 10/2021 **Workshop: Helping to Manage Anxiety and Stress in Children during the Pandemic**
Led workshop and facilitated discussion with parents from Wards 7 and 8 on mindfulness and cognitive behavioral approaches to manage anxiety. This was a collaboration with Children's Law Center, Child Health Advocacy Institute, the DC Public Library Center on Accessibility.

- 03/2021 **District of Columbia Public School District School Health Services Program, Education Day: Managing Student Mental Health Concerns and Effectively Providing Referrals**
Four-hour seminar presented to 185 school health providers and school nurses on using motivational interviewing strategies to provide referrals for mental health with parents and families, and using cognitive behavioral strategies support students in the return to school following the COVID-19 pandemic, Washington, DC
- 01/2021 **Panel Discussion on the Impact of COVID-19 on Mental Health, COVID-19 & Beyond**
Virtual Youth Town Hall Series, Children's National Hospital, Rodham Institute at the George Washington University, and the Black Coalition Against COVID
- 02/2020 **Facilitator/Trainer, San Francisco Unified School District, Counselor Institute**, Two-day professional development for school counselors on using evidence-based interventions including cognitive behavioral and motivational interviewing strategies targeting organization, executive functioning, attention, and anxiety/mood management, San Francisco, CA
- 01/2019 **Facilitator/Trainer, San Francisco Unified School District, Counselor Institute**, Two-day professional development sessions for school counselors on using evidence-based strategies in schools targeting organization, attention, and executive functioning, San Francisco, CA
- 2016 – 2017 **Volunteer, Side by Side LGBTQ+ Youth Support Group**, Richmond, VA
- 2014 – 2015 **Facilitator, Anxiety and Stress Management**, Community presentations on cognitive and behavioral strategies and reducing mental health stigma provided to middle and high school students, Richmond, VA

ADVANCED QUANTITATIVE & METHODOLOGICAL TRAINING

- 2021** **Getting SMART About Adaptive Interventions in Education**
Institute for Social Research (ISR) workshop funded by the Institute for Education Sciences
Instructors: Daniel Almirall, Inbal Nahum-Shani, Stephanie Carpenter, Nicholas Seewald (University of Michigan), Connie Kasari (University of California, Los Angeles), William Pelham Jr. (Florida International University), Greg Roberts (The Meadows Center for Preventing Educational Risk), Meredith Gunlicks-Stoessel (University of Minnesota)
- 2021** **Just-in-Time-Adaptive Interventions for Behavior Change**
Institute for Social Research (ISR) workshop funded by National Institute on Drug Abuse (NIDA)
Instructors: Susan Murphy (Harvard University) and Daniel Almirall (University of Michigan)
- 2020-2021** **Micro-randomized Trials Brainstorming Workshops**
Statistical Reinforcement Learning Lab, Harvard University
Instructor: Susan Murphy, Harvard University
- 2020** **Intensive Longitudinal Methods: Mixed Models for Ecological Momentary Assessment (EMA) Data**
Statistical Horizons, Five-Day Workshop
Instructor: Donald Hedeker, University of Chicago
- 2017** **Cluster Analysis and Mixture Modeling**
University of North Carolina Chapel Hill
Curran & Bauer Analytics, Summer Training Five-Day Workshop
Instructors: Dan Bauer, Doug Steinley & Patrick Curran, University of North Carolina
- 2016** **Longitudinal Structural Equation Modeling**
University of North Carolina Chapel Hill
Curran & Bauer Analytics, Summer Training Five-Day Workshop
Instructors: Dan Bauer & Patrick Curran, University of North Carolina Chapel Hill

- 2016** **Multilevel Modeling**
University of North Carolina Chapel Hill
Curran & Bauer Analytics, Summer Training Five-Day Workshop
Instructors: Dan Bauer & Patrick Curran, University of North Carolina Chapel Hill
- 2014** **Structural Equation Modeling**
Virginia Commonwealth University, Department of Social and Behavioral Health
Lecturer: Levent Dumenci, Ph.D.
- 2013** **Advanced Topics in Structural Equation Modeling**
AMASS Seminar, 47th Annual Convention for the Association of Cognitive and Behavioral Therapies
Instructor: Scott Baldwin, Brigham Young University
- 2013** **Integrating Mediation and Moderation Analysis Seminar**
Statistical Horizons, Washington, DC
Presenter: Andrew Hayes, Ph.D., Ohio State University
- 2013** **Statistical Analyses in R Programming**
Virginia Commonwealth University
Presenter: Edward Boone, Ph.D., Statistics & Analytics Consulting Lab

I have personally implemented the following techniques in published or in-preparation work:

- Exploratory and confirmatory factor analyses
- Measurement invariance testing
- Classical test theory and Item response theory modeling
- Mixed models, Latent growth modeling, Latent class analysis, and Growth mixture modeling
- Longitudinal structural equation modeling
- Generalized linear model and Multilevel modeling
- Intensive longitudinal modeling
- Multiple regression, Multivariate analysis, Moderation, and Mediation analysis
- Random-Intercepts Cross-lagged Panel Models
- Multiple imputation for missing data
- Power analyses using Monte Carlo Simulation
- Resampling schemes for error estimation (e.g., bootstrapping, *k*-fold cross validation)

ADDITIONAL RESEARCH EXPERIENCE

- 2019 – 2020 **Head Trainer, Technology Director** Collaborative Life Skills Remote (CLS-R) Project (PI: Linda Pfiffner), Department of Psychiatry & Behavioral Sciences, University of California, San Francisco
- 2016 – 2018 **Lead Evaluator, Graduate Research Assistant**, Longitudinal Study of The Impact of Sleep in Teens Study (PIs: Joshua Langberg & Stephen Becker), Promoting Adolescent School Success (PASS) Research Group, Virginia Commonwealth University
- 2013 – 2017 **Graduate Research Assistant, Data Manager, and Behavior Interventionist**, Efficacy of an Organizational Skills Intervention for Middle School Students with ADHD (PI: Joshua Langberg) Promoting Adolescent School Success (PASS) Research Group, Virginia Commonwealth University
- 2015 – 2016 **Behavior Interventionist and Group Facilitator**, Integrating Tobacco Prevention Strategies into Behavioral Treatment for Adolescents with ADHD Study (PIs: Rosalie Corona & Joshua Langberg) Clark Hill Institute for Positive Youth Development, Virginia Commonwealth University

- 2015 – 2017 **Cognitive-Behavioral Interventionist**, Improving Educational & Social-Emotional Functioning of College Students with ADHD Study (PIs: Arthur Anastopoulos & Joshua Langberg), Virginia Commonwealth University
- 2015 – 2016 **Behavior Interventionist**, Involving Parents in Adolescent Obesity Treatment: the TEENS+ Weight Management Study (PI: Melanie Bean) Children’s Hospital of Richmond at Virginia Commonwealth University
- 2014 – 2016 **Treatment Integrity Coder, Research Assistant**, Treatment Integrity Measurement Study (PIs: Bryce McLeod & Michael Southam-Gerow), Virginia Commonwealth University
- 2012 – 2014 **Research Coordinator, Graduate Research Assistant**, Multi-site Study of School-Based Treatment Approaches for Adolescents with ADHD (PIs: Steven Evans & Joshua Langberg) Virginia Commonwealth University
- 2012 – 2013 **Project Coordinator**, Peer Mentoring Support Intervention for College Students with ADHD Study (PI: Joshua Langberg), Virginia Commonwealth University
- 2010 – 2012 **Research Specialist and Clinical Research Coordinator**, Center for Adolescent Research in Schools (PIs: Lee Kern, Steve Evans, Tim Lewis, Mark Weist, & Howard Stevenson; Site PI: Mark Weist), University of South Carolina
- 2010 – 2012 **Research Specialist**, Strengthening the Quality of School Mental Health Services Study (PI: Mark Weist), University of South Carolina

CLINICAL EXPERIENCE

- 2020 – **Director, ADHD and Learning Differences Program**, *Division of Psychology and Behavioral Health, Children’s National Hospital*; Provide training and ongoing supervision to clinic trainees (clinical/school psychology externs, interns/residents, and fellows) and clinicians on evidence-based organizational skills interventions for youth and adolescents with ADHD. Co-lead behavioral parenting and youth skills groups with my trainees.
- 2018 – 2020 **Hyperactivity, Attention, and Learning Problems (HALP) Clinic**, *Department of Psychiatry, University of California, San Francisco*; Provided training and ongoing supervision/consultation to HALP clinic residents, fellows, and clinicians on evidence-based organizational skills interventions. Co-led behavioral parenting and child skills groups. Developed electronic tools for assessments, ideographic measures, and wrote syntax scoring for normed tools.
- 2017 – 2018 **O’Grady Residency in Behavioral Medicine and Clinical Psychology**, *Cincinnati Children’s Hospital Medical Center*; Rotations in the Center for ADHD, Early Onset Seizures/Epilepsy Clinic, Behavioral Medicine/ Sleep Clinic, Child Trauma Clinic, and School Consultation for Autism Spectrum Disorders Supervisors: Shanna Guilfoyle, Ph.D., Aaron Vaughn, Ph.D., Kelly Byars, Psy.D., Richard Loren, Ph.D., Melissa Foti-Hoff, Psy.D., and Erica Messer, Psy.D.
- 2013 – 2017 **Assessment Clinic**, *Center for Psychological Services and Development at VCU* Graduate Assessment Therapist; Supervisors: Scott Vrana, PhD., and Mary Beth Heller, Ph.D.
- 2015 – 2016 **Division of Pediatric Endocrinology & Metabolism**, *Department of Pediatrics, Children’s Hospital of Richmond at Virginia Commonwealth University*; Pediatric Health Psychology Resident; Supervisor: Melanie K. Bean, Ph.D.
- 2015 – 2016 **Eating Disorders Clinic**, *Department of Pediatrics, Children’s Hospital of Richmond at VCU* Clinical Psychology/Pediatric Health Resident; Supervisor: Rachel Gow, Ph.D.
- 2013 – 2015 **ADHD Clinic**, *Center for Psychological Services and Development at VCU*; Graduate Student Clinical Trainee Therapist; Supervisors: Joshua Langberg, Ph.D., and Heather Jones, Ph.D.

- 2013 - 2015** **Anxiety Clinic**, *Center for Psychological Services and Development at VCU*; Graduate Student Clinical Trainee Therapist; Supervisors: Michael Southam-Gerow, Ph.D., and Scott Vrana, Ph.D.
- 2009** **Lead Counselor, Summer Treatment Program (STP)**, Center for Children and Families, University of Buffalo, Buffalo, New York

Specialty Clinical Training

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| Parent-Child Interaction Therapy (PCIT) Official Training | 2017- |
| <u>Trainer</u> : Robin Gurwitsch, Ph.D. (PCIT-International Master Trainer), Cincinnati Children's Hospital | 2018 |
| Supporting Teens' Academic Needs Daily (STAND) Training (8 hours) | 2015 |
| <u>Trainer</u> : Maggie Sibley, Ph.D., Florida International University | |
| Motivational Interviewing in Clinical Health Care, Advanced Training Seminar (13 hours) | 2015 |
| <u>Presenter</u> : Melanie Bean, Ph.D., Children's Hospital of Richmond at VCU | |

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- American Psychological Association
- American Professional Society of ADHD and Related Disorders (APSARD)
- Association for Behavioral and Cognitive Therapies (ABCT)
- ABCT ADHD Special Interest Group (President Elect 2022-2024)
- Society of Clinical Child and Adolescent Psychology (APA Division 53)
- APA Division of School Psychology (APA Division 16)
- National Association for School Psychologist (NASP)
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)
- International Society for Research in Child and Adolescent Psychopathology (ISRCAP)
- National Community of Practice on School Behavioral Health, Quality and Evidence Based Practice
- Society for Research on Child Development (SRCD) & Society for Research on Adolescence (SRA)