

Megan Burleson, Ph.D.

Licensed Psychologist (Maryland #06764)

Education	<p>University of Maryland Ph.D., School Psychology</p> <p>Rutgers University B.A., Psychology with Honors</p> <p>University of Melbourne Semester Abroad</p>	<p>2010 – 2015 College Park, MD</p> <p>2003 – 2007 New Brunswick, NJ</p> <p>Fall 2006 Victoria, AUS</p>
Certifications	<p>APIT authorized by PSYPACT E.Passport #12508</p>	<p>2022 – Present</p>
Employment	<p>Kentlands Psychotherapy <i>Psychologist</i></p> <ul style="list-style-type: none"> • Provides therapeutic services to adolescents, teens, and young adults • Conducts psychological and psychoeducational evaluations • Provides coaching to boost executive functions <p>Howard County Public School System <i>School Psychologist</i> <i>Leadership</i></p> <ul style="list-style-type: none"> • Led IEP and 504 meetings • Opened new chapter of Active Minds to promote mental health awareness • Led schoolwide suicide prevention trainings • Led behavior management trainings • Member of Early Career Development Committee for the HCPSS Office of Psychological Services <p><i>Assessment</i></p> <ul style="list-style-type: none"> • Conducted psychological evaluations for suspected COMAR educational disabilities (ID, OHI due to ADHD, SLD, ED, Autism) as well as clinical diagnoses of depressive disorders, anxiety disorders, and ADHD • Conducted Functional Behavior Assessments • Conducted observations • Reviewed psychoeducational and neuropsychological reports <p><i>Intervention</i></p> <ul style="list-style-type: none"> • Individual counseling caseload of 20 or more high school students • Group counseling for students with Emotional Disabilities • Crisis interventions, including: <ul style="list-style-type: none"> ○ Students experiencing suicidal ideation ○ Students suspected of posing threat to others ○ Supporting school community following traumatic events • Collaborated with providers outside school system to promote continuity of therapeutic services • Developed and implemented Behavior Intervention Plans 	<p>2022 - Present</p> <p>2015 – 2022</p>

Consultation and Collaboration

- Collaborated with school-based staff to manage regional program for students with Emotional Disabilities
- Member of Student Support Team (SST) functioning as ongoing progress monitoring for students at risk of academic failure
- Informal behavior and academic consultations with teachers and administrators
- Collaborative academic and behavioral data collection

Related Professional Experiences

Doctoral Internship in Howard County Public School System	2014-2015
Doctoral Fieldwork in Prince Georges County Public School System	2013-2014
School Psychology Practicum in Montgomery County Public School System – <i>focus: psychological evaluations, individual counseling, social skills group</i>	2012-2013
School Psychology Practicum in Prince Georges County Public School System – <i>focus: psychological evaluations</i>	2012-2013
School Psychology Practicum in Howard County Public School System – <i>focus: academic assessment, consultation</i>	2011-2012
University of Maryland Counseling Center Graduate Assistant II Division of Testing and Research Testing Office	2010-2014 College Park, MD
Wattsenglish Ltd. English Teacher	2009-2010 Liberec, Czech Republic
University of Texas Southwestern Medical Center Research Assistant I Department of Psychiatry	2007-2009 Dallas, TX

Research Experience

<i>Early Internalizing And Externalizing Problems: An Exploration Of Risk For Later Problem Behavior Co-Occurrence</i> University of Maryland Doctoral Dissertation Study Advisor: William Strein, Ph.D	2013-2015
Designed and conducted a study using national-level archival data to examine the behavioral, social, and academic risk factors for later problem behavior comorbidity in adolescence.	
<i>The Effects Of The Duration Of Special Education On Student's Externalizing Behavior</i> University of Maryland Masters Thesis Study	2010-2013

Advisor: William Strein, Ph.D

Designed and conducted a study using national-level archival data to investigate the extent to which the number of years spent in special education and other aspects of special education (e.g. classroom setting and primary disability type) affected externalizing behavior in the fifth grade.

Treatment Prediction in Adolescent and Adult Depression and Stress Response and Smoking Cessation in Depressed Youth 2007-2009

University of Texas Southwestern Medical Center

Principal Investigator: Uma Rao, M.D.

- Led individual counseling sessions with adolescents/young adults with aim of smoking cessation using approach combining cognitive-behavioral and motivational interviewing
- Conducted semi-structured clinical interviews to determine study eligibility
- Conducted semi-structured clinical interviews to obtain information about life stressors and early childhood trauma
- Met routinely with subjects to assess depression treatment progress using semi-structured clinical interviews
- Conducted stress test (Trier Social Stress Test) to measure cortisol response to stress
- Co-led sleep studies using EEG monitoring
- Analyzed data using statistical packages

Rutgers Early Learning Project 2005-2007

Rutgers University

Principal Investigator: Carolyn Rovee-Collier, Ph.D

Conducted a study and completed a thesis examining the effects of noncontingent reinforcement on learning and memory in 3-month-old infants, for which obtained Departmental Honors in Psychology.

Youth Anxiety and Depression Clinic 2004-2005

Rutgers University

Principal Investigator: Brian Chu, Ph.D

Transcribed and coded taped sessions of cognitive behavioral therapy for adolescents with anxiety disorders.

**Assessment
Tool
Proficiency**

Cognitive: WAIS-IV, WISC-V, WPPSI-IV, WJ-IV, CTONI-2, RIAS-2, SB-5

Information Processing: CTOPP-2, VMI-6, WRAML-3, D-KEFS, NEPSY-II

Social-Emotional/Behavioral: BASC-3, BRIEF-2, CDI-2, CEFI, Conners CBRS, Conners 3, MASC-2, RCMAS-2, BDI-2, BAI, BYI-2

Autism: ADI-R, ASRS, GARS-3, SRS-2

Adaptive: ABAS-3

Professional Presentations	<i>(Upcoming) Parenting Past COVID: A Four-Part Parent-Centered Series</i>	2023-2024 Clarkville Middle School
	<i>Summertime Strategies for Parenting Kids with ADHD, Executive Function Deficits, & Anxiety</i> (co-presenter with Dr. Jill Jacobson)	May 2023 Kentlands Psychotherapy
	<i>Assessment in Private Practice</i>	April 2023 UMD College Park
Publications	Strein, W., Kuhn-McKearin, M., & Finney, M. (2014). Best practices in developing prevention strategies for school psychology practice. In A. Thomas and P. Harrison (Eds.). <i>Best Practices in School Psychology VI</i> . Bethesda, MD: National Association of School Psychologists.	
	Strein, W., & Kuhn-McKearin, M. (2013). Review of the <i>School Function Assessment</i> [test] in the F. R. Volkmar (Ed.). <i>Encyclopedia of Autism Spectrum Disorders</i> . New York: Springer.	
	Kuhn-McKearin, M., Nichols, E., Zheng, S., Chen, L., Rao, U. (2008). Adaptive stress response in depressed adolescents with continuous exposure to stress. <i>Biological Psychiatry</i> , 63: 206S.	
Symposium Presentations	Nelson, D., Kaiser, L., Kuhn-McKearin, M., O'Loughlin, J., & Verron, H. (2012). Can't do and won't do: Cases at the pre-service level. Symposium presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.	
Poster Presentations	Kuhn-McKearin, M., & Strein, W. (2014). <i>The Effects Of The Duration Of Special Education On Student's Externalizing Behavior</i> . Poster presented at the annual convention of the National Association of School Psychologists, Washington, D.C.	
	Grossman, J. A., Kuhn-McKearin, M., & Strein, W. (2011). <i>Parental expectations and academic achievement: Mediators and school effects</i> . Poster presented at the annual convention of the American Psychological Association, Washington D.C.	
	Kuhn-McKearin, M., Cuevas, K., Shafer, C., & Rovee-Collier, C. (2007). <i>The effects of noncontingent reinforcement on conditioned responding by 3-month-old infants</i> . Poster presented at the annual convention of the Eastern Psychological Association, Baltimore, MD.	
Affiliations	Maryland Psychological Association	2022-Present
	Student Member, National Association of School Psychologists	2010-2015
	Student Member, American Psychological Association	2011-2013
	Co-chair, Student Affiliates of School Psychology, University of Maryland	2012-2013
	Social Chair, Student Affiliates of School Psychology, University of Maryland	2011-2012
	Vice President for Class of 2007, Rutgers University Class Council, Rutgers University	2004-2006

