

# Jessica Stutzman, Ph.D.

## Psychology Associate

### EDUCATION

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#### **University of Maryland, College Park**

*December 2020*

Doctor of Philosophy, School Psychology

APA-Accredited, NASP-Approved

GPA: 3.95

2016 Pearson/TSP Graduate Scholarship

Dissertation: "Executive functions, effortful control, and social skills as predictors of externalizing problems in kindergarten children"

#### **University of Maryland, College Park**

*May 2015*

Master of Arts, School Psychology

NASP-Approved

Thesis: "Informant discrepancies: Understanding differences in parent and teacher ratings of children's executive functions and social skills"

#### **University of Maryland, College Park**

*June 2012*

Bachelor of Science, Psychology

Bachelor of Arts, Economics

University Honors and Gemstone Program

### EMPLOYMENT AND FIELD EXPERIENCES

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#### **Howard County Public School System (HCPSS)**

*July 2017-Present*

##### **School Psychologist**

- Conduct comprehensive psychological evaluations of students and present the results and recommendations of these assessments to the IEP team.
- Provide individual counseling and group counseling to students.
- Conduct Functional Behavioral Assessments to understand the functions of student behaviors and develop Behavior Intervention Plans to meet students' individual needs.
- Train staff to effectively implement student Behavior Intervention Plans.
- Lead team meetings involving teachers, counselors, administration, and support staff to engage in problem solving and data-based decision making.
- Consult with teachers and administration to support student's academic, behavioral, and social emotional growth.
- Provide professional development to staff on a variety of topics, including suicide prevention, trauma-informed teaching, and best practices for students with disabilities.
- Connect families with community resources to promote children's social and emotional wellness and coordinate services between school home, and outside agencies.
- Participate on the county crisis team, attend training in crisis response, and support the team in responding to a crisis.

#### **Howard County Public School System (HCPSS)**

*July 2016-June 2017*

##### **School Psychologist Intern, 1750 hours**

Supervisors: Laura Smith-Grose, Ph.D, NCSP: Pointers Run Elementary School

Rosalind Sheppard, Ph.D, NCSP: Long Reach High School

- Worked two days a week at a large, diverse high school and three days a week at a high performing elementary school with multiple programs for students with disabilities.
- Compiled and analyzed a countywide longitudinal dataset on Suicide Intervention Procedures. Prepared and

- presented a summary of results and next steps to psychologists and school counselors at each school level.
- Conducted comprehensive psychological evaluations and presented results and recommendations to the IEP team.
- Conducted Functional Behavioral Assessments and designed, implemented, and evaluated behavior plans.
- Provided individual and group counseling to students. Planned, led, and evaluated a group for students with anxiety, and co-led an elementary school group with the school counselor on social skills.
- Participated on the county crisis team, attended trainings in crisis response, and responded to crises at the elementary and high school levels throughout the school year.
- Consulted and collaborated with teachers using an Instructional Consultation framework.
- Facilitated problem solving team meetings involving counselors, administration, and support staff.
- Co-led the high school PBIS team. Planned and led events for students and staff to reward positive behaviors.
- Consulted with administration to review student data and plan for improvements to PBIS implementation.

**Anne Arundel County Public School System (AACPS)**

*August 2015-June 2016*

**Fieldwork student, 300 hours**

Supervisor: Katie Gifford, Ph.D., NCSP: Chesapeake Bay Middle School Regional ED Program

- Conducted individual counseling and crisis counseling with students in the program.
- Planned, co-led, and evaluated a 10-session counseling group based on Dialectical Behavioral Therapy (DBT) principles with 3 middle school males. Students made significant progress in their self-report of DBT skills.
- Regularly consulted and communicated with students' outside psychiatrists and therapists to provide student data, determine treatment goals, design treatment plans, and evaluate treatment effectiveness.
- Conducted comprehensive re-evaluations for students in the program identified with Emotional Disabilities, and presented the results and recommendations to the IEP team.

**Prince Georges County Public School System (PGCPS)**

*Jan. 2014 – May 2015*

**Assessment, consultation, and counseling practicum student, 400 hours**

Supervisors: Brittany Pinkney, M.A., C.A.S., NCSP: Seat Pleasant Elementary School  
Abigail Fenicle, M.A.,C.A.S., NCSP: Bond Mill Elementary School

- Conducted two initial evaluations and four re-evaluations to determine eligibility for special education services. Met with parents and teachers to assess concerns, conducted observations across multiple settings, and administered, scored, and interpreted tests. Wrote a 8-10 page assessment report for each student.
- Completed a case conceptualization, planned, and conducted 8 counseling sessions with a 1<sup>st</sup> grade student about grief. Wrote a separate letter for the student, mother, and teacher summarizing counseling goals and outcomes.
- Consulted with a 3<sup>rd</sup> grade teacher and special educator regarding a student with difficulty staying on-task. Diagnosed the problem, planned and implement an intervention for the student, collected intervention data, and evaluated intervention success. Prepared a final memorandum for consultees summarizing process and outcomes.
- Consulted with a 4<sup>th</sup> grade teacher about lack of student progress in reading. Designed and implemented an effective class-wide intervention to improve student's passion, persistence, and engagement in reading.

**Montgomery County Public Schools (MCPS)**

*Feb. 2013 – June 2013*

**Behavioral intervention and consultation practicum student, 50 hours**

Supervisor: Gabriel Bellagamba, M.A., C.A.S, NCSP: Carl Sandburg Special Learning Center

- Consulted with a Kindergarten teacher to design and implement a personalized intervention using visual supports and positive reinforcement techniques for a Kindergarten student with autism.
- Conducted multiple behavior recording sessions of the student, graphed student data, and interpreted results.
- Co-authored a 32 page report detailing the intervention, target behavior, method, results, and discussion.

**University of Maryland, College Park**

*Sep. 2014 – May 2014*

**Clinic evaluator, 300 hours**

Supervisor: Jill B. Jacobson, Ph.D., NCSP: Psychological and Educational Evaluation and Research (PEER)

- Completed intake interviews with parents and teachers and developed an assessment plan unique to each case.
- Administered, scored, and interpreted cognitive, academic, processing, and social/emotional measures.
- Wrote a 15-20 page report for each student detailing assessment results, themes, and recommendations.
- Conducted separate feedback sessions for parents and students to explain results and provide recommendations.

**University of Maryland, College Park**  
**Supervisor, EDCP618 (Helping Skills)**

*Sep. 2015 – Dec. 2015*

- Supervised two beginning counselors on undergraduate student cases using a developmental approach.
- Reviewed supervisees audio tapes of sessions and gave supervisees specific, individualized feedback.
- Planned and met individually with supervisees between sessions for seven meetings, each lasting 45-60 minutes.

## **PEER-REVIEWED PUBLICATIONS AND PRESENTATIONS**

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### **PUBLICATIONS**

Teglasi, H., **Ritzau, J.**, Sanders, C., Kim, M., & Scott, A. (2017). Explaining Discrepancies in Assessment Protocols: Trait Relevance and Functional Equivalence, *Psychological Assessment*.

### **PRESENTATIONS**

**Albrecht, J.**, Kim, M., Mulder, B., Lashley, A., Sanders, C., Berger, J., Teglasi, H., Denvir, S. & Dunheimer, T. (2016, February). *Collaboration between training programs in School Psychology and Education*. Symposium presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Kim, M., Teglasi, H., **Albrecht, J.**, Lashley, A., & Berger, J. (2016, February). *Beyond Self-Report: Teachers' Stories to Understand Stress and Coping*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Lashley, A., Teglasi, H., Kim, M., **Albrecht, J.**, & Berger, J. (2016, February). *Beyond "Please and Thank You": Cognitive-Emotional Underpinnings of Social Competence*. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Weston, L., **Albrecht, J.**, Atapattu, R., Green, M., Perlow, B., & O'Neal, C. (2015, August). *Developing a Pilot Consultation Model to Promote Grit: From Theory to Culturally Responsive Practice*. Paper session presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Finney, M. **Albrecht, J.**, Fuhrmann, A., Rietschel, C., Kim, Y., Penn, L., Pinto-Coelho, K., Silberberg, A., Truong, N., Welch, J., Weston, L., & Miller, M. (2015, August). *An Empirical Review of Gender Representation in the American Psychologist*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Rietschel, C., Fuhrmann, A., **Albrecht, J.**, Finney, M., Kim, Y., Penn, L., Pinto-Coelho, K., Silberberg, A., Truong, N., Welch, J., Weston, L., & Miller, M. (2015, August). *A Content Analysis of the American Psychologist: Implications for Advocacy and Research*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Strein, W., Dorman, S., **Albrecht, J.**, Finney, M., Weston, L., & Flook, W. (2014, February). *Integrating Research and Practice: State-University Collaborations on Policy Development*. Symposium presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Teglasi, H., Annoti, L., Sanders, C., & **Albrecht, J.** (2014, February). *Facing Reality: What to do When Informants Don't Agree*. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

## RESEARCH EXPERIENCES

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**School Psychology Doctoral Program, University of Maryland**  
**Teglasi Lab Research Team Co-Leader**

*August 2012 – Present*

- Work with a team of graduate students on two major research projects examining: a) the relationship between self-regulation and school readiness for Kindergarten children, and b) sources of stress for beginning teachers.
- Conducted a study examining the discrepancy between parent and teacher reports on measures that are commonly used by school psychologists in assessment, and wrote a 50-page thesis on the study.
- Helped to recruit schools, teachers, and parents to participate in the study.
- Administered, scored, and interpreted neuropsychological and educational tests for Kindergarten children.
- Train new team members on test administration, study procedures, and data entry.
- First authored an accepted symposium for the NASP conference on the benefits of collaboration between training programs in School Psychology and Education and how to establish these collaborations.
- Wrote and edited sections of grant submissions, proposals, and poster presentations.
- Designed and update the team website ([www.temperamentandnarrativeslab.umd.edu](http://www.temperamentandnarrativeslab.umd.edu)).

**Maryland State Department of Education**

*Jan. 2013-Nov. 2013*

Student Leader, Best Practices in School Discipline Work Group

- Conducted a literature review of school discipline for Best Practices in School Discipline.
- Co-led small group meetings and took minutes for the Research/Policy subgroup.
- Wrote summaries of discipline codes, an Annotated Bibliography, and sections of the report.

## TEACHING EXPERIENCES

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**University of Maryland School Psychology Program**

*August 2015 – May 2016*

**Teaching Assistant, EDCP738 (Practicum in Child Assessment)**

- Reviewed test protocols received from students for their cases in school practicum sites and the University clinic.
- Made corrections to the protocols and provided feedback to students on areas of strength and areas for growth.
- Assisted the instructor with updating the clinic manual, making modifications to the course, and other tasks.

**University of Maryland College of Education**

*August 2013-May 2014*

**Course Instructor, EDCP310 (Peer Counseling Theory and Skills)**

- Designed the course structure and format, the course syllabus, and all course materials.
- Communicated with students and provided feedback on papers, assignments, and counseling sessions.
- Received positive feedback from students on course delivery and content, and an overall evaluation rating from students above the average college course rating on all measures.

**University of Maryland, College Park Department of Psychology**

*August 2011-Dec. 2011*

**Teaching Assistant, PSYC 433 (Helping Skills)**

- Taught the lab section of the Helping Skills course to ten students and graded course assignments.

**University of Maryland Gemstone Program**

*Sep. 2009-Dec. 2009*

**Section Leader, GEMS100 (Introduction to Gemstone)**

- Taught an introductory course to the University of Maryland and the Gemstone program to thirteen freshman.

## RELEVANT WORK AND VOLUNTEER EXPERIENCE

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### Testing Office, University of Maryland Graduate Assistant

*June 2014 – June 2016*

- Administered and scored psychological, vocational and educational tests.
- Scheduled, proctored, and billed paper and computer based exams for test takers in the Washington DC region.
- Created training manual and trained new staff on office policies, procedures, and responsibilities.

### Fairland Sports and Aquatics Center Sports and Gym Camp Director

*June 2012 – August 2012*

- Directed eight sessions of camp for children 6-9 years old. Maintained paperwork for all campers and counselors.
- Created the schedule for all camp counselors and support staff, and trained all staff.
- Planned and led field trips, specialized activities, and the daily schedule at camp.

### Leadership and Community Service Learning Office, University of Maryland TerpCorps Coordinator

*June 2011 – May 2012*

- Planned and led meaningful community service activities and events for UMD students.

### America Reads, America Counts (AR\*AC), University of Maryland Team Leader

*Aug. 2009 – May 2011*

- Trained and supervised mentors in the America Reads program at Mt. Rainier Elementary.
- Tutored struggling readers in first and second grade twice a week using a structured, evidence-based reading intervention, evaluated student progress, and communicated outcomes with the school reading specialist.

## MEMBERSHIPS AND COMMITTEES

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National Association for School Psychologists (NASP)	<i>2017-2024</i>
Howard County Public Schools Cluster Crisis Team	<i>2022-2024</i>
Howard County Public Schools Testing Committee	<i>2017-2024</i>
Student Member, American Psychological Association (APA)	<i>2012-2017</i>