



Duties: Conducted comprehensive psychological (including cognitive, developmental, educational, and behavioral assessments) evaluations with children and adolescents; conducted autism evaluations, including learning to administer the Autism Diagnostic Observation Schedule (ADOS; Modules 1-3), and the Autism Diagnostic Interview (ADI-R) for pre-school and school-aged children and adolescents; composed integrated reports for each of the above-mentioned evaluations; conducted neurobehavioral intakes and provided consultation services to adults with spinal cord injuries in an inpatient setting; provided outpatient therapy to adolescents and families using empirically supported interventions; attended staffing meetings to discuss evaluation results across multiple disciplines for clients and formulated recommendations based on a collection of the findings; attended didactic seminars and lectures on a weekly basis.

Supervisors: Kristy Domnanovich, Ph.D.; John Houser, Ph.D.; Casey Azuero, Ph.D., MPH; Sarah O’Kelley, Ph.D.; Daniel Marullo, Ph.D.; Aaron Fobian, Ph.D.; and Natalie Krenz, Ph.D.

August 2016 –  
December 2016

**Graduate Teaching Assistant**, Psychological Assessment I, The University of Alabama, Tuscaloosa, Alabama

Duties: Provided direct supervision to first-year clinical psychology students as they learned various psychological assessments; conducted checkouts with graduate students to ensure proper administration of psychological assessments; provided corrective feedback about psychological reports to students.

Supervisor: Jennifer Cox, Ph.D.

June 2016 – December  
2016

**Graduate Clinician**, Children’s Hospital of Alabama, Birmingham, Alabama

Duties: Conducted thorough neuropsychological evaluations with outpatient clients between the ages of 8 and 19 referred to the clinic for assessments either during or after treatment in the pediatric oncology and hematology department. Evaluations typically consisted of a cognitive test, achievement test, a variety of neuropsychology assessments, behavioral rating scales, and parent interviews.

Supervisor: Avi Madan-Swain, Ph.D.

January 2016 – July  
2016

**Graduate Clinician**, Child Anxiety Clinic, The University of Alabama, Tuscaloosa, Alabama

Duties: Conducted individual therapy sessions with children experiencing anxiety symptoms using a manualized treatment approach; conducted assessments with each family to assess anxiety symptoms; attended weekly team supervision meetings.

Supervisor: Matthew Jarrett, Ph.D.

August 2014 –  
December 2016

**Advanced Child Practicum**, The University of Alabama, Tuscaloosa, Alabama

Duties: Conducted individual therapy sessions with children and families from diverse backgrounds experiencing varying clinical problems. Carried between 1-3 clients at a time; completed progress notes; attended didactic meetings (1<sup>st</sup> year only); and attended weekly group supervision meetings.

Supervisors: Matthew Jarrett, Ph.D. and Randall Salekin, Ph.D.

January 2016 - June  
2016

**Graduate Clinician**, The University of Alabama ASD Clinic, Tuscaloosa, Alabama

Duties: Conducted thorough evaluations with clients between the ages of 4 and 18 referred to the clinic for ASD assessments. Evaluations typically consisted of cognitive testing, achievement testing, behavioral rating scales, ASD symptom rating scales, and a clinical interview with parents. Worked with an interdisciplinary team including a speech language pathologist, pediatrician, and psychologist to determine diagnoses.

Supervisor: Sarah Ryan, Ph.D.

August 2015 - May  
2016

**Peer Consultant for Advanced Child Practicum**, The University of Alabama, Tuscaloosa, Alabama

Duties: Consultant for one third-year clinical Ph.D. student as she completed her first year of Advanced Child Practicum. Supervised student as she implemented cognitive-behavioral and other psychological approaches in therapy.

Supervisor: Matthew Jarrett, Ph.D.

June 2015 - August  
2016

**Graduate Clinician**, Moderate Residential Treatment Program, Brewer-Porch Children's Center, Tuscaloosa, Alabama

Duties: Provided individual and group therapy for clients in a residential setting for periods of time between 3 months and 15 months; worked with program coordinator to implement behavioral interventions in public school settings and residential treatment setting with group of 10 partial-residential treatment clients between the age of 6 and 18, who are often stepping down from more-restrictive placements; met with interdisciplinary treatment team consisting of social workers, mental health workers, a psychologist, and an education specialist to assess holistic treatment of children; provided case management for 3 partial-residential clients between the ages of 11 and 17.

Supervisor: Ross Grimes, Ph.D.

- October 2014 - May 2014      **Graduate Clinician**, Disruptive Behavior Clinic, The University of Alabama, Tuscaloosa, Alabama  
Duties: Conducted a manualized treatment protocol, *Positive Psychology Intervention for Conduct-Problem Youth*, in individual therapy with court-referred and community-referred children and adolescents exhibiting significant disruptive behaviors; administered pre-, mid-, and post-treatment assessments in addition to weekly rating scales.  
Supervisor: Randall Salekin, Ph.D.
- August 2014 - August 2015      **Psychology Intern**, ADHD Clinic, University Medical Center, Tuscaloosa, Alabama  
Duties: Evaluated child outpatients from the region referred by primary care physicians, schools, and parents for symptoms of disruptive behavior, inattention, and poor school performance; conducted extensive clinical interviews with parents of clinic referrals and cognitive and achievement screeners with referred clients; integrated results of parent and teacher behavior rating forms, cognitive and achievement test results, and clinical interview into reports; consulted with pediatricians and conducted feedback sessions with parents in conjunction with the pediatricians.  
Supervisors: Matthew Jarrett, Ph.D., and Randall Salekin, Ph.D.
- May 2014 - May 2015      **Graduate Clinician**, Short-Term Treatment and Evaluation Program, Brewer-Porch Children’s Center, Tuscaloosa, Alabama  
Duties: Conducted evaluations, individual therapy, and group therapy with clients in a residential treatment setting. This program serves 10 children, ages 6 through 12, for 60 to 90 days who are often at risk of disrupting less-restrictive placements or who have required multiple hospitalizations. Evaluations typically consisted of an intelligence test, achievement test, behavioral rating scale, ADHD rating scale, and occasionally projective assessments. Met with interdisciplinary team consisting of a psychiatrist, nurse, social workers, and special education teacher to discuss clients’ symptomatology and progress.  
Supervisor: Ross Grimes, Ph.D.
- August 2013 - August 2014      **Basic Therapy Practicum**, Psychology Clinic, The University of Alabama, Tuscaloosa, Alabama  
Duties: Conducted intakes and individual therapy with adults and children from diverse backgrounds. Carried about 3 therapy clients at a time; completed progress notes; attended weekly individual and group supervision meetings.  
Supervisors: Karen Salekin, Ph.D., Randall Salekin, Ph.D., Jennifer Gardner, Ph.D.

May 2013 - August  
2014

**Graduate Clinician**, ASD College Transition and Support Program, The University of Alabama, Tuscaloosa, Alabama

Duties: Provided therapeutic services, academic skills mentoring, and social skills mentoring to three college-age clients with ASD diagnoses; led biweekly group therapy sessions focused on social skills, academic skills, and basic living skills with 6 college-age clients with ASD diagnoses.

Supervisor: Sarah Ryan, Ph.D.

## **RESEARCH EXPERIENCE**

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2012 - 2017 **Graduate Research Assistant**, The University of Alabama ADHD and Anxiety Lab, Tuscaloosa, Alabama

Duties: Data entry for various projects; conducted EEG with participants; conducted various neuropsychology and executive functioning tasks with participants; conducted interviews with parents of children with ADHD; responsible for participant screening and recruitment through participant pool website; trained undergraduate students on EEG techniques and data entry.

Supervisor: Matthew Jarrett, Ph.D.

## **PEER-REVIEWED PUBLICATIONS**

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Jarrett, M. A., Gable, P. A., Rondon, A.T., Neal, L. B., **Price, H. R.**, & Hilton, D. C. (2017). An EEG study of children with and without ADHD: Between-group differences and associations with sluggish cognitive tempo symptoms. *Journal of Attention Disorders*. Advanced online publication. doi: 10.1177/10.1177/1087054717723986.

Faught, G. G., Conners, F. A., Barber, A. B., & **Price, H. R.** (2016). Addressing phonological memory in language therapy with clients who have Down syndrome: Perspectives of speech-language pathologists. *International Journal of Language & Communication Disorders*. Advance online publication. doi: 10.1111/1460-6984.12241.

Jarrett, M. A., Black, A. K., **Rappport, H. F.**, Grills-Taquechel, A. E., & Ollendick, T. H. (2015). Generalized anxiety disorder in younger and older children: Implications for learning and school functioning. *Journal of Child and Family Studies*, 24, 992-1003. doi: 10.1007/s10826-014-9910-y.

Jarrett, M. A., **Rappport, H. F.**, Rondon, A. T., & Becker, S. P. (2014). ADHD dimensions and sluggish cognitive tempo symptoms in relation to self-report and laboratory measures of neuropsychological functioning in college students. *Journal of Attention Disorders*. Advance online publication. doi: 10.1177/1087054714560821.

Reid, A. K, **Rappport, H. F.**, & Le, T. A. (2013). Why don't guiding cues always guide in behavior chains? *Learning & Behavior*, 41(4), 402-413. doi: 10.3758/s13420-013-0115-9.

## **RESEARCH PRESENTATIONS**

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**Price, H. R.**, Rondon, A. T., Hilton, D. C., & Jarrett, M. A. (2016, October). *Relationships among ADHD*

*symptoms, SCT symptoms, and executive functioning: The moderating role of anxiety.* Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Hilton, D. C., **Price, H. R.**, Rondon, A. T., & Jarrett, M. A. (2016, October). *Mindfulness meditation for college students with ADHD: Effects on core ADHD symptomatology and sluggish cognitive tempo symptoms.* Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Rondon, A. T., **Price, H. R.**, Hilton, D. C., & Jarrett, M. A. (2016, October). *Predicting impairment in college students from attention-deficit/hyperactivity disorder symptoms, anxiety symptoms, and sluggish cognitive tempo symptoms.* Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Rondon, A. T., **Price, H. R.**, Hilton, D. C., & Jarrett, M. A. (2016, October). *An EEG study of children with and without ADHD: Between group differences and associations with sluggish cognitive tempo (SCT) symptoms.* Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

**Rappport, H. F.**, Jarrett, M. A., & Rondon, A. T. (2014, November). *Attentional biases in college-age adults with spider fears.* Poster presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Rondon, A. T., **Rappport, H. F.**, Jarrett, M. A. & Ollendick, T.H. (2014, May). *Sluggish cognitive tempo and Attention-deficit/hyperactivity disorder in youth.* Poster presented at the Association for Psychological Science Annual Conference, San Francisco, CA.

**Rappport, H. F.** & Jarrett, M. A. (2013, November). *Relationships among ADHD symptom domains and executive functioning deficits.* Poster presented at the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.

Jarrett, M. A., & **Rappport, H. F.** (2013, November). *ADHD symptoms, anxiety symptoms, and their interactive effects on functioning in a college-aged sample.* Symposium presented at the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.

Jarrett, M. A., & **Rappport, H. F.** (2013, November). *Relationships between ADHD symptom domains and executive functioning: Unique associations with sluggish cognitive tempo (SCT).* Symposium presented at the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.

Faught, E. G., Conners, F., **Rappport, H. F.**, & Steele, S.M. (2013, March). *How speech-language pathologists address phonological memory in Down syndrome.* Poster presented at the Gatlinburg Conference, San Antonio, TX.

**Rappport, H. F.** & Jarrett, M. A. (2013, January). *Relationships among ADHD symptom domains and executive functioning deficits.* Poster presented at the annual University of Alabama ADHD Conference and Symposium, Tuscaloosa, AL.

**Rapport, H. F.** & Jarrett, M. A. (2013, January). *Relationships among ADHD symptom domains and executive functioning deficits*. Poster presented at the annual University of Alabama Graduate Student Psychology Symposium, Tuscaloosa, AL.

Jarrett, M. A., Wolff, J. C., David, T. E., Cowart, M. J., Ollendick, T. H., & **Rapport, H. F.** (2013, January). *Characteristics of children with ADHD and comorbid anxiety*. Poster presented at the annual University of Alabama ADHD Conference and Symposium, Tuscaloosa, AL.

Reid, A. K., **Rapport, H. F.**, & Le, T. A. (2012, May). *Why don't guiding cues always guide?* Poster presented at the annual meeting of the Society for the Quantitative Analyses of Behavior, Seattle, WA.

**Rapport, H. F.**, Le, T. A., & Reid, A.K. (2011, May). *Guided skill learning in rats is governed by simultaneous feature-positive bias*. Paper presented at the Association of Behavioral Analysis International, Denver, CO.

**Rapport, H. F.**, Le, T. A., & Reid, A. K. (2011, March). *What makes some cues more effective than others in skill learning?* Poster presented at the annual International Conference on Comparative Cognition, Melbourne Beach, FL.

**Rapport, H. F.**, Le, T. A., & Reid, A. K. (2010, November). *Guided skill learning in rats is governed by simultaneous feature-positive bias*. Poster presented at the annual Southeastern Association of Behavior Analysis, Asheville, NC.

## INVITED TALKS

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**Price, H.R.** (2022, November). *Anxiety in Children*. Presentation given for parent learning series at Advent Episcopal School in Birmingham, Alabama.

**Price, H.R. and Fiveash, L.** (2022, July). *Dyslexia and Comorbidities*. Presentation given for American Speech-Language-Hearing Association of Alabama annual conference. Birmingham, Alabama.

**Price, H.R.** (2019, October). *Specific Learning Disorder Diagnosis and Considerations*. Presentation given as professional development workshop for the Spring Valley School, Birmingham, Alabama.

**Price, H.R.** (2020, October). *Anxiety in Children*. Presentation given for parents at school open house at Bluff Park Elementary School, Hoover, Alabama.

**Price, H.R.** (2019, November). *ADHD and Executive Functioning*. Presentation given for parent learning series at Brock's Gap Intermediate School, Hoover, Alabama.

**Price, H.R.** (2019, October). *Anxiety in Adolescents*. Presentation given for parent learning series at Brock's Gap Intermediate School, Hoover, Alabama.

**Price, H.R.** (2019, September). *ASD in the Classroom*. Presentation given for professional development series at the Spring Valley School, Birmingham, Alabama.

**Price, H.R.** (2018, May). *Trauma-Informed Care*. Lecture given as part of the Core Lecture Series given at the UAB Civitan-Sparks Clinics, Birmingham, Alabama.

**Price, H. R.** (2016, March). *Applying to graduate school with a liberal arts background*. Lecture given at Wofford College, Spartanburg, South Carolina.

**Price, H. R.** (2016, March). *Working with disruptive youth in the community and school setting*. Lecture given at Tuscaloosa Police Department Juvenile Division Training, Tuscaloosa, Alabama.

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