

Rachel Hodas, PhD

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Education

Doctor of Philosophy Temple University School Psychology Department Psychological Studies in Education NASP-approved APA-accredited Advisor: Erin Rotheram-Fuller, Ph.D. GPA: 4.0	2016
Master of Education Temple University School Psychology Department of Psychological Studies in Education GPA: 4.0	2011
Bachelor of Arts <i>Magna Cum Laude</i> University of Pennsylvania Major: Psychology Minor: Elementary Urban Education GPA: 3.68	2010

Credentials

Nationally Certified School Psychologist (NCSP) National Association of School Psychologists	2015 - current
Pennsylvania Licensed Psychologist Pennsylvania State Board of Psychology	2017 - current
Pennsylvania Certified School Psychologist Pennsylvania Department of Education (<i>Currently in “Voluntary Inactive Status” until needed for employment</i>)	2015 - 2018
Psychology Interjurisdictional Compact (PSYPACT) PSYPACT Commission	2021 - current

Certificates & Trainings

Racial Literacy Institute Lion’s Story University of Pennsylvania	2023
SEED The National SEED Project	2022-2023
Diversity and Inclusion Certificate Cornell University	2021
Race Institute for Educators Workshop iChange Collaborative	2021
Beck Institute CBT Graduate Student Workshop Beck Institute	2014
Teaching in Higher Education Certification Program Temple University	2014

Trauma-Focused Cognitive-Behavioral Therapy | The Medical
University of South Carolina

2012

Professional Experiences

Director of Student Services & School Psychologist | 2022 - current
Germantown Friends School

- Manage, supervise, and lead a team of counselors, learning specialists, and nurses that serve a preschool through high school community
- Collaborate with parents, teachers, and administrators to ensure that students' individual needs are being met at school through Learning Plans
- Facilitate school-wide responses to crises that impact the school community by collaborating and problem-solving with school leadership, sharing out best practices with families, creating space for student voices to be heard in school, and troubleshooting strategies with teachers
- Provide ongoing and as-needed counseling services to students to support their mental health needs in school

Psychologist | Hodas Psychological Services LLC (Private Practice) 2016 - current

- Provide executive functioning coaching, counseling services, psychoeducational assessments, and trainings through my own private practice and fee-for-service for other professionals' practices

Founding School Psychologist | Cristo Rey Philadelphia High School 2015 - 2021

- Provided ongoing counseling and crisis response to students
- Developed, implemented, and monitored a school-wide Executive Functioning support program to address students' needs across varying levels of need
- Established an accommodations and supports procedure to aide students with special needs
- Led the administrative team through ongoing data-driven inquiry to address students needs and consider revising academic, behavioral, and administrative policies
- Engaged in ongoing teacher consultation to support students within their classes
- Promoted a data-driven culture by making data accessible, tangible, and outcome-focused
- Oversaw a \$75,000 grant to improve student persistence
- Taught a social-emotional counseling curriculum
- Supervised a diverse team of school psychology practicum students, school counseling interns, and Academic Support employees and volunteers

- Provided trainings and professional development for colleagues, volunteers, and supervisees

Adjunct Associate Professor | Temple University

2011 - current

- Teach graduate and undergraduate-level classes in the School Psychology and Counseling Psychology departments on topics related to: Cognitive assessment, counseling techniques, trauma, ethics and law, and adolescent development

Doctoral Intern | Collingswood Public Schools

2014-2015

- Provided ongoing counseling services to students in the elementary, middle, and high schools
- Consulted with elementary school teachers to address behavior concerns in their classrooms
- Provided weekly character education training to each grade-level in the elementary school
- Conducted psychoeducational testing with elementary, middle, and high school students to determine eligibility for special education services
- Conducted Functional Behavioral Assessments (FBAs) to identify the function of students' disruptive behaviors in school
- Attended and led Individualized Education Plan (IEP) meetings with teachers, parents, and administrators

Program Manager | Achieving in Higher Education (AHEADD)
Autism & Education Research Institute Behavioral Health Services

2013 - 2015

- Supported undergraduate students diagnosed with disabilities to meet their short-term and long-term academic, social, and functional goals
- Supervised undergraduate peer mentors, provided training and supervision to other AHEADD Program Managers, and managed the organization's blog and social media to educate the wider community

Assessor | Center of Autism Research | Children's Hospital of Pennsylvania

2013 - 2014,
2011

- Collected school-based data (classroom observations, structured playground observations, and cognitive assessment) to evaluate the effectiveness of an Autistic Support classroom curriculum piloted in the School District of Philadelphia

Group Facilitator & Research Coordinator | Positive Psychology Center | University of Pennsylvania | Swarthmore College Department of Psychology

2012 - 2013,
2009 - 2010

Rachel Hodas, PhD
School Psychologist

- Conducted school-based counseling groups using a modified version of the Penn Resiliency Program, curriculum designed to prevent depression in pre-adolescent girls
- Engaged in research responsibilities to evaluate the effectiveness of the program, including engaging schools for participation, organizing submissions to the Institutional Review Board, and recruiting and onboarding participants

Academic Interventionist | Student-Athlete Academic Advising & Support Center | Temple University

2013

- Provided executive functioning and academic support to Temple student athletes identified with disabilities

Volunteer | Penn Center for Youth and Family Trauma Response & Recovery | University of Pennsylvania's Department of Psychiatry

2012

- Attended weekly clinical rounds and supervision led by Dr. Steve Berkowitz, MD for clinicians providing home-based and outpatient trauma-focused services
- Provided consultation and training to clinicians regarding school-based assessment, policy, and legal practices
- Abstracted clinical data for program evaluation

Assessor | Aaron T. Beck Psychopathology Research Center

2008 - 2011

- Administered clinical interviews and computerized neurocognitive assessments to adult clients with schizophrenia or recent suicide attempts
- Performed administrative duties including taking notes during Dr. Beck's group supervision with post-doctoral clinicians, proofed articles, presentations, and books before submission, organized IRB submissions, conducted literature reviews, reviewed therapy session recordings, and cleaned project data

Consultant | Millville School District

2010 - 2011

- Helped the elementary schools within the district implement two academic and behavioral school-wide interventions (Response to Intervention and School-Wide Positive Behavior Supports)
- Trained teachers and administrators in data-based decision-making to guide intervention approaches and progress monitoring

Higher Education Teaching Experience

Advanced Counseling Techniques Counseling Psychology Department Temple University Level: Graduate (M.Ed.)	Spring 2021 Fall 2020
Trauma & Stress in Children Cross-Disciplinary Course within the College of Education Temple University Level: Graduate (M.Ed., Ed.S., & Ph.D.)	Spring 2021 Spring 2020
Legal & Ethical Issues in Counseling Psychology Counseling Psychology Department Temple University Level: Graduate (M.Ed.)	Spring 2019
Advanced Cognitive Assessment School Psychology Department Temple University Level: Graduate (Ph.D. & Ed.S)	Spring 2017 Spring 2018 Summer 2019
Introduction to Cognitive Assessment School Psychology Department Temple University Level: Graduate (Ph.D. & Ed.S)	Fall 2016 Fall 2017 Fall 2018 Fall 2019
Applied Behavioral Analysis Practicum Mary Lou Fulton Teachers College Arizona State University Level: Graduate (online Master's)	Spring 2018
Psychology of Individual Differences & Special Needs College of Online and Continuing Education, Southern New Hampshire University Level: Undergraduate (online Bachelor's)	Spring 2018 Summer 2018
Consultation Frameworks and Issues Mary Lou Fulton Teachers College Arizona State University Level: Graduate (online Master's)	Summer 2014 Summer 2015 Summer 2016 Summer 2018
Reading & Communication Strategies for Individuals with Autism Mary Lou Fulton Teachers College Arizona State University Level: Graduate (online Master's)	Spring 2014 Spring 2015

Tweens & Teens

Curriculum, Instruction, and Technology in Education Department |
Temple University
Level: Undergraduate

Fall 2011
Spring 2012
Fall 2012
Spring 2013
Fall 2013
Spring 2014
Fall 2014

Papers, Publications, Trainings, & Presentations

Hodas, R. (2022, February). Trauma & EF skills: Intervention considerations within an MTSS framework. Mini skills workshop accepted for the National Association of School Psychologists Convention, Boston, MA. (Presentation not presented because of COVID-19)

Davis, M., **Hodas, R.**, Rodriguez, E., & Schwartz, S. (2022, February). EF coaching during distance learning: A program review. Paper accepted for the National Association of School Psychologists Convention, Boston, MA. (Paper not presented because of COVID-19)

Dodderidge, L., Edelson, S., Jimenez, F., & **Hodas, R.** (2022, February). Online learning, offline students: Technology and academic performance during COVID-19. Poster accepted for the National Association of School Psychologists Convention, Boston, MA. (Poster not presented because of COVID-19)

Hodas, R. (2021, May). The impact of trauma on executive functioning skills: Implications for assessment and intervention. Presented at the Immaculata Consortium Professional Development, presented virtually.

Hodas, R. (2021, January). Creating inclusive virtual learning communities through interactive engagement tools. Presented at the Temple University Center for the Advancement of Teaching's Annual Faculty Conference on Teaching Excellence, Philadelphia, PA.

Hodas, R. & Dodderidge, L. (2020, February). Implementing a multi-tiered high school executive functioning program. Mini skills workshop presented at the National Association of School Psychologists Convention, Baltimore, MD.

Hodas, R., Dodderidge, L., & Jimenez, F. (2020, February). Making data approachable: Strategies to promote using data in schools. Practitioners conversation presented at the National Association of School Psychologists Convention, Baltimore, MD.

Dodderidge, L., Jimenez, F., **Hodas, R.**, & Edelson, S. (2020, February). An examination of two high school credit recovery programs. Paper presented at the National Association of School Psychologists Convention, Baltimore, MD.

- Hodas, R.** (2020, January). Formative feedback: Using google forms for real-time student input. Lightning presentation presented at the Temple University Center for the Advancement of Teaching's Annual Faculty Conference on Teaching Excellence, Philadelphia, PA.
- Hodas, R.** (2019, November). Overview of intelligence testing theories & administration procedures for the KBIT-2. Training presented to researchers from the Public Health Management Corporation, Philadelphia, PA.
- Hodas, R.** (2019, July). An overview of Cristo Rey Philadelphia's school-wide academic Support program. Training presented at the Cristo Rey Network Summer Training for the Student Success Grant, Chicago, IL.
- Hodas, R.,** Edelson, S., & Dodderidge, L. (2019, February). Evaluating the effectiveness of a school-based executive functioning program. Poster presented at the National Association of School Psychologists Convention, Atlanta, GA.
- Hodas, R.,** Edelson, S., & Dodderidge, L. (2019, February). Predicting persistence: Identifying early indicators of high school academic success. Poster presented at the National Association of School Psychologists Convention, Atlanta, GA.
- Hodas, R.,** Edelson, S., & Dodderidge, L. (2018, March). The relationship between executive functioning and academics among high school students. Poster presented at the Eastern Psychological Association Annual Meeting, Philadelphia, PA.
- Hodas, R.,** & Edelson, S. (2018, February). A comparison of two executive functioning programs for high schoolers. Paper presented at the National Association of School Psychologists Convention, Chicago, IL.
- Hodas, R.,** & Edelson, S. (2018, February). Supporting struggling high schoolers: A school-based executive functioning program. Poster presented at the National Association of School Psychologists Convention, Chicago, IL.
- Hodas, R.,** & Plescia, J. (2016, February). The relationship between students' social-emotional strengths & academic performance. Poster presented at the National Association of School Psychologists Convention, New Orleans, LA.
- Rotheram-Fuller, E., & **Hodas, R.** (2015). Using CBT to assist children with Autism Spectrum Disorders in the school setting. In Flanagan, R., Levine, E., & Allen, K. (Eds.). *Cognitive and behavioral interventions in the schools*. New York, NY: Springer.
- Hodas, R.,** & Rotheram-Fuller, E. (2014, November). Evaluating CBT for students with Autism Spectrum Disorder. Poster presented at the Association for Behavioral and Cognitive Therapies Convention, Philadelphia, PA.

- Hodas, R.,** Rosen, P., & Rotheram-Fuller, E. (2014, August). Mental health and academic performance in middle school girls. Poster presented at the American Psychological Association Convention, Washington, DC.
- Hodas, R.,** Farley, F., & Jarock, N. (2014, August). Implications of the DSM-5 for college students with Asperger's Syndrome. Poster presented at the American Psychological Association Convention, Washington, DC.
- Hodas, R.,** & Jarock, N. (2014, July). AHEADD curriculum: Preparing for the unexpected in college for youth with Autism. Presented at the Community on Secondary Transitions Conference, State College, PA.
- Hodas, R.** (2014, April 8). A strengths-based approach to Autism in the workplace. Retrieved from <http://aheadd.blogspot.com/2014/04/a-strengths-based-approach-to-autism-in.html>
- Hodas, R.,** Rotheram-Fuller, E., Velez, C., & Gillham, J. (2014, February). Mental health and academic performance: A study of adolescent girls. Paper presented at the National Association of School Psychologists Convention, Washington, DC.
- Paulus, S., **Hodas, R.,** & Rotheram-Fuller, E. (2014, February). Adolescent girls' body image concerns and their mental health correlates. Poster presented at the National Association of School Psychologists Convention, Washington, DC.
- Hodas, R.** (2013, December 13). Diagnosed with Asperger's? Not anymore: Part 1 of a series on the DSM-5. Retrieved from <http://aheadd.blogspot.com/2013/12/diagnosed-with-aspergers-not-anymore.html>
- Hodas, R.,** Gillham, J., & Rotheram-Fuller, E. (2012, August). An examination of the academic benefits of a girls' counseling program: The Girls in Transition Program. Poster presented at the American Psychological Association Convention, Orlando, FL.
- Rotheram-Fuller, E., Seiple, D., Kim, M., & **Hodas, R.** (2012, February). Effectiveness of a school-based counseling program for inner-city students. Poster presented at the National Association for School Psychologists Convention, Philadelphia, PA.
- Hodas, R.** (2010, April). The pressures of perfection: A qualitative analysis of affluent teens' concerns. Poster presented at the Annual Philadelphia Area Psi Chi Research Day, Philadelphia, PA.
- Grant, P. M., & Beck, A. T. (2010). Asocial beliefs as predictors of asocial behavior in schizophrenia. *Psychiatry Research*, 177, 65-70. Not cited but recognized in the acknowledgements.

Media Appearances

Williams, Austin. (2017, April 27). Where Mr. Porter went wrong in '13 Reasons Why'. *Vice*. Retrieved from https://tonic.vice.com/en_us/article/where-mr-porter-went-wrong-in-13-reasons-why

McCorry, Kevin. (2016, May 4). In Philadelphia, school counselors take on at-home trauma in the classroom. *WHYY's Newsworks*. Retrieved from <http://www.newsworks.org/index.php/local/the-pulse/93331-school-counselors-take-on-at-home-trauma-in-the-classroom>

Leadership Positions

NASP Positive Psychology Interest Group Co-Chair	2014 - 2016
PhilaSoup Committee Chair & Board Member	2014 - 2017
PhillyEducation Board Prep Committee Member	2014
Penn Education Society Board Member & Co-Founder	2009 - 2010
Psi Chi Co-President & Secretary	2009 - 2010

Honors & Awards

Billy Penn's Who's Next: Teachers & Education Leaders	2015
University of Pennsylvania Dean's List	2009 - 2010
	2006 - 2007

Professional Affiliations

Association of School Psychologists of Pennsylvania
National Association of School Psychologists
Pennsylvania Psychological Association
Psi Chi Honors Society
Specialist of Schools