

## RACHEL KEHRT HAMMOND

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### EDUCATION

May 2009	Ph.D. in School Psychology	University of Kentucky Lexington, Kentucky
May 2001	Ed.S. in School Psychology	University of Kentucky Lexington, Kentucky
July 1999	M.S. in Education	University of Kentucky Lexington, Kentucky
June 1997	B.S. in Psychology	Centre College Danville, Kentucky
Fall 1995		Centre in Strasbourg Strasbourg, France

### PROFESSIONAL EXPERIENCE

Clinical Associate Professor, University of Kentucky, Lexington, KY

Professor for graduate level school psychology courses including Psychoeducational Assessment, Diagnostic Classification in School Psychology, Practicum in School Psychology, Internship in School Psychology, Advanced Practicum in School Psychology, and Independent study. Serve as the Lead advisor for all Ed.S. students in the program. Assist with students in internship process through advising and on-going support in obtaining internships. Supervise advanced practicum students in developing and implementing social skills groups with a focus on generalization and collaboration with families and teachers. Supervise advanced practicum students in psychoeducational assessment evaluations across various areas of concern in learning and mental health. Coordinate and lead the Student Senate, a collaborative group of students and faculty. Provide on-going support and consultation to students during their field experiences, including weekly group meetings and discussions, individual meetings, site visits, and review of course requirements and documentation. Direct specific activities and research related to field activities. Communicate with on-site supervisors for both practicum and internship students and provide instruction and support as required. Conduct perspective student interviews and serve on review committee. Develop intervention report for students to use integrating technology and existing data to make appropriate recommendations and

treatment plans. Integrate into the professional community as a Clinical Associate Professor via school supports and consultation.

August 2014 to Present, Supervisor, Jonathan Campbell, Ph.D., School Psychology Program Chair

Lecturer, University of Kentucky, Lexington, Kentucky

Instructor for graduate level school psychology courses including Cognitive Assessment, Psychoeducational Assessment, Diagnostic Classification in School Psychology, Practicum in School Psychology, Internship in School Psychology, Psychoeducational Interventions, and an Independent Study, as well as a Distance Learning course for the Early Childhood program, Child Development. Served as the advisor for all students in the Ed.S. program. Increased communication and collaboration with students in developing internship guide and processes. Conducted alumni survey to assist with program objectives and goals. Supervised teaching assistant for assessment course. Instructed in specific principles related to assessment practices and train students on assessment measures. Directed students in developing interventions and support structures for children and adolescents utilizing the social justice and whole child approach. Guided students in problem-solving approaches in case studies for diagnostic, child development, and educational eligibility. Provided on-going support and consultation to students during their field experiences, including weekly group meetings and discussions, individual meetings, site visits, and review of course requirements and documentation. Directed specific activities and research related to field activities. Communicated with on-site supervisors for both practicum and internship students and provide instruction and support as required. Conducted perspective student interviews and serve on review committee. Developed intervention report for students to use integrating technology and existing data to make appropriate recommendations and treatment plans. Integrated into the professional community as a School Psychology Lecturer via school supports and consultation.

August 2010-August 2014; Supervisor, Jonathan Campbell, Ph.D., School Psychology Program Chair

School Psychologist, West Point Independent Schools, West Point Kentucky

Independent Contractor for completion of initial and re-evaluation evaluations for students preschool through eighth grade across areas such as ADHD, autism, and learning disabilities. Consultation on Response to Intervention processes for the district, as well as individual student data. Consultation on individual and group interventions and instruction.

August 2011-present; Supervisor, Dr. Pam Stephens, Special Education Director

Low Incidence Consultant/School Psychologist, Oldham County Schools, Buckner, Kentucky

Provided consultation and support to teachers of students in preschool to high school, including behavior, communication, social/emotional functioning, data collection and Individual Education Plan development. Conducted district wide and individual trainings for teachers of low incidence students, specifically in the areas of programming, intervention strategies, specific methodologies, and family supports. Led seven school psychologists in low incidence assessment cases through administering measures such as the Autism Diagnostic Observation Schedule, parent interviews, cognitive assessment, file review, and observations. Developed an autism assessment guide to assist school psychologists' with evaluations. Facilitated long term

planning sessions for families. Developed a structured Community Based Instruction program and currently review implementation through a program manual, training, and direct feedback for teachers. Assisted in material, functional life skill needs, and equipment necessary to start up new classrooms. Developed and facilitate district wide training, support, and communication with the state regarding Alternate Assessment. Develop and lead Professional Learning Community teachers in planning and sharing of interventions and supports for students. July 2004-July 2010; Supervisor(s): Teresa Ray & Melissa Abernathy, Special Education Directors

Pre-doctoral Internship, Shelby County Schools, Shelbyville, Kentucky

Conducted full psychoeducational assessments for suspected autism/English language learners, and behavior disorders. Consulted with several teachers regarding intervention strategies for individuals on the autism spectrum and provided in-depth consultation reports. Oversaw and assisted in facilitating several transition plans. Conducted a survey and summary report of autism programming in the district and presented it to the director of special education and the school psychology team. Observed my supervisor interviewing students with emotional and behavioral issues. Researched and reviewed numerous topics with my supervisor including Tourette's Disorder, Anxiety Disorder, and Obsessive Compulsive Disorder. August 2005-June 2006; Supervisor: Pam Andrews, Ph.D.

School Psychologist, Fayette County Schools, Lexington, KY

Responsible for two elementary schools. Conducted psychoeducational assessments and reports for children ages 3 to 18. Administered cognitive and developmental measures, structured and semi-structured interviews, semi-structured observation schedules, and social ratings and measures. Utilized DSM-IV for diagnosis of Autism, ADHD, and Depression. Conducted and coordinated functional behavior assessments and developed individualized behavior plans. Consulted and helped staff members develop specific interventions for students having difficulties with academics, social competence, behavior, and attention. Led group counseling in social skills and anger management groups. Conducted individual counseling sessions for both regular and special education students. Served on student assistance teams to work on behavioral, academic, and family-based problems and challenges. Developed and presented trainings for Fayette County Staff and Kentucky school psychologists on specific measures and interventions, ADHD, inclusion, and a range of topics for autism spectrum disorders. August 2000-June 2004; Internship Supervisor (August 2000-May 2001): Diann Shuffett, Psy.S.

Advanced Practicum, Eastern Kentucky University, Richmond, KY

Co-taught a graduate class on advanced training in autism, which involved assistance in developing tests and responding to internet posts. Responsible for developing curriculum and supervising graduate students in implementation of social skill groups for children with autism and other developmental disabilities. Conducted weekly social skills lesson for a boy with Asperger Syndrome. Modeled for and collaborated with graduate students regarding assessments and intervention strategies for children and adolescents with suspected autism spectrum disorders. Assisted in collecting data from parents participating in a behavioral program. Assisted in coaching parents on behavioral techniques within the weekly groups.

Coordinated and developed objectives and goals for an adolescent and adult disabilities summer program. Assisted in running of workshops.  
January 2003-July 2003; Supervisor, Myra Beth Bundy, Ph.D.

Research Assistant, College of Nursing, University of Kentucky, Lexington, KY

Worked with faculty and physicians to better understand depression in college-age women. Recruited participants for Women's Primary Care Study. Consulted with women to determine eligibility for study. Co-led cognitive-behavioral intervention groups for depressed women. Researched depression and current treatment strategies. Assisted in paper on interventions for depression for publication.  
August 1999 – June 2000; Supervisor: Ann Peden, D.S.N., R.N., C.S.

Practicum, Fayette County Schools, Lexington, Kentucky

Conducted psychoeducational evaluations at the elementary and middle school level. Administered and interpreted cognitive, educational, and adaptive functioning assessment measures. Completed behavioral and academic observations. Co-leader of three anger management groups. Planned objectives and goals for groups. Conducted group counseling sessions. Designed a behavioral contract and self-monitoring system. Consulted with teachers about individual students and behavior problems. Presented reports in Admission and Release Committee meetings.  
September 1999- May 2000; Supervisor: Cristina Igelmo, Ph.D.

Practicum, University of Kentucky School Psychology Clinic, Lexington, Kentucky

Conducted psychoeducational evaluations of multi-age clients. Administered and interpreted cognitive, educational, and adaptive functioning assessment measures. Consulted with parents about issues in concern. Submitted formal reports and conducted informing conferences.  
September 1999- May 2000; Supervisor: Stephen DeMers, Ed.D.

Internship, Danville Family Resource and Youth Services Center, Danville, Kentucky

Implemented programs and encouraged volunteering in a high school. Made presentations to high school students. Oversaw a program, "Books and Beyond", at an elementary school. Interacted with the Red Cross in setting up volunteer opportunities with county schools. Observed and counseled children referred to in-school suspension.  
Winter 1997; Supervisor: Jane Boyd

Volunteer Assistant, Intensive Treatment Program, Comprehensive Care, Danville, Kentucky

Worked with at-risk children to develop relationships and social skills. Tutored and mentored children through activities and discussion. Observed and aided licensed clinicians and psychologists in individual and group therapy.  
September 1996-December 1996; Supervisor: Clinic Staff

## **PROFESSIONAL CERTIFICATIONS AND LICENSURES**

Licensed Psychologist, Health Service Provider, Kentucky (9/27/13-9/27/16)

Temporary Licensed Psychologist, Kentucky (3/05/12-3/04-14)

Certified School Psychologist by Kentucky Department of Education (07/01/11-06/30/21)  
Provisional Certified School Psychologist by Kentucky Department of Education (07/01/00-06/30/01)

### **PROFESSIONAL AWARDS & RECOGNITIONS**

- Teacher Who Made a Difference Nominee (2014)
- Leader and Presenter for Ohio Valley Educational Cooperative Autism Cadre (2009)
- National School Psychologist of the Year Nominee (2007)
- School Psychologist of the Year (Kentucky Association of Psychologists in the Schools) 2006
- Organizational Development Best Practices Award (Kentucky Association of Psychologists in the Schools) 2006
- Region 8 – School Psychologist of the Year (Kentucky Association of Psychologists in the Schools) 2006
- Consultation Best Practices Award Nominee (Kentucky Association of Psychologists in the Schools) 2005
- Region 5 – School Psychologist of the Year Nominee (Kentucky Association of Psychologists in the Schools) 2004
- Region 5 – School Psychologist of the Year Nominee (Kentucky Association of Psychologists in the Schools) 2003
- Counseling Best Practices Award Nominee (Kentucky Association of Psychologists in the Schools) 2003

### **PUBLICATIONS**

Campbell, J.,M., Ruble, L., & Hammond, R.K. (in press). *Children and Adolescents with Disabilities: Implications for Interventions*. In H. T. Prout & A. Fedewa (Eds.). *Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Setting, Fifth Edition*.

Hammond, R.K., & Hoffman, J. M. (2014). Adolescents with high-functioning autism: An investigation of co-morbid anxiety and depression. *Journal of Mental Health Research in Intellectual Disabilities*.

Campbell, J. M., & Hammond, R. K. (2014). Best practices in rating scale assessment of children's behavior. In A. Thomas & J. Grimes (Ed.), *Best practices in school psychology: Data-based and collaborative decision making*. (6<sup>th</sup> ed). Bethesda, MD: NASP.

Campbell, J.M., Ruble, L., & Hammond, R. (2014). *Evidence-Based Assessment of ASD*. In L. Wilkinson (Ed.), *Autism spectrum disorders in children and adolescents: Evidence-based assessment and intervention*. Washington: American Psychological Association.

Hammond, R. K., & Campbell, J. M., & Ruble, L. (2013). Considering identification and service provision for students with autism spectrum disorders within the context of Response to Intervention. *Exceptionality*, 21, 34-50.

### **EDUCATIONAL GRANTS, REVIEWS, AND RESEARCH**

- Manuscript Review, “Cognitive Behavioral Therapy for Depressed Adults with Mild Intellectual Disability: A Pilot Study” for *Journal of Mental Health Research in Intellectual Disabilities* (August, 2014; January, 2015)
- Manuscript Review, “The neuropsychology of male adults with high-functioning autism or Asperger Syndrome” for *Autism Research* (February, 2014)
- Conducting Survey Research on autism and RTI in conjunction with Students via Independent Study.
- Research Consultant to Jessamine County Schools through FACES grant. Analysis of student data and progress among national goals on social and emotional functioning, behavior, and discipline (2012-2014).
- Office of Autism Research (OAR), National autism research foundation practicing and supporting efficacious research studies. Awarded \$2000 Doctoral Study grant for dissertation research on adolescents with Asperger Syndrome and high functioning autism and internalizing symptoms (2005)
- Completed dissertation on adolescents with Asperger Syndrome and high functioning autism and internalizing symptoms. Research entailed adolescents, parents, and teachers completing depressive and anxiety rating scales to determine anxiety and depressive levels as compared to neurotypical adolescents. Specific types of anxiety were examined and patterns within individuals were investigated including manifestation of autism symptomatology. Currently in press.
- Completed a summary of research intervention study on adult women with depressive symptoms in the College of Nursing, University of Kentucky.

### **PROFESSIONAL MEMBERSHIPS**

Kentucky Psychological Association (Affiliate since 2013)  
 National Association of School Psychologists (Affiliate from 1998-2004; Current)  
 Council for Exceptional Children (Affiliate since 2012)  
 Kentucky Association of School Psychologists (Affiliate since 1998)

### **MEDIA**

“About Autism: Success in the Schools” Panel Member for Kentucky Educational Television, April 2005 with on-going television showings to present.

### **STATE AND UNIVERSITY TRAININGS CONDUCTED**

“Learning Disorders” Presented to the Pediatric Residents at University of Kentucky, College of Medicine by Rachel K. Hammond, September 6, 2013, Lexington, KY

“Assessment Practices in ASD: Issues of Evidence-Based Assessment, Co-morbidity, and Differential Diagnosis” Presented at the Kentucky Association of Psychologists in the Schools State Conference by Rachel K. Hammond, and Melissa Murphy, September 28, 2012, Louisville, KY

“Comorbidity and Differential Diagnosis in Autism Assessment” Presented to the Jefferson County School Psychologists and Low Incidence Consultant Team by Rachel K. Hammond, and Melissa Murphy, February 2, 2012, Louisville, KY

“Programming for Students with Moderate and Severe Disabilities” Presented at the Council for Exceptional Children Conference by Rachel K. Hammond and Kendra Smith-Wehr, November 23, 2008, Louisville, Kentucky

“Autism Spectrum Disorders” Presented to University of Louisville Graduate Students, June 25, 2008, Louisville, Kentucky

“Community Based Instruction” Prepared for Kentucky Association of School Psychologists State Training by Rachel K. Hammond & Kendra Smith, September 21, 2007, Lexington, Kentucky

“Person Centered Planning” Presented to University of Louisville Graduate Students, June 18, 2007, Louisville, Kentucky

“Autism assessment: Measures and Implications for School Psychologists” Presented to Kentucky Association of School Psychologists by Myra Beth Bundy, Ph.D., Gina Noonan, Psy.S., and Rachel K. Hammond to the 24<sup>th</sup> annual Fall Convention, September 29, 2005, Burlington, Kentucky

“Autism Spectrum Disorders: General Overview and Intervention Strategies”, Presented to Anderson County Teachers and Speech Pathologists, June, 2005, Lawrenceburg, Kentucky

“Autism Spectrum Disorders”, Presented to University of Kentucky Graduate Students, October 15, 2003 & February 16, 2004, Lexington, Kentucky

“Transitions and Autism” Presented to the Bluegrass Autism Society and Human Development Institute by Myra Beth Bundy, Ph.D., and Rachel K. Hammond, August 25, 2003 and March 5, 2004, Lexington, Kentucky

“Psychotherapy and Social Skills Interventions for Students with Autism Spectrum Disorders”, Presented to the Kentucky Association for Psychologists in the 22<sup>nd</sup> Annual Fall Convention, September 18, 2003, Louisville, Kentucky

“Interventions for Autism Spectrum Disorders”, Presented to educators at the Southeastern Kentucky Coop by Myra Beth Bundy, Ph.D. and Rachel K. Hammond, July 10, 2003, Somerset, Kentucky

“Interventions for Autism Spectrum Disorders: Social Stories and Power Cards” Presented for Grandparents of children with Autism Spectrum Disorders Conference, Eastern Kentucky University, June 20, 2003, Richmond, Kentucky

“Assessment of Autism Spectrum Disorders”, Presented to the Boone County Psychologists, August 2, 2002, Erlanger, Kentucky

“The Autism Diagnostic Observation Schedule”, Presented to the Kentucky Association for Psychologists in the Schools 20<sup>th</sup> Annual Fall Convention “Pursuing Excellence” by Rachel K. Hammond and Diann Shuffett, Psy.S, September 28, 2001, Louisville, Kentucky

### **SCHOOL DISTRICT TRAININGS CONDUCTED**

#### **Highlights of Trainings conducted from 2000-2010**

- Alternate Assessment for students with Moderate to Severe Disabilities
- Autism Assessment including Autism Diagnostic Observation Schedule, Psychoeducational Profile (PEP-R; PEP-III), and various rating scales
- Autism Spectrum Disorders Awareness
- Autism Spectrum Disorders Interventions and Supports
- Behavior Programming and Supports
- Community Based Instruction
- Functional Behavior Assessment
- Inclusion of special needs students
- Power Cards (E. Gagnon, 2004)
- Programming and direct instruction for students with Moderate to Severe Disabilities
- Sixth Sense and Understanding Friends (presented to general education classrooms)
- Social Skill instruction for children with Low Incidence disabilities
- Social Stories (C. Gray, 2001) and Social Narratives
- Study Skill Workshops for general education students

### **PROFESSIONAL DEVELOPMENT**

#### **Highlights of Professional Development Sessions and Institutes attended**

- KPA State Conference, Lexington, KY
- DSM-V Training, Webinar
- NASP National Convention, Seattle
- CEC National Conference, Denver, Colorado
- NASP National Convention, San Francisco
- Autism Diagnostic Interview- Revised Five Day Training at University of Michigan
- Autism Diagnostic Observation Schedule (ADOS) Training, Chicago with Dr. Catherine Lord
- Evidenced-Based Practices for learners on the Autism Spectrum: Five Day Summer Institute
- Foundations of Autism Spectrum Disorders, University of North Carolina course
- Functional Assessment with Dr. Brian Iwata
- Geneva Center for Autism social skills and communication strategies training in Toronto with Dr. Brenda Smith Myles
- National Association of School Psychologists National Convention
- Picture Exchange Communication System International Conference with Dr. Frost and Dr. Bondy; Picture Exchange Communication System: Two Day Training
- Sensory Strategies to Improve Children’s Learning with Carol Kranowitz and Paula Aquilla



- Social/communication and Play interventions for children with autism with Dr. Pamela Wolfberg and Dr. Kathleen Quill
- Social Stories for Students with Autism with Carol Gray
- Social Supports for Individuals with Asperger Syndrome with Dr. Tony Attwood Treatment and Educating Autistic and Handicapped Children (TEACCH) 5 day program at University of North Carolina Chapel Hill
- Universal Nonverbal Intelligence Test with Dr. Steve McCallum
- Updates on revised cognitive measures (e.g., WAIS-IV)