

# Gabrielle Roberts-Young, Psy.D., NJCSP

New Jersey Licensed Psychologist (35SI00652400)

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The Center for Emotional Health of Greater Philadelphia, LLC  
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(856) 220-9672 ex. 130  
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## EDUCATION

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**Rutgers University – GSAPP** New Brunswick, NJ  
Psy.D. in School Psychology 2018  
*Dissertation:* Does Race-matching Matter? An Examination of the Links Between Teacher-Student Racial Match and the Quality of Relationships

**Rutgers University – GSAPP** New Brunswick, NJ  
Psy.M. in School Psychology 2017

**University of Pennsylvania – The Wharton School** Philadelphia, PA  
B.S. in Economics 2010

## CLINICAL AND SCHOOL PSYCHOLOGY EXPERIENCE

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**The Center for Emotional Health of Greater Philadelphia** September 2021 – Present  
*Licensed Psychologist*  
Cherry Hill, NJ and Princeton, NJ

**The Center for Emotional Health of Greater Philadelphia** July 2019 – September 2021  
*Supervisor: Betsy Feinberg, Psy.D.*  
**Post-Doctoral Fellow**

- Conduct psychological and psychoeducational testing for children, adolescents, and adults to assess learning disabilities, attention deficit/hyperactivity disorder, and other psychological disorders
- Provide evidence-based psychological treatment to children, adolescents, and families in an outpatient setting
- Run organizational/executive functioning skills groups for adolescents

**South River Public Schools**  
*School Psychologist*

*September 2018 – Current*

- Manage caseload of special education students
- Conduct initial and triennial evaluations for high school students to confirm eligibility for special education services and inform appropriate placement
- Administer a range of evaluation instruments, including psychological, educational, behavioral, and adaptive measures to students with special needs
- Write comprehensive evaluation reports and present results in IEP meetings
- Develop and implement IEPs providing appropriate supports for eligible students
- Create behavior intervention plans to improve student behavior
- Deliver individual counseling services to general and special education students presenting with diverse behavioral, social, and emotional challenges
- Conduct risk assessments and crisis intervention as needed
- Engage in consultation with parents, teachers, and other relevant school personnel to support optimal student performance
- Work collaboratively with parents, school staff, and community agencies to provide wrap-around services for students with academic, behavioral, and emotional concerns.

**Princeton Public Schools**

*August 2017 – June 2018*

*Group and Individual Supervisor: David Rosenfeld, Psy.D.*

*Group and Individual Supervisor: Kenneth Schneider, Ph.D.*

**School Psychology Pre-Doctoral Intern**

- Manage caseload of students in the school-based Bridges Program, which serves special education students with psychiatric, psychological, and emotional difficulties
- Provide counseling services to general and special education students
- Complete integrative psychoeducational evaluations for students grades 9-12
- Work with child study team members to develop and implement IEPs
- Facilitate initial evaluation, reevaluation, and annual review IEP meetings
- Consult with parents, teachers, and administrators to support student needs
- Participate in district and building level child study team meetings

**Rutgers Psychological Services Clinic**

*January 2017 – July 2017*

*Group and Individual Supervisor: Kenneth Schneider, Ph.D.*

**Evaluator** – Placement through Rutgers University

- Administer neuropsychological evaluations to clients
- Complete comprehensive evaluation reports
- Provide eligibility recommendations and appropriate accommodations
- Develop treatment plan proposal in collaboration with supervisor

**Foster Care Counseling Project**

*July 2016 – July 2017*

*Group and Individual Supervisor: Robin Lang, Psy.D.*

**Mental Health Clinician** – Externship through Rutgers University

- Provide assessment and psychotherapy for children in foster care or kinship care
- Serve children with histories of abuse, neglect, trauma, and/or multiple losses
- Complete integrative assessment and progress reports
- Provide consultation to schools, foster parents, and case workers
- Supervise one FCCP undergraduate student mentor

**The Haven – School-based Mental Health Clinic**

*September 2016 – June 2017*

*Group and Individual Supervisor: Patrick Connelly, Psy.D.*

**Mental Health Counselor** – Externship through Rutgers University

- Provide counseling and crisis intervention for children grades 3 through 12
- Run social skills groups for middle and high school students
- Complete individual assessment and progress reports
- Provide consultation to parents and school personnel to inform client services

**Franklin Middle School**

*January 2015 – June 2016*

*Individual Supervisor: Cathryn Bellezza, NCSP*

**School Psychologist Extern** – Externship through Rutgers University

- Administered cognitive and behavioral assessments for students grades 7 through 8
- Completed integrative assessment reports
- Participated in crisis intervention consultations with parents and teachers
- Provided individual counseling services to at-risk students with various emotional and behavioral challenges
- Facilitated group counseling sessions focused on emotional and social skill-building
- Worked on an interdisciplinary team to design interventions as needs are identified
- Conducted classroom observations and Functional Behavior Assessment

**New Brunswick Public School**

*August 2015 – June 2016*

*Group and Individual Supervisor: Maurice Elias, Ph.D.*

**SELCD Facilitator** – Externship through Rutgers University

- Facilitate school culture and climate committee meetings
- Provide presentations and training workshops for staff on social-emotional learning
- Support administrators and committee members in defining SELCD integration
- Assist in implementation of district-wide initiative to introduce SEL report card

## RESEARCH EXPERIENCE

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**Rutgers University – Robert Wood Johnson Medical School**      *September 2016 – July 2018*  
*Graduate Research Assistant, Dr. Roseanne Dobkin Research Lab*

- Complete brief screenings to assess potential participant appropriateness for clinical trial
- Conduct intake evaluations and follow-up evaluations to establish baseline and assess changes in symptomology using appropriate measures and tests
- Deliver structured cognitive behavioral therapy to clinical trial participants and caregivers

**Rutgers University – GSAPP**      *August 2014 – June 2016*  
*Graduate Research Assistant, Dr. Anne Gregory Research Lab*

- Assisted a core faculty member on a restorative practices research project in two urban schools
- Provided project implementation support through caseload management of five teachers
- Distributed surveys, consent forms, and additional materials to teachers in participating schools
- Maintained database of teacher information through various phases of research process
- Conducted statistical analysis and completed one-pagers on findings from data collected

**University of Pennsylvania – The Wharton School**      *June 2009 – March 2010*  
*Undergraduate Research Assistant, Dr. Deborah Small Research Lab*

- Assisted a faculty member on a marketing research project measuring value of time versus money
- Recruited over 100 respondents and conducted surveys on research topic
- Compiled, coded, and uploaded the research data for statistical analysis

## TEACHING EXPERIENCE

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**Rutgers University**      *September 2016 – December 2016*  
*Graduate Teaching Assistant – Cognitive Assessment*

- Scored cognitive assessment protocols for the WISC-V and the WJ-IV Cog
- Taught classes on administration of the WISC-V extended battery and the WJ-IV Cog
- Developed and administered competency exams to assess proficiency in WISC-V and WJ-IV Cog test administration
- Held office hours to provide support to students in cognitive assessment

## ASSESSMENT EXPERIENCE

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Wechsler Intelligence Scales for Children – 5<sup>th</sup> Edition (WISC-V)  
Wechsler Adult Intelligence Scale – 4<sup>th</sup> Edition (WAIS-IV)  
Wechsler Individual Achievement Test – 4<sup>th</sup> Edition (WIAT-4)  
Test of Nonverbal Intelligence – 4<sup>th</sup> Edition (TONI-4)  
Montreal Cognitive Assessment (MoCA)  
Wide Range Assessment of Memory and Learning – Second Edition (WRAML-2)  
Woodcock Johnson Tests of Cognitive Abilities – 4<sup>th</sup> Edition (WJIV-COG)  
Woodcock Johnson Tests of Achievement – 4<sup>th</sup> Edition (WJIV-ACH)  
Kaufman Test of Educational Achievement (KTEA) – 3<sup>rd</sup> Edition  
Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Edition (Beery VMI)  
Conners' Continuous Performance Test, Third Edition (CPT 3)  
California Verbal Learning Test – Second Edition (CVLT-II)  
Delis-Kaplan Executive Function System (D-KEFS)  
A Developmental Neuropsychological Assessment – Second Edition (NEPSY-2)  
Anxiety Disorders Interview Schedule (ADIS-IV)  
Child's Apperception Test (CAT)  
Personality Assessment Inventory (PAI)  
Thematic Apperception Test (TAT)

## PUBLICATIONS

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Gregory, A., & **Roberts, G.** (2017). Teacher beliefs and the over-representation of Black students in classroom discipline. *Theory into Practice*, 56, 187-194.

Smith, N., Lorenzo, A., Eichert, B., **Roberts, G.** & Elias, M. (2016, Fall). Social & emotional learning curriculum fair. *Social & Emotional Learning SIG 170*, 10(1), 6.

## PROFESSIONAL PRESENTATIONS & REPORTS

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Gregory, A., **Roberts, G.** & Weiner, Y. (2016, January & 2015, June) *Reducing racial disparities in discipline through transformative action for equity*. Foundation for Educational Administration, Monroe Township, New Jersey. Six-hour workshop for teachers and administrators presenting intervention strategies for reducing disparities in school discipline.

Gregory, A., Davis, A., **Roberts, G.**, Ross, R., Velardi, B., & Weiner, Y., (2015). *Research result briefs issued to two NJ high schools: (a) Restorative Practices (RP) and sense of community, (b) Safety officials' reflections on RP, (c) Student and teacher perceptions of adult responsiveness, (d) Student perceptions of school security and safety in school*. Rutgers University, New Brunswick, NJ.

## **AWARDS**

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**Graduate School of Applied and Professional Psychology**  
*Cyril Franks Dissertation Award*

2018

## **PROFESSIONAL AFFILIATIONS**

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American Psychological Association (APA)

## **OTHER WORK EXPERIENCE**

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**Kate Spade & Company**  
*Merchandise Planner – Juicy Couture*

*April 2013 – August 2014*

**Ross Stores, Inc.**  
*Location Planning Analyst II*

*April 2011 – April 2013*

**Next Jump, Inc.**  
*Merchant Services Associate*

*July 2010 – April 2011*