ABCT ASSOCIATION for BEHAVIORAL and COGNITIVE THERAPIES

60th Annual Convention

Baltimore, Maryland
November 12–15, 2026

INTEGRATING COMPASSION AND SCIENCE:

Empowering Our Community to Engage in Evidence-Based Collective Action



Association for Behavioral and Cognitive Therapies

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Welcome
From the Program Chairs







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AS THE 2026 ABCT PROGRAM CHAIRS, we are thrilled to welcome you to ABCT's 60th Annual Convention in Baltimore, MD. Affectionately called "Charm City," Baltimore is known for its creative and quirky spirit, crab cakes and seafood boils, and rich cultural history centered on community and civil rights. Between sessions, we hope you take time to visit one of Baltimore's many museums, take photos with the vibrant street art, or enjoy some seafood on the waterfront.

For ABCT's 60th anniversary, we have organized the convention around a theme of "Integrating Compassion and Science: Empowering our Community to Engage in Evidence-based Collective Action." Amid a tumultuous and divisive climate, both societally and within the profession, we hope to move ABCT forward together by emphasizing rigorous science that also centers compassion for one another, our clients, and our communities. As conference chairs, we prioritized presentations whose rigorous and innovative science centered community engagement, integrated science and compassion in research, practice, and education, and highlighted compassion-focused treatment approaches.

This year, we are proud to have a brand-new presentation category: Clinical Poster Sessions. The inaugural 69 posters accepted this year spotlight novel CBT-based clinical approaches and / or case studies that expand the reach and utility of CBT science and practice with the communities who need them most. We are also excited to continue the inclusion of individual oral abstract sessions in the convention program, which was first introduced by last year's program chairs.

In addition to our members' submissions, we have six invited speakers for the morning plenary sessions, a format which was successfully piloted last year in New Orleans. We are excited to announce our wonderful speakers (including some of the first Indigenous scholars ever on ABCT main stage) across three themed morning sessions:

Friday, November 13, 8:00am – 9:15am

Multiple Ways of Knowing: Integrating CBT, Cultural and Community Practices, and a Broader Philosophy of Psychological Science

Joseph Gone, Ph.D., "Evidence & Inference in Therapeutic Outcome Evaluation: Juxtaposing Scientific & Indigenous Ways of Knowing"

Kelsie Okamura, Ph.D., ABPP, & Cherilyn Inouye, Ph.D., "Mohala na Pua Ui I Ka Wai O Na Kuahiwi: Community-Driven Drug Prevention Implementation for Compassionate Ko'olau"

Saturday, November 14, 8:00am – 9:15am

Advancing Compassion and Science Via Social Justice and Advocacy: A Professional Responsibility In Difficult Times

Mitch Prinstein, Ph.D., ABPP, "Science Having an Impact: Tough Questions to Consider Before Our Research Can Create Real Change"

Monnica Williams, Ph.D., "Why Social Justice Matters to Cognitive Behavioral Science and Practice"

Sunday, November 15, 8:00am – 9:15am

Exposure Is the Compassionate Choice: Increasing Our Effectiveness with Trauma-Informed and Justice-Based Exposure Practices

Melanie Harned, Ph.D., "Treating PTSD as a Suicide Prevention Strategy"

Caitlin Pinciotti, Ph.D. "Aligning Evidence-Based Exposure Therapy With Justice-Based Principles"

It is a pleasure to serve as your program chairs for the 2026 ABCT Annual Convention. We are thankful for the opportunity granted to us by President Carolyn Becker and the ABCT board. We are grateful to the 2026 Convention Committee for their hard work and dedication to planning this year's convention, to the 2025 program chairs for your guidance, and to ABCT Central Office staff, especially Stephen Crane and Courtney White, for all your help and leadership. We also want to thank Dr. Emily Bilek for her hard work and thoughtfulness as Coordinator of Convention and Continuing Education. Finally, thank you to all 260+ members of the Program Committee (and your students!) for spending your valuable time reviewing abstracts so that this year's convention can spotlight the most cutting-edge and rigorous cognitive behavioral science, practice, and education our field has to offer. We could not have done this without all of your help.

If you would like an opportunity to be involved in ABCT convention planning in the future, please visit the "Volunteer Me" portal on the ABCT website.

We look forward to seeing you in Baltimore!

– Ilana, Alexandria, & Jennifer

Continuing Education

At the ABCT Annual Convention, there are ticketed events (meaning you usually have to buy a ticket for one of these beyond the general registration fee) and general sessions (meaning you can usually get in by paying the general registration fee), the vast majority of which qualify for CE credit. Below is a list of organizations that have approved ABCT as a CE sponsor. Note that we do not currently offer CMEs. Attendance at each continuing education session in its entirety is required to receive CE credit. No partial credit is awarded; late arrival or early departure will preclude awarding of CE credit. For those who have met all requirements according to the organizations that have approved ABCT as a CE sponsor, certificates will be available for download on the convention website/itinerary planner. Sign in using your registration email and registration confirmation number.

Which Organizations Have Approved ABCT as a CE Sponsor?

Psychology
ABCT is approved by the American Psychological Association to sponsor continuing education for psychologists. ABCT maintains responsibility for this program and its content.

Counseling
The Association for Behavioral and Cognitive Therapies has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5797. Programs that do not qualify for NBCC credit are clearly identified. The Association for Behavioral and Cognitive Therapies is solely responsible for all aspects of the programs.

Marriage and Family Therapy
The Association for Behavioral and Cognitive Therapies is recognized by the California Board of Behavioral Sciences for Marriage and Family Therapist (MFT) to offer continuing education as Provider #4600.

New York State Psychologists
Association for Behavioral and Cognitive Therapies (ABCT), is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0124.

New York State Social Workers
Association for Behavioral and Cognitive Therapies (ABCT) is recognized by the New York State Education Department's State Board for Social Workers as an approved provider of continuing education for licensed social workers #SW-0657.

Ticketed Events Eligible for CE

All ticketed events offer CE in addition to educational opportunities to enhance knowledge and skills. These events are targeted for attendees with a particular level of expertise (e.g., basic, moderate, and/or advanced). Ticketed sessions require an additional payment beyond the general registration fee.
For ticketed events, attendees must scan in, and complete an individual evaluation form. It remains the responsibility of the attendee to scan in at the beginning of the session. CE will not be awarded unless the attendee scans in.

Clinical Intervention Training
A 1-day event emphasizing the "how-to" of clinical interventions. The extended length allows for exceptional interaction. Participants attending a full-day session can earn 7 continuing education credits.

Institutes
Leaders and topics for Institutes are selected from previous ABCT workshop presentations. Institutes are offered as a 5- or 7-hour session on Thursday and are generally limited to 40 attendees. Participants in the full-day Institute can earn 7 continuing education credits, and in the half-day Institutes can earn 5 continuing education credits.

Workshops
Covering concerns of the practitioner/educator/researcher, these remain an anchor of the Convention. Workshops are offered on Friday and Saturday, are 3 hours long, and are generally limited to 60 attendees. Participants in these Workshops can earn 3 continuing education credits per workshop.

Master Clinician Seminars (MCS)
The most skilled clinicians explain their methods and show video demonstrations of sessions. These 2-hour sessions are offered throughout the Convention and are generally limited to 40 to 45 attendees. Participants in these seminars can earn 2 continuing education credits per seminar.

Advanced Methodology and Statistics Seminars (AMASS)
Designed to enhance researchers' abilities, there are generally two seminars offered on Thursday or during the course of the Convention. They are 4 hours long and limited to 40 attendees. Participants in these courses can earn 4 continuing education credits per seminar.

General Sessions Eligible for CE

There are 200 general sessions each year competing for your attention. All general sessions are included with the registration fee. Most of the sessions are

eligible for CE, with the exception of the poster sessions, Membership Panel Discussions, the Special Interest Group Meetings (SIG), and some research and professional development sessions. You are eligible to earn 1 CE credit per hour of attendance. General session attendees must scan in and answer evaluation questions electronically on the convention website/itinerary planner regarding each session attended. The CE credit process and the download of the certificates must be completed by March 31, 2027

General session types that are eligible for CE include:

Clinical Grand Rounds
Clinical experts engage in simulated live demonstrations of therapy with clients, who are generally portrayed by graduate students studying with the presenter.

Invited Plenaries and Addresses
Speakers well-established in their field, or who hold positions of particular importance, share their unique insights and knowledge on a broad topic of interest.

Mini-Workshops
Mini Workshops address direct clinical care or training at a broad, introductory level. They are 90 minutes in length and occur throughout the meeting.

Panel Discussion
Discussions (or debates) by informed individuals on a current important topic that are conceptual in nature, rather than pertaining directly to clinical care. Examples of topics for panel discussions include (but are not limited to) supervision/training issues, ethical considerations in treatment or training, the use of technology in treatment, and cultural considerations in the application of CBTs. Some topics may be appropriate for either Clinical Round Tables or Panel Discussions, and authors are invited to use their judgment in making this decision. These are organized by a moderator and include between three and five panelists with a range of experiences and attitudes. The total number of speakers may not exceed 7.

Clinical Round Tables
Discussions (or debates) by informed individuals on a current important topic directly related to patient care, treatment, and/or the application/implementation of a treatment. Examples of topics for Clinical Round Tables include (but are not limited to) challenges/suggestions for treating a certain disorder or group of patients, application of a treatment protocol or type of treatment to a novel population, considerations in applying CBTs to marginalized communities and/or minority groups. Some topics may be appropriate for either Clinical Round Tables or Panel Discussions, and authors are invited to use their judgment in making this decision. Clinical Round Tables are organized by a moderator and include between three and six panelists with a range of experiences and attitudes. The total number of speakers may not exceed 7.

Spotlight Research Presentations
This format provides a forum to debut new findings considered to be groundbreaking or innovative for the field. A limited number of extended-format sessions consisting of a 45-minute research presentation and a 15-minute question-and-answer period allows for more in-depth presentation than is permitted by symposia or other formats.

Symposia
Presentations of data, usually investigating the efficacy or effectiveness of treatment protocols. Symposia are either 60 or 90 minutes in length. They have one or two chairs, one discussant, and between three and five papers. The total number of speakers may not exceed 6.

General Sessions NOT Eligible for CE

Membership Panel Discussions
Organized by representatives of the Membership Committees, these events generally emphasize training or career development.

Poster Sessions
One-on-one discussions between researchers, who display graphic representations of the results of their studies and interested attendees. Because of the variety of interests and research areas of the ABCT attendees, between 1,000 and 1,500 posters are presented each year.

Special Interest Group (SIG) Meetings
More than 40 SIGs meet each year to accomplish business (such as electing officers), renew relationships, and often offer presentations. SIG talks are not peer-reviewed by the Association.

Special Sessions
These events are designed to provide useful information regarding professional rather than scientific issues. For more than 20 years the Internship and Postdoctoral Overviews have helped attendees find their educational path. Other special sessions often include expert panels on getting into graduate school, career development, information on grant applications. These sessions are not eligible for continuing education credit.

Other Sessions
Other sessions not eligible for CE are noted as such on the itinerary planner and in the program booklet.

How Do I Get CE at the ABCT Convention?

Those who have included CE in their preregistration will receive electronic access through the convention website/itinerary planner. Others can still purchase CE at the registration area during the convention. Those attendees requiring CE register as a licensed professional.

Convention and Education Issues

Coordinator, Convention and Education Issues
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Ilana Seager van Dyk, Ph.D.

Associate Program Chair, 2026
Alexandria Miller, Ph.D.

Associate Program Chair, 2026
Jennifer Martinez, Ph.D.

Program Chair, 2027
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Associate Program Chair, 2027
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Associate Program Chair, 2027
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Continuing Education Chair
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Institutes Committee Chair
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Workshop Committee Chair
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Advanced Methodology and Statistics Seminars Chair
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Master Clinician Seminars Chair
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*Lauren Weinstock, *Brown University*
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Julianne Wilner, *McLean Hospital*
*Lucene Wisniewski, *Case Western Reserve University*
*Alexandra Wojda-Burlij, *New York University*
Courtney Wolk, *University of Pennsylvania*
Mary Woody, *University of Pittsburgh*
Edward Wright, *University of Cincinnati*
Joel Wyatt, *Rush University Medical Center*
Carly Yasinski, *Emory University*
Sunkyung Yoon, *Sungkyunkwan University*
Kymberly Young, *University of Pittsburgh*
Alyson Zalta, *University of California, Irvine*
Laurie Zandberg, *University of Pennsylvania*
Ana Zdravkovic, *Kaiser Permanente*
Argero Zerr, *California State University Channel Islands*

Student Reviewers

Anna Sofia Ascherio-Victoria, *Massachusetts General Hospital*
Maddie Barrett, *Drexel University*
Malia Bloemker, *Emory University School of Medicine*
Csenge Bodi, *Fordham University*
Margaret Canady, *University of California - Irvine*
Nicole Ciesinski, *VA Fellowship in Mental Illness Research and Treatment*
Nevita George, *Hofstra University*
Haley Hedrick, *UNC Greensboro*
Sasha Hickam, *Uniformed Services University (USU)*
Eliot Keenan, *Drexel University*
Po Lam Fung, *Massachusetts General Hospital*
Ani Lessley, *Northwestern University Feinberg School of Medicine*
Nina Micanovic, *Queen's University*
Ghazal Naderi, *University of California - Irvine*
Hannah Olson, *Massachusetts General Hospital*
Arabella Peters, *Montclair State University*
Hannah Register, *Drexel*
Grace Seymour, *University of Kentucky*
Angelique Simeone, *Hofstra University*
Wilson Spurrell, *Massachusetts General Hospital*
Justina Tan, *National University of Singapore*
Tanya Verma, *Hofstra University*
Thomas Weiss, *University of Virginia*
Elise Wilder, *Alliant University/UCLA Semel Institute for Neuroscience and Human Behavior*
Lauren Wilkins, *Miami University*
Lynn Yan, *Massachusetts General Hospital*
Lourdes Zito, *Centro de Ansiedad y Trastornos Relacionados (CEAN)*

Awards and Recognition

Career/Lifetime Achievement
Thomas Joiner, Ph.D., *Florida State University*

Outstanding Mentor Award
David DiLillo, Ph.D., *University of Nebraska–Lincoln*

Sobell Innovative Addictions Research Award
Carla J. Rash, Ph.D., *Calhoun Cardiology Center, University of Connecticut*

Distinguished Friend to Behavior Therapy
Kaiser Permanente Northern California Mental Health Training Programs

The Francis C. Sumner Excellence Award
Taylor McGuire, M.A., *Harvard University*

Anne Marie Albano Early Career Award
Jessica Schleider Ph.D., *Northwestern University*

Outstanding Service to ABCT
Elliott Weinstein, Ph.D., MPH, *Massachusetts General Hospital / Harvard Medical School*

Outstanding Clinician
C. Andres Bedoya, Ph.D., *Massachusetts General Hospital & Harvard Medical School*

Outstanding Clinical Supervisor
Andrew M. Sherrill, Ph.D., *Emory University School of Medicine*

Virginia Roswell Student Dissertation Award
"Toward the Responsible Integration of Large Language Models into Youth Psychotherapy: The Case of Exposure Therapy Homework"
Joshua Steinberg, M.A, *Harvard University*

Leonard Krasner Student Dissertation Award
"Impact Of A Mobile App-Based Waitlist Intervention On Readiness For Eating Disorder Treatment: A Randomized Controlled Trial"
Amané Halicki-Asakawa, M.A., *University of British Columbia Okanagan (UBCO)*

President's New Researcher Award
Shirley Wang, Ph.D., *Yale University*

Graduate Student Research Grant
"Uncovering Distinct Neurocognitive Pathways to Depression in the Aging Brain"
Hannah Monette, M.S., *Virginia Commonwealth University*

"Optimizing Rumination-Focused CBT for Autistic Adults: Collaborative Development and Initial Evaluation of an Autism-specific Toolkit to Supplement RFCBT"
Alexis Faith Khuu, M.A. (Honorable Mention), *Rowan University*

Student Travel Award
"From Pathology to Partnership: A Qualitative Meta-Analysis of Autistic Adults' In-Session Experiences of Psychotherapy"
Elizabeth Kilgallon M.A., *University of Massachusetts Boston*

Student Travel Award
"Longitudinal Impact of Poverty, Threat, and Family Dysfunction on Black Youth Attention Problem Trajectories"
Ifunanya Ezimora, B.A., *San Diego State University*

Elsie Ramos First Author Student Poster Award
"Attentional Biases Predict Social Fears in Daily Life: A Pilot Eye Tracking and Ecological Momentary Assessment Study"
Alexandra Adamis, M.S., *Vanderbilt University*

Elsie Ramos First Author Student Poster Award
"Can Hope Be Changed in 30 Minutes? The Development, Refinement, and Pilot Testing of a Hope-Based Digital Single-Session Intervention for High School Students"
Aileen Kangavary, M.A., *University of South Florida*

Elsie Ramos First Author Student Poster Award
"Quality of Care and Hospital-based Educational Opportunities Predict Post-discharge School Outcomes in Adolescents"
Emma Burris, B.A., *Barnard College of Columbia University*

Spotlight on Mentors Award
Alisha Wray, Ph.D., ABPP
Diana Rancourt, Ph.D.
Nicholas Crimarco, Ph.D.

Fellows Class of 2026
Amitai Abramovitch, PhD, *Texas State University*
Gregory Chasson, PhD, *The University of Chicago*
Daniel Cheron, PhD, *Center for Behavioral Health Solutions*
Jonathan Comer, PhD, *Florida International University*
Brandon Gaudiano, PhD, *Brown University*
Wei-Chin Hwang, PhD, *Claremont McKenna College*
Heather Jones, PhD, *Virginia Commonwealth University*
Barbara Kamholz, PhD, *Boston University*
Lynn Martin, MA, LPC, *Academy of Cognitive and Behavioral Therapies*
Galena Rhoades, PhD, *University of Denver*
Jennifer Sayrs, PhD, ABPP, *Evidence Based Treatment Centers of Seattle (EBTCS)*
Stephen Schueller, PhD, *University of California, Irvine*
Jenny Taitz, PsyD, *Evidence Based Treatment Centers of Seattle (EBTCS)*
V. Robin Weersing, PhD, *San Diego State University*

2026 ABCT Champions

Amanda Borja Hughes, *CNMI Public School System*
Cherilyn Inouye, PhD, *Compassionate Ko'olau*
Kimberly McDonald, PsyD, *Hawaii State Department of Education*
Kelli Peterman, DOHMH, *Bureau of Children, Youth, and Families*
Bevone Ritchie, M.S., *The Children's Trust*

ABCT Youth Community Leader Award

Jia Sachdev

Mary Jane Eimer Student Convention Scholarship

Alexandra S. Aringer, *University of Oregon*
Kace Boland, *Massachusetts General Hospital, Harvard University*
Kelly Christenson, *University of Pittsburgh*
Rafaela Franco de Freitas, *Catholic University of Santos, Santos, SP, Brazil*
David Guangyu Diao, *University of Limerick, Ireland*
Bryer Holloway, *University of North Texas*
Maya L. Hubbard, *University of Texas Southwestern Medical Center*
Alexys Lavis, *San Diego State University*
Chungnyeong Lee, *Seoul National University, Seoul, Republic of Korea*
Rebecca R. Mendoza, *George Mason University*
Nilson Morales-Dias, *George Mason University*
Maura O'Sullivan, *The University of North Carolina at Chapel Hill, TEACCH Autism Program*
Alexandra Porras, *University of Miami*
Sumesh P V, *Krishna Mohan University, Mathura, Uttar Pradesh, India*
Shannen Recio, *Touro University*
Maria Saleem, *Binghamton University, State University of New York*
Kaitlyn San Martin, *Yale University*
Atlas Sanogo, *Yale School of Public Health*
Collin S. Williams, *Georgia Southern University*
Kaylene Yee, *McLean Hospital, Pitzer College*

Annual Meeting of Members

Saturday, November 14, 2026
2:30pm - 3:30pm
Holiday 6, 2nd Floor, Hilton

ABCT Presidential Panel

Saturday, November 14 | 6:15 PM - 7:45 PM

1.5 CONTINUING EDUCATION CREDITS

Transforming Eating Disorders Research and Practice by Dismantling the Eating Disorder Stereotype

Carolyn B. Becker, Ph.D., Trinity University
Erin N. Harrop, Ph.D., LICSW, MSW, University of Denver
Natasha L. Burke, Ph.D., Fordham University
Lisa Smith Kilpela, Ph.D., UT Health San Antonio



In 2023, Past President Dr. Jill Ehrenreich-May introduced a new panel option for the time slot traditionally allocated to a Presidential Address. To reinforce the idea that future presidents have a choice in how they contribute to our convention, I have chosen to convene a panel of innovative scientist practitioners who are addressing a myth that plagues both research and clinical practice within the eating disorders field. Eating disorders have been long stereotyped as disorders that predominantly affect thin, white, affluent, young women and girls. Although recent research has repeatedly challenged the accuracy of this stereotype, it continues to be widely believed by healthcare providers, researchers, laypersons, grant reviewers, and funding agencies. Critically, research suggests that individuals who don't fit the traditional eating disorder stereotype are less likely to self-identify as having an eating disorder, which can impact disclosure of eating disordered behaviors. They are also less likely to be correctly diagnosed by providers and/or to receive treatment. Further, because the stereotype has not only infected clinical practice but also the treatment literature, our existing evidence-based treatments were typically not designed to address the needs of those who do not conform to the stereotype. Researchers also face an uphill battle in convincing funders and reviewers that eating disorder research with novel populations is warranted. Critically, all of the above reduces the perception that eating disorders are a serious public health problem and worsens both the treatment gap and quality of care for eating disorders.

The aim of this panel is to showcase three next-generation eating disorder researchers whose work is addressing limitations in research and practice created and reinforced by the eating disorder stereotype. Each presenter will have 12 minutes to discuss their work and vision, and then I will moderate a discussion focusing on future directions in addressing barriers to care for and research with underserved populations who are impacted by eating disorders. A key aim of this panel is for attendees to begin to recognize the ways in which eating disorders have likely flown under the radar in their own work.

Registration

South Foyer, 2nd Floor, Hilton

Thursday, November 12
7:00 a.m. - 6:00 p.m.

Friday, November 13
7:00 a.m. - 6:00 p.m.

Saturday, November 14
7:30 a.m. - 6:00 p.m.

Sunday, November 15
7:30 a.m. - 1:00 p.m.

UPON ARRIVAL at the Hilton Baltimore Inner Harbor and the Baltimore Convention Center you can pick up the schedule-at-a-glance, additional convention information, and ribbons at the Pre-Registration Desk (located within the Hilton).

The general registration fee entitles the registrant to attend all events on November 12-15, except for ticketed sessions. Your canceled check is your receipt. Email confirmation notices will be generated automatically for on-line registrations and will be sent via email the same day you register. Email confirmations will be sent within 1 week for faxed and mailed registrations. If you do not receive an email confirmation in the time specified, please call the ABCT central office, (212) 647-1890, or email Tonya Childers at tchilders@abct.org.

You must wear your badge at all times to be admitted to all official ABCT sessions, events, and the exhibits. If you lose your badge there will be a $15 charge for the replacement.

All presenters (except for the first two presenters of ticketed CE sessions) must pay the general registration fee. Leaders of ticketed session will receive information regarding their registration procedure from the ABCT Central Office. Admission to all ticketed sessions is by ticket only. Preregistration is strongly advised as ticketed sessions are sold on a first-come, first-served basis.

Join ABCT!

Become a member today . . .

YOUR ANNUAL ABCT MEMBERSHIP gives you the most value for your dues dollars at all stages of your academic or clinical career. Members receive the lowest registration rates at the Annual Convention in addition to many other benefits listed below:

- **Collaboration** Stay connected and updated with your colleagues on the latest developments in mental health research through the ABCT Forums, the ABCT membership directory, and our online resources. Join one of 40+ Special Interest Groups. Engage with us on Facebook or LinkedIn and follow us on X ! Share photos on our Instagram account and sign up for the ABCT Convention app.

- **Networking** Participate in our Find-a-CBT-Therapist online referral network. It continues to be our most frequently visited web page. Expand your listing and include your practice particulars with our enhanced service.

- **Publications** FREE online access to all issues of *the Behavior Therapist*, featuring articles and reviews of research and clinical importance, and our outstanding journals *Cognitive and Behavioral Practice* (4 times per year) and *Behavior Therapy* (6 issues per year).

- **Education** Expand your skill sets and earn CE with our growing list of webinars. Attend live sessions or view webinars as on-demand online content at your convenience. Earning CE credits has never been easier with Elevate, our new eLearning platform.

- **Resources** Refer to our website for a growing list of research, clinical, and teaching resources on topics such as Coping with COVID-19; Combatting Racism; Information on Opioids and the Opioid Crisis; Information on Gun Violence; Information on Seasonal Depression, and more. Access our growing library of syllabi and other teaching tools for the latest techniques and principles among CBT teaching resources.

- **Connections** Participate in the ABCT Forums and connect with like-minded professionals around the globe! ABCT members can share job/internship opportunities, seek or provide clinical referrals to other members, and get advice from colleagues on challenging client issues.

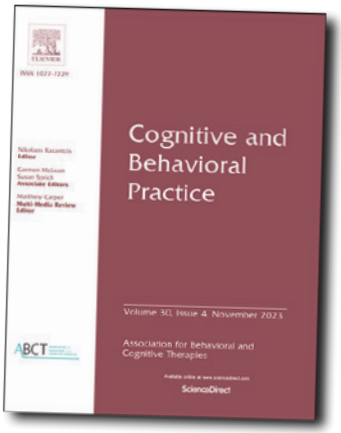
- **Employment** Our online Job Bank connects job seekers with current employment opportunities in CBT.

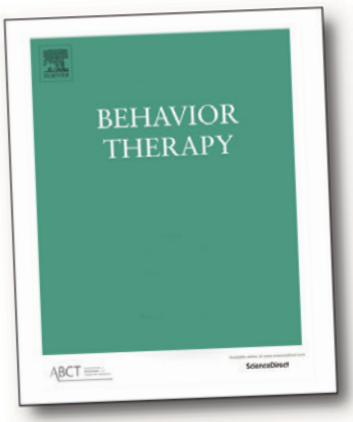
Explore our journals with ABCT membership!

Cognitive and Behavioral Practice

Cognitive and Behavioral Practice, published four times a year, is an international scholarly journal with the primary mission of dissemination: to bridge the gap between clinical research and practice of cognitive and behavioral therapies.

C&BP values diversity, equity, and inclusion in science and welcomes submissions on topics that impact BIPOC communities and scholars. The journal is for practicing mental health clinicians and instructors, as well as for researchers with an interest in the clinical dissemination of their findings.





BEHAVIOR THERAPY

Behavior Therapy, published six times per year, is devoted to the application of the behavioral and cognitive sciences to the conceptualization, assessment, and treatment of psychopathology and related clinical problems. It is intended for mental health professionals and students from all related disciplines who wish to remain current in these areas and provides a vehicle for scientist-practitioners and clinical scientists to report the results of their original empirical research.

Although the major emphasis is placed upon empirical research, methodological and theoretical papers as well as evaluative reviews of the literature will also be published. Controlled single-case designs and clinical replication series are welcome.

the Behavior Therapist

An ABCT tradition, ***the Behavior Therapist*** has stimulated readers for over 55 years with its high-quality, thought-provoking articles on cognitive and behavioral practice, theory, and research, including humor, reviews, training program overviews, clinical dialogues, and news of the field.

A peer-reviewed publication devoted to work by seasoned clinicians and researchers and students alike, often featuring theoretical debates among pioneers of the field, tBT is an excellent educational tool and archive of the field's evolution.



Upcoming Events

2026

- **January 4** | Submission portal opens for submitting Continuing Education ticketed sessions
- **February 1** | Deadline for ABCT officer nominations
- **February 5** | Deadline for CE Submissions (AMASS, Mini-Workshops, Workshop, Institute, Master Clinician Seminars, Research & Professional Development)
- **February 8** | Call for General Sessions (Symposia, Panel Discussions, Clinical Roundtables)
- **April 14** | Deadline for 2027 membership renewal without late fee penalty
- **March 1** | Deadline for ABCT award nominations
- **March 15** | Deadline for Call for General Sessions (Symposia, Panel Discussions, Clinical Roundtables, Posters, Spotlight Research)

2027

- **July 15** | 2027 membership year begins
  Election month: time to vote!
- **November** | 61st Annual Convention, New Orleans


ABCT
ASSOCIATION for BEHAVIORAL and COGNITIVE THERAPIES
61st Annual Convention
New Orleans, LA
November 18-21, 2027
Advancing CBT through Interprofessional, Intergenerational and Community-Engaged Research, Practice, Advocacy and Service
Call for Abstracts
Abstract Portal Opens: February 8, 2027
Abstract Deadline: March 15, 2027
Watch ABCT.org for more details!

Call for Abstracts 2027 | Conference Theme: Advancing CBT Through Interprofessional, Intergenerational, and Community-Engaged Research, Practice, Advocacy and Service

ABCT President: Christopher R. Martell, Ph.D., ABPP | Program Chair: Gabriela Nagy, Ph.D.

Associate Program Chair: Elisabeth Akeman, M.S., LPC | Associate Program Chair: Matthew Capriotti, Ph.D.

ABCT WAS FORMERLY KNOWN AS AABT – the Association for Advancement of Behavior Therapy. Although "advancement" is no longer in our name, advancing CBT remains central to our mission. The annual convention provides the venue to showcase the outstanding work being accomplished by the scientific and clinical communities in furthering this mission. It also offers an invaluable annual opportunity to connect, network, and learn from one another.

One of the most pressing challenges we face globally is the alarming increase in mental health problems. This is especially true as we navigate overlapping, persistent challenges, including the lasting effects of COVID-19, political polarization, climate change, and conflicts around the world. Perhaps of more immediate concern for the development and dissemination of CBT, however, is that those with the greatest need, such as those with higher symptom burden or chronic conditions, are often the least likely to receive care. Despite decades of awareness, this access gap remains largely unchanged.

Our field has tried to address the mental health burdens of societal and personal problems by being creative and generative, leading to great diversity with regard to alignment with specific waves (e.g., first, second, or third wave), different emphasis on theoretical approaches (e.g., big "B" little "c" CBT, or big "C" little "b" CBT), or more specifically with distinct intervention approaches (e.g., contextual behavior therapy, dialectical behavior therapy, cognitive therapy, behavior analysis). This heterogeneity has led to important technological advancement, and has also sometimes borne subdividing, siloing, and even adversarial positioning between "camps." During this time when our world becomes increasingly complex, this convention will highlight ways that we can come together to overcome perceived divisions within our field and more fully realize our association's overarching mission.

Specifically, this year's convention theme emphasizes how we can come together to ensure that our collective work can improve client outcomes, expand access to care, deepen our understanding of the factors that maintain behavioral disorders and the mechanisms that drive change, increase our understanding of risk and protective factors, develop prevention interventions at the individual and community level and ultimately develop meaningful solutions to distress at both national and global levels. While good science does not force us to follow one direction or speak with a unified voice, we can have the greatest large-scale impact by working collectively. Advancing CBT and our uniquely informed understanding of solutions to individual and societal problems requires collaboration among treatment developers, experts in neuroscience and behavior, community-engaged researchers, treatment outcomes researchers, practicing clinicians, trainees, and experts from a variety of professional disciplines. It also requires partnerships with people whose diverse experiences and life contexts can help us better understand what works, for whom, and under what circumstances.

While broad in scope, this year's theme builds on those of recent conventions. We all recognize the importance of consistency, and building upon ideas from previous conventions is a logical way to sustain progress. Accordingly, a programming priority for the 2027 Convention will be to highlight research developed through interdisciplinary, multisite, and cross-cultural collaboration, as well as treatment research informed by those who deliver care. We also especially welcome the voices of practitioners and members of communities in which services are most urgently needed. A high priority will be given to presentations that can weave together basic science, both the biological and behavioral sciences, treatment research, and the experiences of clinicians.

Submissions can be in the form of Symposia, Panel Discussions, Clinical Roundtables, and Posters. Examples include:

- Research that highlights the contributions of all members of a collaborative team, including scientists, clinicians, and students.
- Community-engaged research that incorporates the knowledge, experiences, and customs of the communities receiving care or from whom important questions have been asked.
- Innovative methodologies and uses of technology that unify and strengthen, rather than diminish,
  human collaboration.
- Presentations that foster cross-generational knowledge and learning, including lessons from our most senior colleagues and innovations form the work of early-career professionals. and students.
- Perspectives on training in evidence-based practices to prepare students to meet growing challenges to our discipline, our science, and the mental health of people worldwide.
- Intersection of basic and applied research that advances understanding of environmental factors maintaining inequitable systems and improve programs that address concerns of vulnerable populations.
- Cross-cultural research and practices.

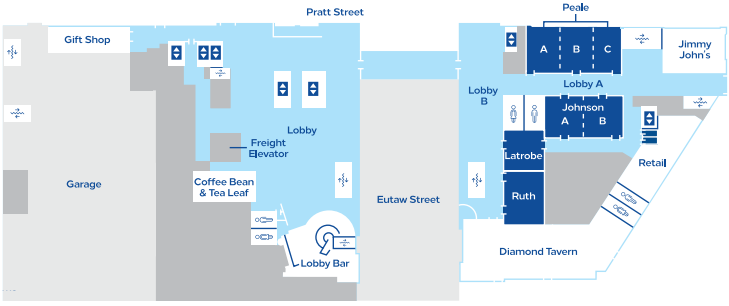
Floor Plans

The Baltimore Convention Center

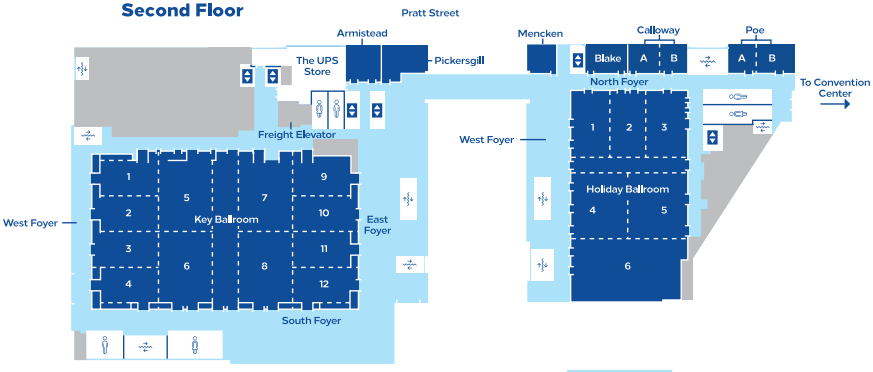


Hilton Baltimore Inner Harbor

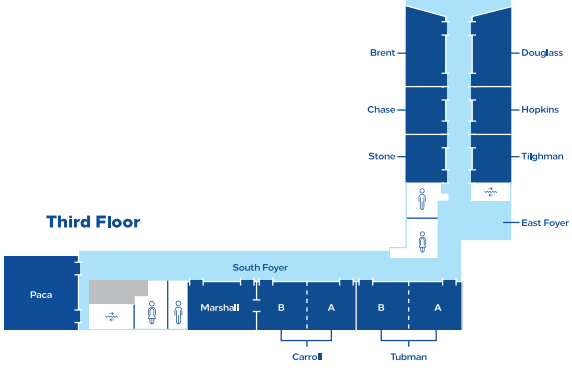
First Floor



Second Floor



Third Floor



Resources

Shabbat

Please join us for Shabbat. All are welcome **Saturday, 12:00pm – 2:00pm** in **Carroll B, 3rd Floor, Hilton** and **Saturday, 5:00pm – 8:00pm** in **Tubman, 3rd Floor, Hilton**.

Nursing Mothers Room

ABCT offers a nursing room in the Hilton Hotel during the convention: **Chase, 3rd Floor, Hilton**. In the convention center, the nursing room is located on **Level 300**.

Childcare

Parents who require childcare during the convention may make arrangements with Kiddie Corp. services. Please go to the ABCT Registration Counter to sign up. The age range offered is between 6 months through 12 years old. The hourly rate is $10.00 per hour for one child, $15.00 per hour for two children, $20.00 per hour for three children. The fee can be paid by credit card or check in advance. Cash can be accepted on-site provided that there is still space available. There is a 2-hour minimum for services required. Parents may drop off and collect their children in **Calloway A/B, 2nd floor, Hilton**.

Childcare services can be booked during the following days and times:

Friday, November 13 | 8am-10pm
Saturday, November 14 | 8am-10pm

Gender-Neutral Restrooms

Gender-neutral restrooms are located on the **1st, 2nd, and 3rd levels of the Hilton Hotel**, and on **Level 300 of the Baltimore Convention Center**.

Coat Check

The coat check room is located on the **2nd floor, Hilton Hotel near the Key Ballroom** at the following hours of operation:

Thursday, November 12 | 7:00am – 8:00pm
Friday, November 13 | 7:00am – 9:00pm
Saturday, November 14 | 7:00am – 1:00am
Sunday, November 15 | 7:00am – 1:00pm

and in the **Baltimore Convention Center, Camden Lobby, level 300** at the following hours of operation:

Friday, November 13 | 9:00am – 5:00pm
Saturday, November 14 | 9:00am – 5:00pm
Sunday, November 15 | 9:00am – 1:00pm

Speaker Ready Room:

(Blake), Second Floor, Hilton Hotel

Hours of Operation:

Thursday, November 14 | 7:00am – 6:00pm
Friday, November 15 | 7:00am – 6:00pm
Saturday, November 16 | 7:00am – 6:00pm
Sunday, November 17 | 7:00am – 1:00pm

ABCT Wellness and Prayer Room

Stone, 3rd floor, Hilton Hotel

The wellness and prayer room is a peaceful, neutral space. It serves as a designated space for prayer, meditation or study for any attendee or guest. While using this space, it is important to show the utmost respect for others' backgrounds and experiences. This is an inclusive space.

Hours of Operation:

Thursday, November 14 | 7:00am – 6:00pm
Friday, November 15 | 7:00am – 6:00pm
Saturday, November 16 | 7:00am – 6:00pm
Sunday, November 17 | 7:00am – 1:00pm



Understanding the Annual Convention

Descriptions follow of a few hundred events to be presented November 12–15, 2026. There are sessions on a large array of topic areas and all familiarity levels.

Session Types

- **GENERAL SESSIONS**

Symposia: Presentations of data, usually investigating efficacy of treatment protocol or particular research. Symposia are either 60 minutes or 90 minutes in length. They have one or two chairs, one discussant, and between three and five papers.

Panel Discussions and Clinical Round Tables: Discussions (sometimes debates) by informed individuals on an important topic. These are organized by a moderator and have between three and six panelists who bring differing experience and attitudes to the subject matter.

Membership Panel Discussions: Organized by representatives of the Membership and Student Membership Committees, these events generally have a particular emphasis on training or career development.

Special Sessions: Designed to provide useful information regarding professional, rather than scientific, issues. For more than 25 years our Internship Overview and Postdoctoral Overview have been helping people find their educational paths. For those just starting the journey, Getting Into Graduate School has proven useful.

Research and Professional Development (RPD): Presentations explicitly focused on broad-based research issues (e.g., a methodological or design issue, grantsmanship, manuscript review) and/or professional development topics (e.g., evidence-based supervision approaches, establishing a private practice, academic productivity, publishing for the general public).

Mini Workshops: Mini Workshops (90 minutes) occur throughout the meeting and address direct clinical care or training at a broad, introductory level.

Spotlight Research: This format provides a forum to debut new findings considered to be groundbreaking or innovative for the field. A limited number of extended-format sessions consisting of a 45-minute research presentation and a 15-minute question-and-answer period allows for more in-depth presentation.

Clinical Grand Rounds: Master-level clinicians give simulated live demonstrations of therapy. Clients may be portrayed by graduate students studying with the presenter and specializing in the problem area to be treated.

Poster Sessions: One-on-one discussions between researchers, who display graphic representations of the results of their studies, and interested attendees. Because of the variety of interests and research areas of the ABCT attendees, between 1,200 and 1,500 posters are presented each year.

Special Interest Group Meetings: Nearly 40 SIGs meet each year to renew relationships, accomplish business (such as electing officers), acknowledge excellence through the awards program, and often offer presentations. SIG talks are not peer-reviewed by the Association, nor are they eligible for CE credit.

- **TICKETED SESSIONS**

These listings—located throughout the program book—include a level of experience to guide attendees and offer CE credit.

Workshops: Covering concerns of the practitioner/educator/researcher, Workshops are an anchor of the Convention. These sessions are 3 hours long and are generally limited to 60 attendees.

Master Clinician Seminars: The most skilled clinicians explain their methods and show video demonstrations of client sessions. Offered throughout the Convention, these seminars are 2 hours long and are generally limited to 40 attendees.

Advanced Methodology and Statistics Seminars (AMASS): Designed to enhance researchers' abilities, these are 4 hours long and limited to 40 attendees.

Institutes: Leaders and topics for Institutes are taken from previous ABCT Workshop and Master Clinician Seminar presentations in which a longer format is beneficial. They are offered as 7-hour or 5-hour sessions on Thursday, and are generally limited to 40 attendees.

Clinical Intervention Training: One-day event emphasizing the "how-to" of clinical intervention. The extended length allows for exceptional interaction. Participants attending a full-day session can earn 7 continuing education credits.

Itinerary Planner

After reviewing the 2026 Program, we hope you will turn to the online Itinerary Planner and begin to build your ultimate ABCT convention experience!

- **SEARCH** by topic, presenter, session, type, day/time
- **BROWSE** by day and view the entire program in time/day order
- **DEVELOP** your personal ABCT convention schedule

WWW.ABCT.ORG/2026-CONVENTION/

Thursday, November 12, 2026

8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Peale A, 1st Floor, Hilton

Clinical Intervention Training 1

Stepping up Your Eating Disorder CBT Game

Kamryn T. Eddy, Ph.D., Massachusetts General Brigham / Harvard Medical School
Jennifer J. Thomas, Ph.D., Harvard Medical School

Basic to moderate level of familiarity with the material
Primary Category: Symptoms / Disorders - Eating Disorders
Key Words: *Symptoms / Disorders - Eating Disorders*



Cognitive-behavioral therapy (CBT) is established as the first-line treatment for binge-spectrum eating disorders, but its application to restrictive eating disorders, including avoidant/restrictive food intake disorder (ARFID) and anorexia nervosa (AN) is more novel. This training is designed to give clinicians who have familiarity with CBT an opportunity to bring existing competencies up-to-date through training in two new treatments for restrictive eating disorders, namely, Cognitive-Behavioral Therapy for Avoidant/Restrictive Food Intake Disorder (CBT-AR) and Cognitive Behavioral Therapy for Anorexia Nervosa (CBT-AN-20). Both CBT-AR and CBT-AN-20 emphasize early behavior change and strategic exposures. In ARFID, where the core problem is food restriction due to sensory sensitivity, lack of interest in eating or food, and/or fear of aversive consequences, exposures are designed to offer new food-related learning opportunities to increase volume or variety. By contrast, in AN and atypical AN, where restriction is typically motivated by fear of weight gain, exposures are designed to challenge broken cognitions about eating and weight change. Participants can expect an in-depth primer on both interventions delivered in an evidence-based framework supported by new neurobiological findings. We will use a combination of didactic training, integration of case examples, and role play across the training day to enhance learning. Outline: I. Introduction to CBT for eating disorders and definition of the restrictive eating disorders II. Neurobiology of restrictive eating disorders as a framework for novel CBT approaches III. Meta-competencies needed in delivery of CBT for eating disorders IV. Deep dive into cognitive-behavioral therapy for avoidant/restrictive food intake disorder (CBT-AR) V. Deep dive into cognitive-behavioral therapy for anorexia nervosa and atypical anorexia nervosa (CBT-AN-20) VI. Review of preliminary findings from our team's recent randomized clinical trials for restrictive eating disorders VII. Case review and discussion

At the end of this session, the learner will be able to:

- Describe recent advances in cognitive-behavioral therapy (CBT) for restrictive eating disorders.
- Identify how recent advances in the neurobiology of restrictive eating disorders set the stage for novel interventions.
- Implement the stages of CBT for avoidant/restrictive food intake disorder (CBT-AR).
- Implement the phases of CBT-AN-20 for anorexia nervosa and atypical anorexia nervosa.
- Compare and contrast techniques applied in CBT-AR and CBT-AN-20.

Recommended Readings: Duggan HC, Hardy G, Waller G. Cognitive-behavioural therapy (CBT) for outpatients with anorexia nervosa: a systematic review and meta-analysis of clinical effectiveness. Cogn Behav Ther. 2026;55(2):139-184. doi:10.1080/16506073.2025.2465745Duggan HC, Rose C, Turner H, et al. How Do Outpatients Experience 20-Session Cognitive-Behavioral Therapy for Anorexia Nervosa (CBT-AN-20)? A Qualitative Exploration. Int J Eat Disord. 2025;58(11):2182-2193. doi:10.1002/eat.24528Kambanis PE, Cai K, Thomas JJ, Eddy KT, Freestone D, Baker J, Menzel J, Boucher E. Effectiveness of Virtually Delivered Cognitive-Behavioral Therapy for Avoidant/Restrictive Food Intake Disorder. Int J Eat Disord. Published online April 8, 2026. doi:10.1002/eat.70098. Thomas JJ, Becker, KR, Eddy KT. The Picky Eater's Recovery Book: Overcoming Avoidant/Restrictive Food Intake Disorder. Cambridge, UK: Cambridge University Press; 2021. Thomas JJ, Eddy KT. Cognitive-Behavioral Therapy for Avoidant/Restrictive Food Intake Disorder: Children, Adolescents, and Adults. Cambridge, UK: Cambridge University Press; 2019.

8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Carroll A, 3rd Floor, Hilton

Institute 1

Learn and Practice the Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents (UP-C/A)

Jill Ehrenreich-May, Ph.D., University of Miami
Lauren Milgram, MS, University of Miami
Elizabeth S. Bocanegra, Ph.D., University of Miami

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *CBT, Transdiagnostic, Child*

Youth mental health concerns are on the rise. Traditional single domain treatment models, while effective in some cases, often fall short of meeting youth's complex mental health needs. Youth seeking treatment in routine care settings commonly present with more than one psychiatric concern, and youth's presenting concerns may fluctuate frequency over a standard treatment course and across youth's development. Transdiagnostic CBT interventions have emerged as promising alternatives to single domain or diagnosis-specific approaches to addressing youth's mental health needs. The Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents (UP-C/A) are transdiagnostic CBT manuals designed to address the core emotional dysfunctions that underlie many youth emotional concerns (e.g., anxiety, depression, OCD). The UP-C/A present a range of CBT strategies (including emotion psychoeducation, behavioral activation, cognitive reappraisal, present-moment and non-judgmental awareness, and exposure strategies) in a modular format using a broad emotion framework that can be flexibly applied to a wide array of youth concerns. Additional caregiver-focused strategies

are incorporated throughout to supplement youth-focused material. The UP-C/A has demonstrated efficacy across numerous studies (Ehrenreich-May et al., 2017; Kennedy et al., 2019; Sherman & Ehrenreich-May, 2020) and has recently been evaluated in community mental health centers (Ehrenreich-May et al., 2025) and public high schools (Velez et al., 2025), further supporting its utility across diverse clinical settings. This full-day institute will provide in-depth clinical training in the UP-C/A. Following a brief review of the rationale for the intervention, we will present each UP-C/A module using didactics, video examples, and live demonstrations. Attendees will engage in role-plays to practice skills learned and apply techniques to various symptom domains. Attendees will also receive a preview of upcoming adaptations for the second edition of the UP-C/A. We will conclude with an open Q&A discussion focused on anticipating and troubleshooting barriers to UP-C/A implementation and fidelity in attendees' own clinical practice settings.

Recommended Readings:

Ehrenreich-May, J., Rosenfield, D., Queen, A. H., Kennedy, S. M., Remmes, C. S., & Barlow, D. H. (2017). An initial waitlist-controlled trial of the unified protocol for the treatment of emotional disorders in adolescents. Journal of Anxiety Disorders, Transdiagnostic Approaches, 46, 46–55. https://doi.org/10.1016/j.janxdis.2016.10.006

Ehrenreich-May, J., Jensen-Doss, A., Milgram, L., Rosenfield, D., Shaw, A. M., LoCurto, J., Nanda Robinson, M., Caron, E. B., Lee, P., & Ginsburg, G. S. (2025). A randomized controlled effectiveness trial of transdiagnostic treatment and measurement-based care for adolescents with emotional disorders in community clinics. Journal of Consulting and Clinical Psychology, 93(3), 144–160. https://doi.org/10.1037/ccp0000947

Milgram, L., Bigler, M. E., Halliday, E. R., Timpano, K. R., & Ehrenreich-May, J. (2025). Are the Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents as Effective for OCD as for Anxiety and Depression? Children, 12(4), 529. https://doi.org/10.3390/children12040529

Grossman, R. A., & Ehrenreich-May, J. (2020). Using the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders With Youth Exhibiting Anger and Irritability. Cognitive and Behavioral Practice, 27(2), 184–201. https://doi.org/10.1016/j.cbpra.2019.05.004

Sherman, J.A. & Ehrenreich-May, J. (2020). Changes in risk factors during the Unified Protocol for Transdiagnostic Treatment of Emotional Disorders in Adolescents. Behavior Therapy, 51(6), 869-881. https://doi.org/10.1016/j.beth.2019.12.002

At the end of this session, the learner will be able to:

- Explain the rationale for a transdiagnostic approach to CBT for youth emotional concerns.
- Describe current research demonstrating the efficacy of the UP-C/A.
- Discuss core techniques of the UP-C/A that can be flexibly applied across youth emotional concerns including fear, anxiety, sadness, and anger.
- Identify caregiver-focused UP-C/A skills that can supplement youth-focused strategies, including using praise/positive reinforcement, increasing consistency, healthy independence granting, and healthy emotional modeling.
- Increase competence and confidence in UP-C/A delivery for youth with multiple co-occurring symptoms and complex clinical presentations.

8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Carroll B, 3rd Floor, Hilton

Institute 2

Making CBT Concrete, Flexible, and Accessible for Autistic Clients, with or Without IDD, Across the Lifespan

Dena L. Gassner, Ph.D., AJ Drexel Autism Institute Drexel University
Matthew D. Lerner, Ph.D., Drexel University
Lauren J. Moskowitz, Ph.D., St. John's University
Rebecca E. Sachs, ABPP, Ph.D., E & R Psychology, PC

Moderate level of familiarity with the material

Primary Category: Population - Autism

Key Words: *Autism Spectrum Disorders, Case Conceptualization / Formulation, Developmental Disabilities*

Based on the Scalable Psychopathology Intervention Intensive Training for IDD & Autism (SPIRIT-ID/A) program, this Full Day Institute provides intermediate/advanced, skills-focused training on adapting Cognitive Behavioral Therapy (CBT) for autistic clients/people with intellectual and developmental disabilities (IDD) across the lifespan. Autistic individuals/those with IDD experience significant mental health inequities—including high rates of anxiety, depression, trauma exposure, and suicidality—yet face systemic barriers due to provider undertraining, misdiagnosis, and siloeing of services. It has been documented that autistic persons and those with IDD have been undersupported by standard CBT. This Institute promotes access and support by equipping professionals with neuro-affirming CBT adaptations and modifications. Co-led by professionals with over 50 years of combined clinical and research expertise, and some with lived experience,

the Institute integrates empirical evidence, informed clinical decision-making, and the perspectives of autistic individuals and families within a neuro-affirming, evidence based, and ethically responsible framework. Across 7 hours of didactic instruction, case formulation exercises, discussion, and role-play, participants will learn to conceptualize cases using functional behavioral assessment and neurodevelopmental profiles, adapt CBT strategies to developmental and contextual needs, incorporate family/caregiver collaboration, and implement culturally responsive practices. The Institute will review how to implement core behavioral strategies—such as exposure, opposite action, and mindfulness, as well as cognitive strategies– such as psychoeducation, cognitive restructuring, and problem-solving– through adjusted pacing, increased predictability, caregiver involvement, making concepts concrete (e.g., greater use of written and visual supports), incorporating special interests, counterconditioning, and simplifying cognitive activities/coping statements. By the conclusion, participants will gain practical tools, increased confidence, and clinical competence to deliver evidence-based, neuro-affirming CBT across diverse settings.

Recommended Readings:

Bal, V. H., Wilkinson, E., Glascock, V., Hastings, R. P., & Jahoda, A. (2023). Mechanisms of change in behavioral activation: Adapting depression treatment for autistic people. Cognitive and Behavioral Practice, 30(4), 589-596.

Botha, M., Dibb, B., & Frost, D. M. (2022). "Autism is me": an investigation of how autistic individuals make sense of autism and stigma. Disability & Society, 37(3), 427–453. https://doi.org/10.1080/09687599.2020.1822782

Hieneman, M. (2015). Positive behavior support for individuals with behavior challenges. Behavior analysis in practice, 8, 101-108. https://pmc.ncbi.nlm.nih.gov/articles/PMC5048254/

Riches, S., Hammond, N., Bianco, M., Fialho, C., & Acland, J. (2023). Adapting cognitive behaviour therapy for adults with autism: a lived experience-led consultation with specialist psychological therapists. The Cognitive Behaviour Therapist, 16, e13.https://link.springer.com/content/pdf/10.1186/s11689-021-09396-9.pdf\

Kerns, C. M., Roux, A. M., Connell, J. E., & Shattuck, P. T. (2016). Adapting cognitive behavioral techniques to address anxiety and depression in cognitively able emerging adults on the autism spectrum. Cognitive and Behavioral Practice, 23(3), 329-340. https://www.sciencedirect.com/science/article/pii/S1077722916300360?casa_token=CiG-dgxzQiwAAAAA:V1KZc998KbmkfcrvaXs8DFEvSrs5VmYX-DKxdS9pOr6D4i2msvYIyzSPPugpo

Outline Part I: Foundations for Neuro-Affirming CBT

- Welcome, introductions, and overview of the SPIRIT-ID/A framework
- Why adapting CBT matters: addressing disparities in mental health care
- Understanding autism and intellectual disability through a neurodevelopmental and neurodiversity-affirming lens including lived experience
- Information processing differences
  - Thinking and executive functioning
  - Social information processing
  - Emotional processing
  - Sensory, motor, and interoception
- Clinical implications for engagement, assessment, and treatment planning Part II: Building a Meaningful Case Conceptualization

- Moving beyond diagnosis to individualized formulation
- Integrating:
  - Functional behavioral assessment
  - Neurodevelopmental profiles
  - Client strengths and protective factors
  - Family and caregiver perspectives
  - Lived experience
- Collaborative problem identification and goal development
- Interactive case conceptualization exercise Part III: Adapting Core Behavioral Interventions
- Overview of Modifying Opposite action:
  - Exposure
    - Counterconditioning
  - Behavioral activation
  - Mindfulness
- Prevent–Replace/Learn–Respond Framework
- Increasing predictability and structure
- Using visual supports, modeling, incorporation of focused interests/passions, reinforcement, and caregiver coaching
- Exposure adaptations and modifications
- Skills development- Autism specific
- Role-play and clinical examples Part IV: Adapting Cognitive Interventions
- Modifying psychoeducation
- Making cognitive restructuring concrete
- Simplifying coping self-talk
- Visual supports and multiple communication modalities
- Incorporating focused interests/passions into cognitive therapy
- Adapting interventions across developmental and cognitive abilities for autistic clients with and without ID
- Problem-solving strategies
- Clinical demonstrations and examples Part V: Lifespan Applications and Clinical Integration
- Developmental considerations across childhood, adolescence, and adulthood
- Working collaboratively with caregivers and interdisciplinary teams
- Ethical, culturally responsive, and neurodiversity-affirming practice
- Addressing stigma, masking, autonomy, and informed consent
- Pulling it all together through integrated case examples
- Audience questions, discussion, and implementation planning

At the end of this session, the learner will be able to:

- Apply case conceptualization strategies that integrate functional behavioral assessment, neurodivergent profiles (i.e., cognitive or emotional processing differences), transdiagnostic CBT principles, and perspectives from the autistic/ID communities to guide treatment planning.
- Adapt and modify core behavioral strategies—including exposure, opposite action, mindfulness, and counterconditioning—by modifying pacing, increasing predictability, and incorporating family/caregiver collaboration across the lifespan.
- Adapt and modify cognitive strategies – including psychoeducation, cognitive restructuring, problem-solving, and coping statements – to enhance concreteness, incorporate special interests, and align with developmental and adaptive functioning levels.

- Integrate lifespan and developmental considerations to tailor CBT interventions for children, adolescents, and adults, ensuring age-appropriate, functional, and contextually relevant care.
- Implement ethical, culturally responsive, and neurodiversity-affirming practices, including informed consent, sensory safe environments, utilization of multiple communication modalities, client autonomy, presuming competence, and anti-bias approaches in therapy.

8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Tubman A, 3rd Floor, Hilton

Institute 3

Motivational Interviewing for Health Behaviors and Substance Use

Trevor A. Hart, Ph.D., Toronto Metropolitan University
Tyrel J. Starks, Ph.D., Hunter College, City University of New York

Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Motivational Interviewing, Substance Abuse, Health Psychology*

This institute involves development of intermediate skills in Motivational Interviewing (MI) and applying MI to help people change health behaviors including substance use in diverse healthcare contexts (e.g., substance use clinics, sexual behavior problem programs, community-based settings, hospital settings with medical patients). Motivational Interviewing (MI) has a decades-long track record of improving health outcomes across a wide range of behaviors. Initially developed as an approach to substance use treatment, its applications now span disciplines as diverse as forensic corrections, nutrition, and nursing in addition to behavioral health. This training provides an overview of core concepts and stills that define MI practice. It will begin with a focus on MI Spirit – the mindset that guides practice irrespective of session or treatment length. Subsequently the training is designed to further attendees' expertise with essential processes or tasks in MI, including: engaging with clients (the formation of working alliance), developing a shared focus, evoking motivation for change, and planning for goal attainment. The training will include didactic information drawn from the MI evidence base and established theory; however, the training emphasis is on demonstration, practice and discussion. Small-group real play and role play activities provide opportunities for real-time feedback on skills from trainers experienced in MI delivery. Training will include a discussion of how to apply MI through examples from their own practice, as well as how to use MI with diverse and marginalized populations. This institute will also cover how MI skills can be integrated into CBT and how MI-informed CBT differs from standard approaches to CBT and MI.

Recommended Readings:

Hart, T.A., Willis, A.C., Simpson, S.H., Julien, R.E., Hoe, D., Leahy, B., Maxwell, J., & Adam, B.D. (2016). Gay poz sex: A sexual health promotion intervention for HIV-positive gay and bisexual man. Cognitive and Behavioral Practice, 23(4), 517-529. https://doi.org/10.1016/j.cbpra.2015.11.002.

Martins, R.K., & McNeil, D.W. (2009). Review of Motivational Interviewing in promoting health behaviors. Clinical Psychology Review, 29(4), 283-293. https://doi.org/10.1016/j.cpr.2009.02.001.

Magill, M., Apodaca, T.R., Borsari, B., Gaume, J., Hoadley, A., Gordon R.E.F., Tonigan, J. S., & Moyers, T. (2018). A meta-analysis of Motivational Interviewing process: Technical, relational, and conditional process models of change. Journal of Consulting and Clinical Psychology, 86(2), 140-157. https://doi.org/10.1037/ccp0000250.

Miller, W.R. (2023). The evolution of Motivational Interviewing. Behavioral and Cognitive Psychotherapy, 51(6), 616-632. https://doi.org/10.1017/S1352465822000431

Frost, H., Campbell, P., Maxwell, M., O'Carroll, R.E., Dombrowski, S.U., Williams, B., Cheyne, H., Coles, E., & Pollock, A. (2018). Effectiveness of Motivational Interviewing on adult behaviour change in health and social care settings: A systematic review of reviews. PloS One, 13(10). https://doi.org/10.1371/journal.pone.0204890

At the end of this session the learner will be able to:

- Describe the MI model and the evidence base for the use of MI in health behavior and substance use change with patients in diverse health care settings.
- Demonstrate the core MI skills (OARS + EPE).
- Explain MI "spirit" and the four key MI processes.
- List one way the trainee can use MI in their own practice settings.
- Use MI in primary care and other diverse health care settings in working with adult, adolescent, and older adult patients.

8:30 a.m. – 5:00 p.m.

Earn 7 continuing education credits

Tubman B, 3rd Floor, Hilton

Institute 4

Processing Emotions in Primary Care: Brief, Effective PTSD Treatment Designed for PC

Sheila AM Rauch, ABPP, Ph.D., Emory University School of Medicine/ Joseph Maxwell Cleland Atlanta VAMC
Rebecca K. Sripada, ABPP, Ph.D., University of Michigan
Stacy A. Ogbeide, ABPP, Psy.D., UT Health San Antonio

Basic to Moderate level of familiarity with the material

Primary Category: Trauma and Stressor Related Disorder and Disasters

Key Words: *PTSD (Posttraumatic Stress Disorder), Primary Care, Treatment*

First-line PTSD treatments are effective but most people with PTSD will never access one of these interventions or complete an episode of care. Most of these first line treatments are provided in specialty mental health alone and require 8 to 15 sessions for an adequate dose. Providing an effective, brief version of Prolonged Exposure (PE), a first line PTSD intervention, in primary care reduces barriers to care and increases access. Processing Emotions in Primary Care (PEPC) is a brief version of PE that includes four to eight, 30-minute sessions provided by an embedded behavioral health consultant (BHC) in the PC setting. PEPC has demonstrated effectiveness in veterans, military services members, and civilians with PTSD with about half of clients who initiate showing response with a clinically significant reduction in PTSD. This institute will provide the full didactic portion of training in the PEPC model for BHCs and other mental health providers embedded in the primary care or integrated care setting. The training will include discussion of the elements of the PEPC model: written memory approach and processing, brief in vivo (taking your life back from PTSD), and psychoeducation. Didactic will cover emotional processing theory as applied to this brief PTSD model. Trainers will include video review, roleplays and discussion as tools to train attendees in how to provide PEPC to a variety of

client presentations. Trainees will be directed how to access consultation groups required if they intended to receive provider status in PEPC.

Recommended Readings:

Cigrang, J., Rauch, S.A.M., Mintz, J., Brundige, A., Mitchell, J., Najera, E., et al. (2017). Moving Effective Treatment for Posttraumatic Stress Disorder to Primary Care: A Randomized Controlled Trial with Active Duty Military. Families, Systems, & Health 35(4), 450-462. doi:10.1037/fsh0000315

Sripada RK, Walters HM, Ganoczy D, Avallone KM, Cigrang JA, Rauch SAM. Feasibility and Acceptability of Prolonged Exposure in Primary Care (PE-PC) for Posttraumatic Stress Disorder in Federally Qualified Health Centers: A Pilot Study. Adm Policy Ment Health. 2022 Sep;49(5):722-734. doi: 10.1007/s10488-022-01195-1. Epub 2022 Apr 20. PMID: 35445362; PMCID: PMC9020756. Format:

Ogbeide SA, Knight C, Young A, George D, Houston B, Wicoff M, Johnson-Esparza Y, Gibson-Lopez G. Current Practices in Clinical Supervision in Primary Care. J Clin Psychol Med Settings. 2024 Jun;31(2):316-328. doi: 10.1007/s10880-023-10001-5. Epub 2024 Feb 12. PMID: 38347384.

Rauch, S. A. M., Wilson, C. K., Jungerman, J., Bollini, A., & Eilender, P. (2022). Implementation of Prolonged Exposure for PTSD: Pilot Program of PE for Primary Care in VA. Cognitive and Behavioral Practice, 29(2), 259-266. doi:https://doi.org/10.1016/j.cbpra.2020.09.004

Rauch, S., & Foa, E. (2006). Emotional Processing Theory (EPT) and Exposure Therapy for PTSD. Journal of Contemporary Psychotherapy: On the Cutting Edge of Modern Developments in Psychotherapy, 36(2), 61–65. https://doi.org/10.1007/s10879-006-9008-y

At the end of this session, the learner will be able to:

- Explain when PEPC may be an effective intervention for PTSD in PC and other integrated care settings.
- Effectively present a client with PTSD with the PEPC written memory exercise and instruct them in between session practice.
- Process a written memory exercise with a client to support therapeutic change and PTSD symptom reduction.
- Consider when a client may need longer sessions or more provider support than PEPC provides and transition a client to a higher level of care.
- Consider when to conclude PEPC based on client progress and other factors and transition the client.

8:00 a.m. – 1:00 p.m.

Earn 5 continuing education credits

Douglass, 3rd floor, Hilton

Institute 5

Positive Affect Treatment for Emotional Disorders

Alicia E. Meuret, Ph.D., Southern Methodist University
Michelle G. Craske, Ph.D., University of California Los Angeles

Basic level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Anxiety, Compassion / Empathy, Depression*

Individuals with emotional disorders such as depression and anxiety frequently experience diminished pleasure, interest, and joy in everyday activities. Low positive affect, a core feature of anhedonia, is associated with poor prognosis and elevated suicide risk. Despite its clinical importance, positive affect and anhedonia are rarely targeted directly in standard psychological or pharmacological treatments, leaving many patients with persistent symptoms. Positive Affect Treatment (PAT) was developed to directly address reward processing deficits that contribute to anhedonia. PAT targets difficulties in anticipating rewards, engaging in motivated behavior, responding to positive outcomes, and learning from rewarding experiences. PAT is a structured 15 session intervention comprising 3 modules that focus on behavior (Actions Toward Feeling Better), cognition (Attending to the Positive), and compassion-based skill building (Building Positivity). Across modules, patients practice skills to increase their capacity to look forward to positive experiences, notice and remain engaged with them, and intentionally savor and learn from moments of pleasure, meaning, or accomplishment. The clinical premise of PAT is that strengthening reward capacity increases the frequency and impact of positive experiences, which in turn reduces the dominance of negative thoughts, emotions, and stressors. Randomized controlled trials (Craske, Meuret, et al., 2019, 2023; Meuret et al., 2026) show that, compared to cognitive behavioral therapy, PAT leads to greater improvements in positive affect, depressive and anxiety symptoms, and suicidality among individuals with moderate to severe depression and anxiety and low positive affect. This workshop will provide clinicians with a practical introduction to PAT by reviewing the clinical rationale and evidence base,

demonstrating core modules and techniques, and teaching how to assess reward sensitivity deficits to guide selection and prioritization of PAT strategies in clinical practice.

Recommended Readings:

Meuret, A. E., Rosenfield, D., Wang, E., Houg, C., Ritz, T., & Craske, M.G. (2026). Mechanisms of Positive and Negative Affect Treatment on Reward and Threat Processes in Depression and Anxiety. JAMA Network Open

Craske, M. G., Meuret, A. E., Echiverri-Cohen, A., Rosenfield, D., & Ritz, T. (2023). Positive Affect Treatment targets reward sensitivity: A randomized controlled trial. Journal of Consulting and Clinical Psychology.

Meuret, A. E., Dour, H., Loerinc Guinyard, A., & Craske, M. G. (2022). Positive Affect Treatment for depression and anxiety: Workbook. Oxford University Press.

Kumar, D., Corner, S. Kim, S, & Meuret, A.E. (2024). A randomized controlled trial of brief behavioral activation plus savoring for positive affect dysregulation in university students. Behavior Research and Therapy

Craske, M.G., Dunn, B.D., Meuret, A.E., Rizvi, S.J., & Taylor, C.T. (2024). Positive affect and reward sensitivity in the psychological treatment of depression, anxiety, and trauma. Nature Psychology Review, 3, 665–685.

At the end of this session, the learner will be able to:

- Recognize the symptoms of reward hyposensitivity.
- Explain guide selection and prioritization of PAT strategies in clinical practice.
- Plan behavioral and cognitive activities with patients to improve low positive affect.
- Identify improvements in reward deficit and how to augment benefits further.
- Identify what to do when clients struggle to engage in techniques.

Friday, November 13, 2026

8:00 a.m. – 9:15 a.m.

Earn .5 continuing education credits

Holiday 6, Second Fl., Hilton

Plenary 1A

Evidence & Inference in Therapeutic Outcome Evaluation: Juxtaposing Scientific & Indigenous Ways of Knowing

Joseph Gone, Ph.D., Harvard University

Basic to moderate level of familiarity with the material

Primary Category: Treatment - Cultural Adaptations

Key Words: *Treatment - Cultural Adaptations, Population - Indigenous Americans, Context - Cultural Factors*

Owing to long histories of colonial subjugation, American Indians and Alaska Natives often advocate for greater incorporation of Indigenous tradition into the mental health enterprise. As one example, Indigenous traditional knowledges—especially traditional epistemological practices—might be employed for evaluating treatment outcomes relative to community wellness norms. And yet, the development and deployment of Evidence-Based Interventions (EBIs) for mental health problems is fundamentally a nomothetic pursuit (i.e., generalizable across similar cases), while for some Indigenous healing traditions outcome assessment may be fundamentally idiographic in nature (i.e., relevant only for the individual case). Moreover, EBIs are evaluated experimentally—in the context of formal scientific skepticism—to isolate causal relationships between treatments and improvement, while for most indigenous communities reliable knowledge—in the context of

sacrosanct personal autonomy—is largely a matter of authoritative firsthand experience. These apparent divergences would benefit from greater clarification as to the prospects for reconciliation at the intersection of Indigenous and "western" intervention and evaluation approaches.

Outline:

- Review Indigenous Traditional Knowledges
  Sources
  Characteristics
- * Describe normative inquiry in Psychological Clinical Science
  Definition
  Appraisal
- Juxtaposition of Scientific & Indigenous Ways of Knowing (WoK)
  2 Considerations
  2 Approaches
- Recognizing Demarcated Knowledge Use
- An Alter-Native Psy-ence

At the end of this session, the learner will be able to:

- Summarize key facets of Indigenous Traditional Knowledge.
- Describe the logic of normative outcome evaluation in Psychological Clinical Science.
- Provide an example of demarcated knowledge use.
- Long-term Goal: Appreciate that alternative ways of knowing might be brought to bear on questions of therapeutic benefit
- Long-term Goal: Recognize the power relations at play in hegemonic and subjugated knowledges, respectively

Recommended Readings: Gone, J. P. (2022). Re-imagining mental health services for American Indian communities: Centering Indigenous perspectives. American Journal of Community Psychology, 69(3-4), 257-268. https://doi.org/10.1002/ajcp.12591Gone, J. P. (2016). Alternative knowledges and the future of community psychology: Provocations from an American Indian healing tradition. American Journal of Community Psychology, 58(3-4), 314-321. https://doi.org/10.1002/ajcp.12046Gone, J. P. (2012). Indigenous traditional knowledge and substance abuse treatment outcomes: The problem of efficacy evaluation. American Journal of Drug and Alcohol Abuse, 38(5), 493-497. https://doi.org/10.3109/00952990.2012.694528

Earn .5 continuing education credits

Holiday 6, Second Fl., Hilton

Plenary 1B

Mohala na pua ui i ka wai o na kuahiwi: Community-driven Drug Prevention Implementation for Compassionate Ko'olau

Kelsie Okamura, ABPP, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Cherilyn Inouye, Ph.D., Compassionate Ko'olau, Hawai'i State Department of Education

All levels of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Context - Cultural Factors, Intervention – Prevention, Treatment – Cultural Adaptations*

Integrating compassion and science requires moving beyond top-down implementation paradigms to empower communities as co-architects of evidence-based collective action. Building upon the critical decolonial frameworks for Indigenous mental health care outlined by the preceding speaker, Dr. Joseph Gone, this presentation details Mohala Na Pua ("the youth thrive, being nourished by the waters of the mountain range"), an innovative substance use prevention initiative in Windward O'ahu. Funded by the National Institute on Drug Abuse, this project bridges rigorous behavioral science with Native Hawaiian cultural values ('ike Hawai'i) through a robust partnership between university researchers, the Hawai'i State Department of Education, and Compassionate Ko'olau—a community-led coalition advancing trauma-informed, restorative practices grounded in ancestral wisdom ('ike kupuna). We present a triadic, ecological model of community-led innovation. First, Team School partners with regional intermediate schools to systematically redesign and implement Ho'ouna Pono, an evidence-based, culturally grounded

substance use prevention curriculum. Second, Team Curriculum centers regional youth and community voices to dynamically adapt the intervention to the distinct historical and environmental contexts of the Koʻolaupoko and Koʻolauloa moku (districts). Third, Team Systems utilizes digital infrastructure to capture real-time implementation and adaptation data. By utilizing ecological momentary assessment tools, we monitor curriculum fidelity and organic modifications. This presentation demonstrates how structural compassion—operationalized through deep community pilina (relationship)—can be blended with cutting-edge methodology to build responsive, sustainable public health infrastructure. Attendees will gain actionable frameworks for executing rigorous, evidence-based prevention while sharing scientific power with Indigenous communities. Outline: Introduction & Conceptual Bridge Context: Transitioning from Dr. Joseph Gone's decolonial frameworks to applied youth prevention in Windward Oʻahu. Core Philosophy: Defining structural compassion as sharing scientific power to drive collective action. The Partnership Ecosystem The Coalition: The synergy between Mohala Nua Pua, the Hawaiʻi State DOE, and Compassionate Koʻolau. The Foundation: Rooting substance use prevention in ʻike Hawaiʻi (Native Hawaiian cultural values) and trauma-informed, restorative practices. The Tri-Adic Model in Action Team School & Curriculum: Re-designing, culturally adapting, and implementing the Hoʻouna Pono curriculum across regional intermediate schools. Team Systems: Leveraging digital methodology and EMA tools to capture in-situ implementation fidelity, organic teacher adaptations, and youth engagement data. Conclusion, Future Directions, & Q&A Scalable frameworks for academic-community partnerships in behavioral science.

At the end of this session, the learner will be able to:

- Analyze and apply an ecological, triadic model (School, Curriculum, Systems) for blending evidence-based substance use prevention with Indigenous cultural values and community-led coalitions.
- Evaluate the use of digital infrastructure, including ecological momentary assessment (EMA) tools, to monitor real-time implementation fidelity and organic curriculum adaptations in community settings.
- Design culturally responsive, trauma-informed prevention frameworks that share scientific power and operationalize structural compassion through deep community partnerships (pilina).
- Long-term Goal: Shift from a traditional "top-down" implementation paradigm to a co-architect model, explicitly involving local community stakeholders and culture-bearers in the adaptation of evidence-based practices (EBPs).
- Long-term Goal: Integrate advanced digital tracking tools (like EMA) into community-based research to ethically balance scientific rigor (fidelity tracking) with compassionate flexibility (local cultural adaptation).

Recommended Readings: Gone, J. P. (2019). Considering the connections between American Indian healing traditions and Western mental health practices. American Psychologist, 74(9), 1032–1044.Okamoto, S. K., Helm, S., Delp, J., & Kulis, S. (2019). The development and initial evaluation of the Hoʻouna Pono curriculum: A culturally grounded substance use prevention program for rural Native Hawaiian youth. Journal of Primary Prevention, 40(3), 167–187.Okamura, K.H., Cramer, M.A., Palafu, T. et al. Hoʻouna Pono: a 20-year journey of designing, implementing, and sustaining prevention for rural, Indigenous communities. Subst Abuse Treat Prev Policy 21, 31 (2026). https://doi.org/10.1186/s13011-026-00715-8

Holiday 5, Second Fl., Hilton

Underrepresented Scholars Meet & Greet

Scholars from underrepresented backgrounds at all career stages are invited to connect and engage at the ABCT Underrepresented Scholars Meet and Greet. This event offers a unique opportunity to network with mental health professionals from historically underrepresented backgrounds and gain insights on:

- Navigating academic, clinical, and research spaces as an underrepresented scholar
- Pursuing a successful career in mental health
- Building meaningful professional connections Come share your experiences, expand your network, and be part of a supportive community dedicated to advancing diversity and inclusion in behavioral and cognitive therapies.

9:30 a.m. – 12:30 p.m.

ticket

Earn 3 continuing education credits

Brent, 3rd Floor, Hilton

Workshop 1

Affective Science in the Therapy Room: Connecting Therapeutic Skills and Strategies with the Science of Emotion and Emotion Regulation

Karin G. Coifman, Ph.D., Kent State University
Jennifer C. Veilleux, Ph.D., University of Arkansas

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Emotion Regulation, Translational Research, Change Process / Mechanisms*

Nearly all existing cognitive-behavioral and third-wave interventions include skills and techniques for helping clients improve their emotional functioning, including increasing positive emotion experiences (i.e., behavioral activation), improving distress tolerance, and learning more effective and adaptive emotion regulation skills. Yet, since the development of many of these interventions, contemporary affective science has facilitated far greater understanding of how emotions are generated, processed, and regulated. This relatively new depth of understanding when applied in-session, could greatly enhance existing therapeutic techniques as well as facilitate more moments of productive learning in session. The purpose of this workshop is to help clinicians enhance their cognitive-behavioral skills (broadly construed including third wave) by considering common clinical challenges and intervention techniques through an affective science lens. We will connect intervention theory and methods with up-to-date empirical research on the most effective methods of navigating emotion by increasing emotion fluency and flexibility within the client. We focus on two equally important aims—(1) to build therapists' capacity to effectively teach clients how to flexibly regulate emotion through session-work inclusive

of psychoeducation, emotion language training and behavioral pattern exploration, and (2) to increase self-awareness of the therapist's own emotion and behaviors in session, to reduce risk of burnout and to use the therapy space more effectively. Throughout the workshop, we will provide clinical vignettes and experiential exercises to improve both client outcomes and the therapists' own self-reflective capacity in incorporating affective science into therapeutic practice.

Recommended Readings:

Bonanno, G. A., & Burton, C. L. (2013). Regulatory flexibility: An individual differences perspective on coping and emotion regulation. Perspectives on Psychological Science, 8(6), 591–612. https://doi.org/10.1177/1745691613504116

Coifman, K.G. & Summers, C. (2019). Understanding Emotion Inflexibility in Risk for Affective Disease: Integrating current research and finding a path forward. Frontiers: Psychology, 10:392; doi: 10.3389/fpsyg.2019.00392

Gross, J. J., Uusberg, H., & Uusberg, A. (2019). Mental illness and well-being: An affect regulation perspective. World Psychiatry, 18(2), 130–139. https://doi.org/10.1002/wps.20618

Veilleux, J. C., Hyde, K. C., Chamberlain, K. D., Higuera, D. E., Schreiber, R. E., Warner, E. A., & Clift, J. B. (2022). The "thinking threshold": A therapeutic concept guided by emotion regulation flexibility. Practice Innovations, 7(1), 28–39. https://doi.org/10.31234/osf.io/ke9uf

Southward, M. W., Sauer-Zavala, S., & Cheavens, J. S. (2021). Specifying the mechanisms and targets of emotion regulation: A translational framework from affective science to psychological treatment. Clinical Psychology: Science and Practice, 28(2), 168–182. https://doi.org/10.1037/cps0000003

Outline:

A Brief Primer on Contemporary Affective Science
Disentangling Emotion Phenomena: Emotion versus Mood versus Affective Style
Emotion modulation vs emotion regulation
Emotion attention, clarity, and beliefs
Mapping Emotion Processes to Case Conceptualization
Emotion generation and regulation
Assessing effective vs adaptive regulatory strategies
Conceptualizing skills underlying regulation (e.g., emotional clarity, emotion beliefs)
Building Flexibility and Fluency in the Client
Facilitating increased awareness of contextual features associated with emotional experience
Constructing a regulation toolbox with a balanced variety of evidence-based skills
Building emotional self-efficacy and regulatory flexibility
Therapist emotion in the therapy room
When does it matter
Self-reflection and self-assessment
Building resources and therapist regulatory flexibility

At the end of this session, the learner will be able to:

- Explain and differentiate key emotion constructs e.g., emotions versus moods, regulation versus modulation, components of emotion, emotion dynamics, emotion-linked behaviors).
- Connect the stages of emotion generation and related experiential processes to improve case conceptualization.
- Identify automatic/deliberative processes and strategies of effective and adaptive emotion regulation, with emphasis on building client's self-efficacy in regulation flexibility (i.e., the idea that adaptive regulation considers contextual inputs).
- Connect CBT principles of core beliefs to research on emotion schemas and emotion beliefs.
- Develop self-reflective skills to recognize therapist emotion and related behaviors in-session and relative impacts on client responses and progress.

ticket

Earn 3 continuing education credits

Douglass, 3rd Floor, Hilton

Workshop 2

Compass: A Potent, Parsimonious, and Personalized Approach to Treating Borderline Personality Disorder and Commonly Comorbid Conditions

Shannon Sauer-Zavala, Ph.D., University of Kentucky

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Personality Disorders

Key Words: *Borderline Personality Disorder, Transdiagnostic, Treatment*

Borderline Personality Disorder (BPD) is associated with high clinical complexity, frequent comorbidity, elevated risk, and significant impairment in functioning. Although several empirically supported treatments exist, access to care is limited by the availability of specialty providers. This workshop is designed to address this gap by providing clinicians with a transdiagnostic, personality-based framework for the conceptualization and treatment of BPD that is grounded in contemporary dimensional models of psychopathology and personality (e.g., APA, 2022; Kotov et al., 2017). Drawing on research from the Alternative Model of Personality Disorders (DSM-5-TR; APA, 2022) and ICD-11 (WHO, 2019), the workshop teaches participants to conceptualize BPD in terms of core maladaptive personality dimensions—negative affectivity, antagonism, and disinhibition—that maintain symptoms and drive functional impairment (Vanwoerden & Stepp, 2022). The BPD Compass Introductory Workshop presents how the treatment organizes empirically supported therapeutic components (Sauer-Zavala et al., 2024)—including emotion-focused strategies, behavioral change principles, and mindful attention—into a coherent, reusable roadmap that can be applied flexibly across clinical presentations. Emphasis is placed on helping generalist clinicians integrate these components when working with individuals

with BPD and commonly co-occurring conditions such as mood, anxiety, trauma-related, and substance use disorders. Throughout the workshop, Dr. Sauer-Zavala will explicitly describe the accuracy, utility, and empirical basis of the intervention strategies presented, including discussion of the current evidence base, known strengths, and limitations. Clinical examples will illustrate how a personality-informed, transdiagnostic case formulation can improve treatment planning, reduce clinician burnout, and enhance continuity of care across diagnostic complexity—thereby contributing to improved psychological services to the public.

Recommended Readings:

Sauer-Zavala, S., Southward, M. W., Hood, C. O., Elhusseini, S., Fruhbauerova, M., Stumpp, N. E., & Semcho, S. A. (2023). Conceptual development and case data for a modular, personality-based treatment for borderline personality disorder. Personality Disorders: Theory, Research, and Treatment, 14(4).

Sauer-Zavala, S., Southward, M. W., Fruhbauerova, M., Semcho, S. A., Stumpp, N. E., Hood, C. O., ... & Cravens, L. (2023). BPD compass: A randomized controlled trial of a short-term, personality-based treatment for borderline personality disorder. Personality Disorders: Theory, Research, and Treatment, 14(5).

Bach, B., & Tracy, M. (2022). Clinical utility of the alternative model of personality disorders: A 10th year anniversary review. Personality Disorders: Theory, Research, and Treatment, 13(4).

Vanwoerden, S., & Stepp, S. D. (2022). The Diagnostic and Statistical Manual of Mental Disorders, alternative model conceptualization of borderline personality disorder: A review of the evidence. Personality Disorders: Theory, Research, and Treatment, 13(4).

At the end of this session, the learner will be able to:

- Articulate a case conceptualization for borderline personality disorder based on the personality dimensions that maintain symptoms of this condition: negative affect, antagonism, and disinhibition.
- Describe the empirical support and clinical utility for a personality-focused approach to address BPD.
- Describe strategies to customize the delivery of BPD Compass based on the presentation of individual patients.
- Describe the application of therapeutic components of BPD Compass with patients with BPD.
- Integrate treatment of common co-occurring conditions within a unified, personality-focused treatment plan.

ticket

Earn 3 continuing education credits

Peale A, 1st Floor, Hilton

Workshop 3

Defiant Tweens & Teens: Parent & Family Therapy Case Conceptualization

Tim A. Cavell, Ph.D., University of Arkansas

Moderate level of familiarity with the material

Primary Category: Parenting / Families

Key Words: *Externalizing, Families, Parent Training*

Research has documented the efficacy of parent-based interventions for young children with disruptive behavior disorders, as well as the benefits of multisystemic therapy for system-involved adolescents. Less clear are pathways for working therapeutically with parents of older children and young adolescents whose defiance signals potential risks for negative outcomes such as substance use, school dropout, and delinquency. Working in that developmental space requires an understanding of the challenges faced by parents of defiant tweens and teens. In this workshop, Tim Cavell offers a modern-day version of Good Enough Parenting (Cavell & Quetsch, 2022) and guides attendees through a case conceptualization process informed by factors that contribute to and maintain childhood defiance and family conflict, including the role of coercion (Patterson, 1928), attachment (Conger & Simon, 1997), genetically endowed individual differences (Scarr, 1992), children's capacity to affect their own development (Kuczynski, 2003), and relationship-based models of socialization (Kuczynski & Hildebrandt 1997; Richters & Waters, 1991). Attendees will apply a holistic, long-term model for working with parents of defiant tweens and teens (Cavell & Quetsch, 2023) that integrates essential elements of parent training (Barth & Ligget-Creel, 2014; Kaeghler et al., 2016; Leijten et al., 2018; 2019; Morris et al., 2020) with recent iterations of coercion theory and the broader role of family systems and environmental contexts in children's socialization.

Recommended Readings

Hails, K. A., Reuben, J. D., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2018). Transactional associations among maternal depression, parent–child coercion, and child conduct problems during early childhood. Journal of Clinical Child & Adolescent Psychology, 47(sup1), S291-S305. doi:10.1080/15374416.2017.1280803.

Granic, I., & Patterson, G. R. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. Psychological Review, 113(1), 101-131. doi: 10.1037/0033-295X.113.1.101

Schneider, W.J., Cavell, T.A., & Hughes, H.N. (2003). A sense of containment: Potential moderator of the relation between parenting practices and children's externalizing behaviors. Development and Psychopathology, 15, 95-117. DOI: 10.1017.S0954579403000063

Oxford, M., Cavell, T. A., & Hughes, J. N. (2003). Callous/unemotional traits moderate the relation between ineffective parenting and child externalizing problems: A partial replication and extension. Journal of Clinical Child and Adolescent Psychology, 32(4), 577-585. doi: 10.1207/S15374424JCCP3204_10

Cavell, T.A., (2001). Updating our approach to parent training. I: The case against targeting noncompliance. Clinical Psychology: Science & Practice, 8, 299-318. doi: 10.1093/clipsy.8.3.299

At the end of this session, the learner will be able to:

- Explain developmental processes that contribute to a pattern of defiance and conflict in families with tweens and teens.
- Identify significant challenges faced by by practitioners working with parents of defiant tweens and teens.
- Conceptualize cases using a holistic model for working with parents of defiant tweens and teens.
- Articulate conditions needed for a parent-child relationship that offers a workable approach to socializing aggressive children.
- Use a framework for working with defiant youth that unifies and simplifies the science of parenting/parent training.

Recommended Readings: Shah, E., & Cavell, T. A. (2026). The parent–child relationship in behavioral parent training for parents of aggressive children: Positive parenting and the case for acceptance, In T. Del Vecchio & M. Terjesen (Eds.), Handbook of Behavioral Parent Training, Washington, DC: American Psychological Association.Cavell, T.A., & Quetsch, L. B. (2023). Working with parents of aggressive children: A practitioner's guide (2nd Edition). Washington, DC: American Psychological Association.Cavell, T.A., & Quetsch, L. B. (2022). Good Enough Parenting: A Six-Point Plan for a Stronger Relationship with Your Child. Washington, DC: American Psychological Association. Hails, K. A., Reuben, J. D., Shaw, D. S., Dishion, T. J., & Wilson, M. N. (2018). Transactional associations among maternal depression, parent–child coercion, and child conduct problems during early childhood. Journal of Clinical Child & Adolescent Psychology, 47(sup1), S291-S305. doi:10.1080/15374416.2017.1280803.Booker, J. A., Capriola-Hall, N. N., Greene, R. W., & Ollendick, T. H. (2020). The parent–child relationship and post-treatment child outcomes across two treatments for oppositional defiant disorder. Journal of Clinical Child and Adolescent Psychology, 49(3), 405–419. https://doi.org/10.1080/15374416.2018.1555761

ticket

Earn 3 continuing education credits

Peale B, 1st Floor, Hilton

Workshop 4

Designing Exposures When Feared Outcomes Are Likely: A Workshop on Maximizing Expectancy Violation and Belief Disconfirmation

Hana Zickgraf, Ph.D., Rogers Memorial Hospital
Jamal H. Essayli, Ph.D., Penn State College of Medicine
Martin E. Franklin, Ph.D., Rogers Behavioral Health

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Anxiety, Exposure, Transdiagnostic*

Exposure therapy is effective for anxiety and obsessive-compulsive disorders (OCD), with growing evidence of efficacy for eating disorders (EDs) (Schaumberg et al., 2021; Palmer et al., 2025). Exposure works by pairing feared behaviors with safety, violating fear-based expectations (Craske et al., 2014). However, a key challenge arises when patients' feared outcomes are likely consequences of engaging in avoided behaviors. This challenge is common across EDs and OCD. For underweight and weight-suppressed patients with EDs, repeated exposure to avoided foods is likely to cause the feared outcome of weight gain (Murray et al., 2016). In avoidant/restrictive food intake disorder (ARFID), patients with fears of aversive consequences (e.g., choking, vomiting) respond more robustly to exposure-based treatment than those with selective eating or low appetite presentations, perhaps because choking and vomiting are unlikely exposure outcomes, whereas disgust and discomfort are not (Lane-Loney et al., 2022; Zickgraf et al., 2025). Similarly, in OCD, presentations characterized by "not just right" experiences or disgust are less responsive to exposure-based treatments (Schwartz, 2018; Schwartz et al., 2025, 2026). possibly because

discomfort and disgust are likely consequences of engaging in avoided behaviors. We posit that functional analysis of symptoms allows clinicians to tailor exposure for these presentations in ways that remain effective and consistent with evidence-based principles. Notably, these realistic feared outcomes (e.g., disgust, discomfort, unwanted weight gain) are relatively common experiences that do not typically motivate impairing avoidance. Functional analysis of each patient's anticipated outcomes can identify maladaptive expectancies, informing the design of exposures that target the core fear and violate these underlying expectancies. This workshop will cover: 1) functional analysis to identify the expected negative outcomes reinforcing avoidance, 2) exposure design to maximize expectancy violation even when feared outcomes occur, and 3) managing exposures that go "wrong."

Recommended Readings:

Craske, M. G., Treanor, M., Conway, C. C., Zbozinek, T., & Vervliet, B. (2014). Maximizing exposure therapy: An inhibitory learning approach. Behaviour Research and Therapy, 58, 10-23.

Schaumberg, K., Reilly, E. E., Gorrell, S., Levinson, C. A., Farrell, N. R., Brown, T. A., ... & Anderson, L. M. (2021). Conceptualizing eating disorder psychopathology using an anxiety disorders framework: Evidence and implications for exposure-based clinical research. Clinical Psychology Review, 83, 101952.

Murray, S. B., Loeb, K. L., & Le Grange, D. (2016). Dissecting the core fear in anorexia nervosa: Can we optimize treatment mechanisms?. JAMA Psychiatry, 73(9), 891-892.

Schwartz, R. A., Hartig, M., & Franklin, M. E. (2026). Clinician perspectives on using exposure to treat "not just right" symptoms in obsessive-compulsive disorder. Journal of Behavioral and Cognitive Therapy, 36(1), 100559.

Zickgraf, H. F., Cares, S. R., Schwartz, R. A., Breiner, C. E., & Stettler, N. M. (2025). Toward a specific and descriptive definition of Avoidant/Restrictive Food Intake Disorder: A proposal for updated diagnostic criteria. International Journal of Eating Disorders, 58(5), 844-852.

At the end of the session, the learner will be able to:

- Recognize when feared consequences motivating avoidance are realistic possible outcomes of engaging in exposure.
- Describe modifications to the structure, timing, and pace of exposure to aversive experiences (e.g., disgust, discomfort, incompleteness).
- Develop in vivo, interoceptive, and imaginal exposures to elicit avoided sensations such as disgust, discomfort, gastrointestinal distress, and incompleteness.
- Develop in vivo, interoceptive, and imaginal exposures targeting feared outcomes that may or may not occur during or after the exposure.
- Describe the rationale for combining exposure modalities to maximize inhibitory learning.

ticket

Earn 2 continuing education credits

Peale C, 1st Floor, Hilton

Master Clinician Seminar 1

Mad, Bad, or Dangerous: The 'Big C' CBT Approach to Assessing and Treating OCD

Maureen Whittal, Ph.D., Vancouver CBT Centre/University of British Columbia

Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), Cognitive Therapy*

OCD can be a challenging disorder to treat owing to the heterogenous symptom presentation and comorbidity. Combined with a lack of knowledge amongst health providers, it leads to a delay in diagnosis which may in turn impact treatment efficacy and remission rates. Approximately 70% of people diagnosed with OCD will meet criteria for another mental health disorder in their lifetime. Depression is the most common followed by anxiety disorders, particularly social and generalized anxiety. Cognitive treatments for OCD were introduced 30+ years ago as an alternative to prolonged exposure and came at a time when cognitive approaches for other psychological problems were demonstrating tremendous promise. The cornerstone of cognitive treatments is based upon the ubiquity of unwanted intrusions in the general population. It is near universal for humans to have occasional unwanted intrusions. The meaning associated with these intrusions is key to how they are experienced and the behavior that follows. Most people will be able to set aside an unwanted intrusion, recognize that it is egodystonic, and not a reflection of their character, or the future. Alternatively, those who appraise an unwanted intrusion as evidence of them being "mad, bad, or dangerous" will have a correspondingly negative emotional response and act in a way to mitigate the negative outcome. Very quickly, a maintenance cycle ensues. Cognitive treatments are focused on the appraisal associated with unwanted intrusions. Treatment begins with a thorough assessment and collaboratively building a formulation. Appraisals or beliefs often center around the overimportance and need to control thought, overestimations of danger and inflated responsibility, as well as

perfectionism and certainty. The goal of treatment is to help people collect evidence that supports a neutral meaning of the intrusive thought; one that says nothing negative about their character or the future. Illustration of strategies to accomplish these goals include surveys, behavioral and contrast experiments, testing the power of thought, creating distance from the intrusion and accepting uncertainty will be the bulk of the training. The session will be interactive with role-plays, videos, and experiential exercises.

Recommended Readings:

Whittal, M. L., Robichaud, M. L., & Woody S. R. (2010). Cognitive therapy of obsessions: Using video components to enhance dissemination. Cognitive and Behavioral Practice, 17(1), 1-8.

Salkovskis, P.M., & Millar, J. (2016). Still cognitive after all these years? Perspectives for a cognitive-behavioural theory of obsessions and where we are 30 years later. Australian Psychologist, 51(1), 3-13.

Sookman, D. S., Phillips, K. A., Anholt, G. S., Bhar, S., Bream, V., Challacombe, F. L., ..., Veale, D. (2021). Knowledge and competency standards for specialized cognitive behavior therapy for adult obsessive-compulsive disorder. Psychiatry Research, 303, Article 113752.

Van Ameringen, M., Fineberg N. A., Ravindran, A., Arnold, P. D., Beaulieu, S., Brakoulias, V. Dell'Osso, B. M. (in press). Canadian Network for Mood and Anxiety Treatments (CANMAT) and International College of Obsessive-Compulsive Spectrum Disorders (ICOCS) 2025 International Guideline for the Management of Patients with Obsessive-Compulsive Disorder. Journal of Psychiatric Research.

Outline:

I. Phenomenology and Assessment
   A. A quick overview of OCD, what it looks like and what can be confused with OCD
   B. Doing a cognitive assessment and how to identify meaning/appraisals
   C. Identification of cognitive measures to include in your toolkit (standardized and idiosyncratic based upon central beliefs and appraisals)
II. Setting the stage for 'Big C' CBT
   A. The ubiquity of unwanted intrusions
   B. The importance of appraisal/meaning
   C. Collaborative building of the model with the goal of creating a shared understanding to address of question of why intrusions persist
III. Cognitive Concepts; what they are how to address them
   A. The overimportance and need to control thoughts
      i. Thought Action Fusion
      ii. The paradox/failure of thought control
      iii. Separating desire from the fear of desire
   B. Inflated responsibility and overestimation of threat
      i. Piecharting
      ii. "off duty"
      iii. Responsibility transfers
      iv. Logical vs subjective responsibility
   C. The need for certainty
      i. The paradox of trying to be certain
      ii. Metaphor – cauldron of water
IV. Other useful metaphors
   A. Lines in the water and lures

B. Scab
C. Tapped on the shoulder
D. Signal vs noise

V. The back quarter of treatment
A. The relationship between values and obsessions
B. Dropping concealment
C. Modal OCD personality traits

At the end of this session, the learner will be able to:

- Describe assessment strategies to identify appraisals and beliefs associated with unwanted intrusive thoughts.
- Construct a collaborative case formulation focusing on appraisal of unwanted intrusions.
- Identify the common appraisals and beliefs of unwanted intrusions.
- Explain the cognitive model in educating a patient.
- Apply cognitive and behavioral strategies to challenge appraisals and beliefs of unwanted intrusions.

9:30 AM – 11:00 AM

Earn 1.5 continuing education credits

Johnson A, First Fl., Hilton

Symposium 1

Practice-based Evidence for the Delivery of Culturally Responsive Mental Health Care in Community Settings

CHAIR:
Chris Kang, M.A., George Mason University

DISCUSSANT:
Anna S. Lau, Ph.D., University of California Los Angeles

All levels of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Community Engagement, Treatment - Cultural Adaptations, Dissemination & Implementation Science*

How Do We Deliver Culturally Compatible Mental Health Treatment? Perspectives from Clinicians and Supervisors Who Serve Latine Youth and Families
Clarissa V. Velez, M.S., University of Oregon
Anna D. Bartuska, M.S., University of Oregon
Jennifer Canico, MS, University of Oregon
Emma L. Eaton, B.S., Palo Alto University
Emily Kondo, B.A., University of Oregon
Sean E. Snyder, B.S., MSW, Other, The Baker Center for Children and Families
Jessica Fitts, Ph.D., The Baker Center for Children and Families
Alayna L. Park, Ph.D., University of Oregon

Culturally Responsive Adaptation of a Transdiagnostic Cognitive-behavioral Therapy Intervention for Adolescents and Families
Lauren Seibel, M.A., George Mason University
Micaela Maron, M.A., George Mason University
Amanda Sanchez, Ph.D., George Mason University
Sarah Fischer, Ph.D., George Mason University
Christianne Esposito-Smythers, Ph.D., George Mason University

Initiating Conversations About Racial Discrimination and Identity in Youth Mental Health Care: The Role of Clinical Setting and Clinician Factors
Asha Rudrabhatla, M.A., George Mason University
Amanda Sanchez, Ph.D., George Mason University
Natasha A. Tonge, Ph.D., George Mason University
Christianne Esposito-Smythers, Ph.D., George Mason University

Discussing Cultural and Social Identity in Supervision: The Role of Supervisor Self-efficacy
Chris Kang, M.A., George Mason University
Christianne Esposito-Smythers, Ph.D., George Mason University
Sarah Fischer, Ph.D., George Mason University
Amanda Sanchez, Ph.D., George Mason University

Provider Burnout and Perspectives on Implementing SAFETY-A Adapted for Schools Serving Low-income Immigrant Communities
Summer Pascual, M.A., University of California Los Angeles
Prerna Martin, Ph.D., MPH, Ballmer Institute; University of Oregon
Zaenab Ayotola Onipede, M.A., University of California Los Angeles
Sylvanna M. Vargas, M.P.H., Ph.D., San Diego State University
Laurel Bear, Ed.D., Los Angeles County Department of Mental Health
David B. Goldston, Ph.D., Duke University
Joan Asarnow, Ph.D., University of California Los Angeles
Anna S. Lau, Ph.D., University of California Los Angeles

Earn 1.5 continuing education credits

338, Level 300, Convention Center

Symposium 2

Partnering with School Communities to Address the Youth Mental Health Crisis

CHAIR:

Elizabeth H. Connors, Ph.D., Yale University

DISCUSSANT:

Kelsie Okamura, ABPP, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Context - School-Related Issues, Workforce - Development / Training / Supervision*

Launching Trauma Sensitive Teaching: The Role of Training and Support

Elizabeth H. Connors, Ph.D., Yale University
Robyn Moran, MA, Yale University
Rachel R. Ouellette, Ph.D., Yale School of Medicine Psychiatry

The Utility of Motivational Rulers in Teacher Consultation

Julie Sarno Owens, Ph.D., Ohio University
Victoria Ogbimi-Aiyemomi, M.S., Ohio University
Steven W. Evans, Ph.D., Nationwide Childrens's Hospital/Ohio State University
Sydney Aller, BA, Ohio University

Centering Educator Wellbeing: How Secondary Traumatic Stress Relates to Classroom Management and Teacher Empathy

Megan A. Blanton, Ph.D., Rutgers, The State University of New Jersey
Erum Nadeem, Ph.D., Rutgers, The State University of New Jersey
Chris Dudek, BA, Rutgers, The State University of New Jersey
Olivia L. Kycia, B.A., Rutgers, The State University of New Jersey
Anusha Sahay, Rutgers, The State University of New Jersey

9:30 AM – 11:00 AM

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Symposium 3

Why Aren't Our Treatments for Pediatric Externalizing Disorders Working Better?

CHAIR:

William E. Pelham, III, Ph.D., University of California San Diego

DISCUSSANT:

Steven W. Evans, Ph.D., Nationwide Childrens's Hospital/ Ohio State University

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Evidence-Based Collective Action

Key Words: *Symptoms / Disorders - ADHD, Treatment - Behavior Therapy, Treatment - Parent Training (PCIT 3Ps Incredible Years etc.)*

Expected "Costs" as Determinants of Parenting Behavior

William E. Pelham, III, Ph.D., University of California San Diego

School-based Interventions and Accommodations for ADHD: More Work Is Needed to Make the Grade

Gregory Fabiano, Ph.D., Florida International University
Brittany M. Merrill, Ph.D., Florida International University
Rosalia Gallo, Ph.D., Florida International University
Marcela Ramos, M.S., Florida International University
Elizabeth Gnagy, M.S., Florida International University
Andrew Greiner, B.S., Florida International University
Timothy Hayes, Ph.D., Florida International University
Morgan Jusko, PhD, University of Pittsburgh
Jennifer Piscitello, Ph.D., New York University
Maya Renaud, B.A., University of South Carolina
Jennifer Sikov, M.A., Florida International University
Carolina Ramirez, B.A., Florida International University
Alyssa Dawson, B.A., Florida International University
Michael Adragna, M.D., University at Buffalo
Carlos Salgado, M.D., Florida International University
William Pelham, Jr., Ph.D., Florida International University

Does It Stay or Does It Go? Tolerance to the Therapeutic Effects of Stimulant Medication

James Waxmonsky, M.D., The Pennsylvania State University

Rules for Teenagers - What *really* Makes Them Work? Data from a Nationwide Sample

Emily C. Kemp, B.S., M.A., Ph.D., University of California San Diego Psychiatry
Emily Schulze, BS, University of California San Diego
William E. Pelham, III, Ph.D., University of California San Diego

9:30 AM – 11:00 AM

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Symposium 4

Expanding Access to Compassionate and Evidence-based Relationship Care: The Mechanisms, Predictors, and Economics of Digital Interventions for Distressed Couples

CHAIR:
Judith Biesen, Ph.D., University of South Florida

DISCUSSANT:
Galena Rhoades, Ph.D., University of Denver

Moderate level of familiarity with the material

Primary Category: Population - Couples / Close Relationships

Key Words: *Population - Couples / Close Relationships, Intervention - Digital Health/Tele-Mental Health, Research Methods - Technology*

The Effect of Our Relationship and Eprep on Emotion Regulation Skills
Danielle Weber, Ph.D., University of North Carolina Greensboro
Betul Urganci, Ph.D, Koç University
Katherine Lenger, Ph.D., University of North Carolina at Chapel Hill
August Jenkins, D. Phil., M.S., Auburn University
Brian D. Doss, Ph.D., The University of MIami

Mechanisms of Change in Alcohol Use in online Relationship Programs for Distressed Couples
Judith Biesen, Ph.D., University of South Florida
Maya Metser-Waldman, M.S., University of Miami
Brian D. Doss, Ph.D., The University of MIami

Coach Alliance Predicts Relationship Satisfaction Outcomes in a Coach-supported Digital Couple Intervention
Maya Metser-Waldman, M.S., University of Miami
Brian D. Doss, Ph.D., The University of MIami

Economic Costs and Benefits of the Digital Programs for Distressed Couples
Brian D. Doss, Ph.D., The University of MIami
Alex Dopp, Ph.D., RAND
Shayna Guttman, M.S., University of Miami
Maya Metser-Waldman, M.S., University of Miami
Nirvi Ajmera, MS, University of Miami

Earn 1 continuing education credits

345, Level 300, Convention Center

Symposium 5

From Evidence to Access: Implementing Trauma-focused Psychological Treatments in Real-world Systems

CHAIR:

Julian D. Moreno, M.A., Boston University

DISCUSSANT:

Marylene Cloitre, Ph.D., New York University Silver School of Social Work

Advanced level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Context - Global Mental Health, Symptoms / Disorders - Trauma and Stressor Related Disorders, Dissemination & Implementation Science*

Dropout from a Contextual Adaptation of the Unified Protocol for Conflict Survivors in Colombia

Michel Rattner, M.S., Palo Alto University
Julian D. Moreno-Villamizar, MA. in Clinical Psychology, Boston University
Nicolás García Mejía, Ph.D. candidate, University of Groningen
Bruce Bongar, Ph.D., Palo Alto University
Leonidas Castro-Camacho, Ph.D., ABPP, Los Andes University

Trauma Happens, Especially for Women": A Qualitative Multi-stakeholder Study of Response to Domestic Violence in India
Anushka Patel, Ph.D., Harvard Medical School
Amantia Ametaj, Ph.D., Northeastern University
Aman Bariya-Sousa, MSc, NHS
Arti Kulkarni, B.A., Centre for Mental Health Law & Policy
Lalan Madkaikar, M.A., Addictions and Related Research Group
Shireen Bhamani, Ph.D., Harvard University
Anna Zettelmeyer, B.A., Harvard University
Vikram Patel, M.B., B.S., Ph.D., Harvard University
Abhijit Nadkarni, Ph.D., Sangath; London School of Hygiene and Tropical Medicine

When Survivors Become Healers: A Train-the-trainer Model for Disseminating Cognitive Processing Therapy in Underserved Communities
Phyu Pannu Khin, Ph.D., Massachusetts General Hospital

Implementation of Massed Cognitive Processing Therapy: An Evaluation of Nema Health
Zoe Brier, Ph.D., Nema Health
Isobel Rosenthal, M.D., Nema Health, Yale University
Sofia Noori, M.D., Nema Health, Yale University
Lashauna Cutts, LCSW, Nema health
Kathleen Chard, Ph.D., Cincinnati VAMC

Earn 1.5 continuing education credits

Caroll B, Third Fl., Hilton

Symposium 23

Temporality, Specificity, and Durability of Mechanisms in Emotion Regulation Therapy

CHAIR:

Abigail Szkutak, M.S., Teachers College, Columbia University

DISCUSSANT:

Douglas Mennin, Ph.D., Teachers College, Columbia University

Moderate level of familiarity with the material

Primary Category: Treatment - Change Process / Mechanisms

Key Words: *Treatment - Change Process / Mechanisms, Individual Factors - Emotion and Emotion Regulation*

Examining the Timing of Mechanism Activation During Emotion Regulation Therapy: An Application of Bayesian Dynamic Mediation

Abigail Szkutak, M.S., Teachers College, Columbia University
Phillip Spaeth, Ph.D., Albert Einstein College of Medicine/Montefiore Medical Center
Moises Hernandez, M.S., Teachers College, Columbia University
David Fresco, Ph.D., University of Michigan
Douglas Mennin, Ph.D., Teachers College, Columbia University

Targeting Attentional and Cognitive Control to Enhance the Transdiagnostic Treatment of Perseverative Negative Thinking
Ryan J. Jacoby, Ph.D., Massachusetts General Hospital
Douglas Mennin, Ph.D., Teachers College, Columbia University
Susanne Hoeppner, Ph.D., M.Ap.Stat., Massachusetts General Hospital
Sara Velazquez, B.S., Massachusetts General Hospital
Abigail Szkutak, M.S., Teachers College, Columbia University
Sabine Wilhelm, Ph.D., Massachusetts General Hospital

Building Durable Change: Two-year Follow-up of Mechanism and Symptom Outcomes in Emotion Regulation Therapy
Megan E. Renna, Ph.D., The Ohio State University
Abigail Szkutak, M.S., Teachers College, Columbia University
Phillip Spaeth, Ph.D., Albert Einstein College of Medicine/Montefiore Medical Center
David Fresco, Ph.D., University of Michigan
Douglas Mennin, Ph.D., Teachers College, Columbia University

9:30 AM – 11:00 AM

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Symposium 6

Stepped-care for Those at Clinical High Risk for Psychosis: Program Outcomes That Honor Personal Choice and Autonomy

CHAIR:

Daniel Shapiro, Ph.D., University of California-Davis

DISCUSSANT:

Sarah L. Kopelovich, ABPP, Ph.D., University of Washington School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Intervention - Early Intervention

Key Words: *Treatment - Cognitive Behavior Therapy (CBT), 2026 Theme - Integrating Science and Compassion in Research Practice and Education, Context - Mental Health Disparities*

Community Screening, Specialty Care Engagement, and Treatment Outcomes Within a Stepped Care Model for Youth at Clinical High Risk for Psychosis

Emily A. Farina, Ph.D., Yale University School of Medicine
Abhishek Saxena, Ph.D., Yale University School of Medicine
Alexander Broekhuijse, Ph.D., Yale University School of Medicine
Barbara Walsh, Ph.D., Yale University School of Medicine
Albert Powers, M.D., Ph.D., Yale University School of Medicine
Scott Woods, M.D., Yale University School of medicine

Better Together: Co-produced Digital Strategies in Community Outreach & Early Treatment Engagement for Youth at Clinical High Risk for Psychosis
Elaina Montague, Ph.D., Donald and Barbara Zucker School of Medicine at Hofstra/Northwell
Chantel Garrett, MPH, Strong365Lab
Mili Meta, MPH, Strong365 Lab

Treatment Goals, Retention, and Outcomes Among Individuals at Clinical High Risk for Psychosis Participating in Step-based Care
Heather Wastler, Ph.D., The Ohio State University
Sarah Hamilton, M.D, The Ohio State University
Aubrey Moe, Ph.D, The Ohio State University
Henry Cowan, Ph.D., Michigan State University
Nancy Lundin, Ph.D., The Ohio State University
Anne Holmes, Ph.D., The Ohio State University
David Weiss, Ph.D., The Ohio State University
Hossam Guirgis, MBBCh, The Ohio State University
Craig Parris, APRN-CNP, The Ohio State University
Walter Stearns, M.D., The Ohio State University
Alexandra Blouin, B.S., The Ohio State University
Melissa Kilicoglu, M.A., The Ohio State University
Margaret Manges, Ph.D., Rochester Institute of Technology
Nicholas Breitborde, Ph.D., The Ohio State University

Early Engagement Strategies in Rural Coordinated Specialty Care for Youth at Clinical High Risk for Psychosis
Merelise Ametti, M.P.H., Ph.D., MaineHealth Institute for Research
Rebecca Jaynes, LCPC, MaineHealth
Sarah Lynch, LCSW, MaineHealth
Kristen Woodberry, Ph.D., MSW, MaineHealth Institute for Research

Stepped-care Using CBT for Those At-risk for Psychosis Across a County Continuum: Results of the SCIP Step Program
Daniel Shapiro, Ph.D., University of California-Davis
Shirley Yau, B.S., University of California-Davis
Alvaro Gonzales, LMFT, University of California-Davis
Lingyan Yu, Ph.D., University of California-Davis
Sabrina Ereshefsky, Ph.D., University of California-Davis

9:30 AM – 11:00 AM

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Symposium 7

Novel Adaptions of CBT Interventions for Substance Use Treatment Among Key Populations

CHAIRS:

Elliott R. Weinstein, Ph.D., Massachusetts General Hospital
Elizabeth Loynd, B.A., Fenway Health

DISCUSSANT:

Conall O'Cleirigh, Ph.D., Massachusetts General Hospital

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Symptoms / Disorders - Addictive Behaviors, 2026 Theme - Treatment - Compassion-focused Approaches, Context - Mental Health Disparities*

Intervene, Don't Exclude: Implementation and Early Outcomes of a Statewide School-based Substance Use Diversion Model

Randi Schuster, Ph.D., Massachusetts General Hospital
Anthony Jannetti, B.A., Massachusetts General Hospital
Alexis Wing, M.P.H., Massachusetts General Hospital
Jasmeen Kaur, M.P.H., Massachusetts General Hospital

Outcomes of a Cbt-based Digital Intervention to Reduce Alcohol Use and Increase Adaptive Coping Skills for Young Adults Who Drink to Cope with Negative Affect

Jennifer Cadigan, Ph.D., University of Washington, Seattle
Marilyn Piccirillo, Ph.D., Rutgers, The State University of New Jersey
Cynthia A. Stappenbeck, Ph.D., Georgia State University
Carolyn McCarty, Ph.D., University of Washington, Seattle
Christine Lee, PhD, University of Washington

Adapting CBT for Complex HIV Risk Among People Who Use Drugs: An Emergency Department-integrated Mhealth Approach

Tiffany R. Glynn, Ph.D., Harvard Medical School/Mass General Brigham
Harrison Weitzel, BFA, Brigham & Women's Hospital
Lisa Hightow-Weidman, M.D., M.P.H., Florida State University
Stefan Baral, M.D., M.P.H., Johns Hopkins Bloomberg School of Public Heath
Peter R. Chai, M.D., M.S., Brigham and Women's Hospital / Harvard Medical School
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital

PRISM: Stakeholder Informed Adaptation of Peer-delivered Behavioral Activation and Evaluation of Appropriateness for Polysubstance Use and MOUD Retention in Rural Settings

Caroline A. Sacko, M.S., RN, University of Maryland- College Park
Morgan S. Anvari, MS, University of Maryland- College Park
Jessica Anane, M.P.H., University of Maryland
Gabrielle Atkinson, MPS, University of Maryland
Millicent Kihiuria, B.S., University of Maryland
Maretta Sonn, B.A., University of Maryland
Jessica Anthony, Certified Peer Recovery Coach, University of Maryland
Meghan Derenoncourt, MPS, University of Maryland School of Medicine
Annabelle Belcher, Ph.D., University of Maryland, Department of Psychiatry
Eric Weintraub, M.D., University of Maryland, Department of Psychiatry
Jessica Tuel, MSW, Caroline County Department of Health
Sarah Kattakuzhy, M.D., University of Maryland, Department of Psychiatry
Jessica Magidson, Ph.D., University of Maryland- College Park

Kuyeka! a Community-informed Adaptation of a Novel Cbt-based Smoking Reduction Intervention for People Living with HIV and Tuberculosis in Cape Town, South Africa

Elizabeth A. Powers, B.S., B.A., Massachusetts General Hospital
Tafadzwa Mautsa, M.P.H., University of Cape Town
Lwandile Tokwe, Ph.D., MCur, BCur, PGDip, RN, RCHN, RPN, RA, RNE, University of Cape Town
Kristen Regenauer, Ph.D., Massachusetts General Hospital
Anvita Bhardwaj, Ph.D., MSPH, Massachusetts General Hospital
Nomakaziwe Siko, University of Cape Town
Ntombizamantungwa Nyembezi, University of Cape Town
Aliasgar Esmail, PhD, Groote Schuur Hospital & Centre for Lung Infection & Immunity, University of Cape Town Lung Institute
Stephan Rabie, Ph.D., University of Cape Town
Richard N van Zyl-Smit, MBChB, FRCP, Dip HIV, MMED, FCP, Cert Pulm, PhD, ATSF, Division of Pulmonology and Department of Medicine, University of Cape Town & Groote Schuur Hospital
John Joska, MBChB, FC, MMed, Ph.D., University of Cape Town
Amelia M. Stanton, Ph.D., Boston University
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 1

CBT for Avoidant/restrictive Food Intake Disorder (ARFID)

Hakan Ogutlu, M.D., MSC, University College Dublin

Advanced level of familiarity with the material

Primary Category: Symptoms / Disorders - Eating Disorders

Key Words: *Feeding Problems, Eating*

Avoidant/Restrictive Food Intake Disorder (ARFID) is a heterogeneous and often debilitating diagnosis characterized by significant nutritional deficiencies, reliance on enteral feeding, and profound psychosocial impairment. Distinct from traditional eating disorders, ARFID is not driven by body image disturbances, necessitating a specialized, mechanism-based cognitive-behavioral approach. This mini-workshop provides a comprehensive, introductory training on the Cognitive-Behavioral Therapy for ARFID (CBT-AR) model, specifically tailored for clinicians and trainees working with pediatric and adolescent populations. The session will delve into the core diagnostic framework, emphasizing the differentiation between typical "picky eating" and clinical ARFID. Participants will explore the three primary maintenance mechanisms: sensory sensitivity (leading to a limited food repertoire), lack of interest in eating/low appetite, and fear of aversive consequences (such as choking, vomiting, or abdominal pain). The workshop will outline the four-stage treatment structure of the CBT-AR model in detail: Stage 1: Intensive psychoeducation for families, establishing regular eating patterns, and early weight restoration strategies. Stage 2: Progress monitoring, identification of remaining nutritional gaps, and individualized treatment planning based on the patient's specific phenotype. Stage 3: The core of the intervention, focusing on mechanism-specific strategies. This stage includes systematic desensitization and "food chaining" for sensory sensitivities, alongside interoceptive exposure techniques designed to extinguish the fear of aversive consequences. Stage 4: Relapse prevention, transitioning to age-appropriate autonomy, and long-term expansion of the food repertoire. Through clinical case vignettes and interactive discussion, attendees will learn to utilize measurement-based care tools and adapt exposure techniques to real-world clinical settings. By the end of this 90-minute session, participants will possess a structured

roadmap for implementing evidence-based strategies to improve nutritional health and reduce mealtime-related distress.

Recommended Readings:

Thomas, J. J., & Eddy, K. T. (2018). Cognitive-Behavioral Therapy for Avoidant/Restrictive Food Intake Disorder: Children, Adolescents, and Adults. Cambridge University Press.

Brigham KS, Manzo LD, Eddy KT, Thomas JJ. Evaluation and Treatment of Avoidant/Restrictive Food Intake Disorder (ARFID) in Adolescents. Curr Pediatr Rep. 2018 Jun;6(2):107-113. doi: 10.1007/s40124-018-0162-y. Epub 2018 Apr 16. PMID: 31134139; PMCID: PMC6534269.

Thomas JJ, Lawson EA, Micali N, Misra M, Deckersbach T, Eddy KT. Avoidant/Restrictive Food Intake Disorder: a Three-Dimensional Model of Neurobiology with Implications for Etiology and Treatment. Curr Psychiatry Rep. 2017 Aug;19(8):54. doi: 10.1007/s11920-017-0795-5. PMID: 28714048; PMCID: PMC6281436.

At the end of this session, the learner will be able to:

- Identify the 3 primary maintenance mechanisms (sensory, low interest, and fear) in a clinical ARFID presentation.
- Outline the 4 stages of the CBT-AR model required to structure an outpatient treatment plan for patients.
- Select one mechanism-specific intervention, such as food chaining, for a patient's primary ARFID subtype.
- To enhance clinicians' professional capacity to differentiate clinical ARFID from developmentally typical picky eating.
- To improve long-term clinical effectiveness in applying structured, mechanism-based CBT-AR protocols in private practice.

Earn 1.5 continuing education credits

Holiday 1, Second Fl., Hilton

Mini Workshop 5

Delivering Exposure Therapy with Compassion: Addressing Common Concerns and Discussing Practical Strategies for Implementing Supportive, Patient-centered, and Values-aligned Exposure Therapy

Lauren Milgram, MS, University of Miami
Jill Ehrenreich-May, Ph.D., University of Miami

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Exposure, CBT, Anxiety*

Exposure therapy is a key active ingredient in cognitive-behavioral therapy (CBT) for anxiety and related disorders (Freeman et al., 2018; Higa-McMillan et al., 2016). CBT including exposure demonstrates stronger efficacy than CBT without exposure (Parker et al., 2018), and many patients exhibit sudden symptom gains once exposure is introduced within the treatment course (Peris et al., 2015). Still, exposure is one of the most underutilized evidence-based interventions in routine clinical settings (Becker-Haimes et al., 2017). Low uptake of exposure in routine clinical settings is due in large part to clinician concerns that prevent exposure implementation. Many clinicians report concerns that exposure may hinder patients' treatment engagement, impede therapeutic alliance, or otherwise cause harm (Milgram et al., 2022; Reid et al., 2017). Indeed, pushing a patient too quickly or too

far during exposures that are not aligned with the patient's values and goals can be harmful (McKay et al., 2021; Trent et al., 2025). Yet, when clinicians do incorporate exposure into their practice, clinicians more often overestimate the probability of harm and deliver exposure in a cautious, tentative manner that is inconsistent with best practice guidelines (Deacon et al., 2013), potentially precluding optimal treatment outcomes (Olatunji et al., 2009). This workshop will discuss strategies for delivering exposure therapy with compassion to optimize treatment engagement and effectiveness. First, we will address common clinician concerns regarding the safety and acceptability of exposure therapy. Then, we will introduce and discuss practical clinical techniques for designing and implementing exposures that honor patient values and preferences while maintaining fidelity to evidence-based exposure principles. Finally, we will conclude with an open Q&A discussion focused on troubleshooting barriers to exposure implementation and making exposures fun for patients and clinicians alike.

Recommended Readings:

Olatunji, B. O., Deacon, B. J., & Abramowitz, J. S. (2009). The Cruelest Cure? Ethical Issues in the Implementation of Exposure-Based Treatments. Cognitive and Behavioral Practice, 16(2), 172–180. https://doi.org/10.1016/j.cbpra.2008.07.003

Trent, E. S., Lanzillo, E. C., Wiese, A. D., Spencer, S. D., McKay, D., & Storch, E. A. (2025). Potential for Harm in the Treatment of Pediatric Obsessive-Compulsive Disorder: Pitfalls and Best Practices. Research on Child and Adolescent Psychopathology, 53(5), 729–745. https://doi.org/10.1007/s10802-024-01258-x

Deacon, B. J., Lickel, J. J., Farrell, N. R., Kemp, J. J., & Hipol, L. J. (2013). Therapist perceptions and delivery of interoceptive exposure for panic disorder. Journal of Anxiety Disorders, 27(2), 259–264. https://doi.org/10.1016/j.janxdis.2013.02.004

At the end of this session, the learner will be able to:

- Dispel common misconceptions and address common concerns regarding the safety and acceptability of exposure therapy.
- Describe therapeutic strategies that can increase exposure buy-in, engagement, and effectiveness.
- Reflect on barriers to effective exposure delivery during routine practice and identify strategies to overcome barriers.

Earn 1.5 continuing education credits

Holiday 3, Second Fl., Hilton

Panel Discussion 1

Integrating Compassion and Silicon: A 2026 "State of the Union" on Ai's Role in Therapy

MODERATOR:

Andrew J. Schwehm, Ph.D., Spring Health

PANELISTS:

Stephen M. Schueller, Ph.D., University of California, Irvine
Andrew M. Sherrill, Ph.D., Emory University
Caitlin A. Stamatis, Ph.D., Slingshot AI
Shannon L. Wiltsey Stirman, Ph.D., Stanford University

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, Intervention - Digital Health/Tele-Mental Health, 2026 Theme - Context - Health Care System / Public Policy / Advocacy*

With growing unmet need for mental health services, many people are turning to general-purpose, generative AI for mental health support. Rapid advancements in AI tools and chatbots have created a dichotomy within our professional community: a promise of efficiency versus a fear of displacement and concerns about what that means for patient/consumer safety. These advancements have shown promise to help clinicians with administrative tasks, training in new treatment modalities, and collecting and refining large scale data. Conversely, AI is also being used for direct care delivery, at times with non-purpose-built, generative AI tools (e.g., Chat GPT, Gemini). Seeing an opening due to consumer use, AI companies like OpenAI have decided to formally enter the health space. This has sparked valid concerns regarding the dissolution of human-led therapy, including erosion of therapeutic alliance and outsourcing of core therapeutic learning processes to automated systems. As Dr. Tom Insel, former head of the NIMH said, "This may be the year more people turn to chatbots than to human therapists for psychological support and guidance." This panel discussion centers on a compassionate exploration of this divide, bringing together experts from industry and academia to engage in productive

dialogue. We will evaluate the current state of the use of AI in mental health, focusing on how these tools can be integrated into evidence-based practice without losing the "heart" of our field. We will also discuss trends in people's use of these tools. Panelists will discuss the founded concerns of clinicians, the potential for AI to expand access to care for minoritized populations, and the current impact of policy vacuums and regulatory ambiguity surrounding AI chatbots. By centering both rigorous science and compassion for the clinician's experience, this session aims to empower our community to navigate this socio-political and technological shift. This panel is relevant to this year's theme of Integrating Compassion and Science by giving the audience an opportunity to learn about ways to promote compassion through digital health. It is relevant to ABCT's mission and goals to increase innovation in behavioral health and to build relationships with ABCT members and stakeholders.

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Panel Discussion 2

Cognitive-behavioral Supervision in Training Exposure Therapists

MODERATOR:

Angela J. Coreil, Ph.D., University of Louisiana at Lafayette

PANELISTS:

Lisa W. Coyne, Ph.D., Harvard Medical School; New England Center for OCD and Anxiety
Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
Dean McKay, ABPP, Ph.D., Fordham University
Haley Ward, B.A., M.A., Fordham University

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, Treatment - Exposure and Response Prevention (ERP), Symptoms / Disorders - Obsessive Compulsive and Related Disorders*

Exposure therapy enjoys extensive empirical support for anxiety and obsessive-compulsive disorders. Despite the strong scientific basis for the treatment, many practitioners remain reticent to implement it. This is additional complicated by recent theoretical advances in the conceptualization of exposure methods, via the inhibitory learning model. Further, comparably little discussion of supervision approaches in exposure has been described. A wide range of clinical skills are necessary for trainers in order to address the cognitive and behavioral hesitancies of clinicians. Addressing these biases are essential, as research has demonstrated that clinician confidence in providing exposure increases treatment effectiveness. This panel is comprised of recognized experts in the training and implementation of exposure, and who approach supervision from a variety of methods within the broader cognitive-behavioral theoretical frameworks. As part of this panel, we will also hear from the perspective of an advanced doctoral student as the recipient of

training in the proper conduct of exposure therapy. This panel has three broad aims. The first is to cover the complexities of properly training clinicians in exposure therapy. The second is to cover different cognitive-behavioral approaches to ensure implementation with fidelity. And finally, the third is to ensure that trainers are sensitive to the full gamut of backgrounds and perspectives of trainees.

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Panel Discussion 3

Clarifying Constructs in SGM Mental Health Research: Efforts Toward Greater Precision in Clinical Science and Practice

MODERATOR:

Sarah Whitton, Ph.D., University of Cincinnati

PANELISTS:

Charlie Giraud, M.S., University of Cincinnati
Norik Kirakosian, M.S., University of Miami
Benjamin F. Shepherd, Ph.D., Yale School of Public Health
Zachary Soulliard, Ph.D., Miami University

Primary Category: Population - LGBTQIA+ People

Key Words: *Population - LGBTQIA+ People, Research Methods - Other, 2026 Theme - Compassionate Dialogues across Divides*

In the past decade, sexual and gender minority (SGM) health research has grown substantially. While this reflects progress, it also brings variability in how constructs are defined and measured. For example, resilience is conceptualized as a trait, process, or outcome; community connectedness as a sense of belonging or behavioral involvement in SGM spaces; gender minority stress as specific stressors or a broader minority stress construct; and intraminority stress as stigma within or between SGM subgroups. As a result, findings can be difficult to compare, leading to inconclusive results across studies. This lack of consistency also makes it difficult for clinicians to determine which constructs to target in evidence-based interventions and how to best adapt treatments to the lived realities of SGM clients. This panel brings together clinical researchers who conduct psychometric and qualitative research addressing challenges in resilience, community connectedness, gender minority stress, and intraminority stress. Discussion will focus on tensions in how these constructs are conceptualized and measured, including challenges in definition, how measurement decisions shape studies, and how variability limits compari-

son across studies. Panelists will also consider how the field can move toward more consistent conceptualization and measurement. The panel will be moderated by a full professor and licensed psychologist whose longitudinal research examines SGM relationships and mental health outcomes. Her experience leading multi-wave studies positions her to guide discussion on how construct and measurement decisions shape research findings, intervention development, and translation of science into practice. As SGM mental health research grows, greater clarity in construct definition and measurement is critical, as these decisions impact the development of evidence-based interventions. This panel invites conversation about how to move toward greater precision in key SGM health constructs while preserving the complexity of SGM lived experience. In doing so, panelists will highlight how clearer conceptualization can strengthen evidence-based practice and support more compassionate and effective responses to SGM health disparities.

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Panel Discussion 4

What I Wish I Knew Then: Learning Experiences from Women at the Intersections of Identity in Clinical Science

MODERATORS:

Salomé A. Wilfred, Ph.D., University of Texas Health Science Center at San Antonio
Maya L. Hubbard, B.S., Other, University of Texas Southwestern Medical Center

PANELISTS:

Maya L. Hubbard, B.S., Other, University of Texas Southwestern Medical Center
Natasha L. Burke, Ph.D., Fordham University
Sierra Carter, Ph.D., University of Georgia
Ashleigh Coser, Ph.D., Cherokee Nation
Erin N. Harrop, Ph.D., LICSW, MSW, University of Denver
Michelle E. Roley-Roberts, Ph.D., West Virginia University
Colleen A. Sloan, Ph.D., VA Boston HCS and Boston University School of Medicine

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Workforce - Professional / Interprofessional Issues, Individual Factors - Gender*

Inequites for women, transwomen, and people socialized as women scholars (hereafter all referred to as women) experience within the field of psychology have been a long-standing issue, despite women representing the majority of professionals within the discipline (Thayer, 2021). Research indicates that women in psychological science who hold tenure-track positions publish less, are cited less, receive fewer grants, are underrepresented in the field's most prestigious roles, and earn lower salaries than men (APA Committee

on Women in Psychology, 2017, as cited in Gruber et al., 2021). Additionally, women faculty may be asked to perform less valued departmental tasks, asked to take on more service roles, and are often evaluated more negatively by students and trainees compared with men (Schmidt, 2015, as cited in Gruber et al., 2021). Further, marginalized racial and ethnic groups have lower outcomes at the NIH and poorer career trajectories (Kozlowski et al., 2022). This all-too-common experience is a phenomenon termed intersectional invisibility; (Purdie-Vaughns & Eibach, 2008). Through this work, Crenshaw revealed that social structures do not function on a single axis and one structure of oppression (e.g., racism) is often made meaningful relative to others (e.g., sexism, classism). Despite the extensive literature demonstrating the societal benefits of increased diversity in academic productivity and innovation, the current academic culture lags in advocating for this. This panel will explore theoretical frameworks and effective strategies that the audience can adapt to better support their training and professional development. They will primarily address these issues through the lens of living at the intersection of being a woman and an additional marginalized identity. This panel will examine and discuss key issues in training, barriers and solutions in their professional development, managing microaggressions, and navigating intersectionality and power dynamics. During this panel session, designated time will be used to engage and discuss with panelists in smaller groups to ask more personalized questions about mentorship, networking, and advocacy, and to gain additional practical strategies for professional development.

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Panel Discussion 5

Engaging in Advocacy in Clinical and Research Contexts to Support Immigrant-origin Youth and Families Impacted by Policy Changes

MODERATORS:

Gloria J. Gomez, M.A., University of California, Los Angeles
Shiba Esfand, M.A., University of California, Los Angeles

PANELISTS:

Gloria J. Gomez, M.A., University of California, Los Angeles
Shiba Esfand, M.A., University of California, Los Angeles
Blanche Wright, Ph.D., University of Oregon
Martha Hernández, Ph.D., Ronald McDonald House Charities, Bay Area
Cameron McCauley, M.A., Rutgers, The State University of New Jersey
Thania Galvan, Ph.D., University of Georgia

Primary Category: 2026 Theme - Context - Health Care System / Public Policy / Advocacy

Key Words: *2026 Theme - Context - Health Care System / Public Policy / Advocacy, 2026 Theme - Evidence-Based Collective Action, Context - Stigma and Oppression*

Recent changes in federal immigration policy in the United States have contributed to an increasingly hostile and exclusionary sociopolitical climate that threatens the well-being of immigrant-origin youth and families. Restrictive immigration policies in the United States are linked to poorer mental health outcomes in immigrant populations,

such as higher levels of anxiety, depression, and stress (Held et al., 2025). The increased presence of immigration enforcement officers near public schools and medical facilities has also affected the safety of immigrant-origin youth and families, driving fears of family separation or deportation for engaging in routine activities and accessing health care. To advance mental health equity in marginalized populations, there is a pressing need for researchers and clinicians to recognize and advocate for the mental health needs of immigrant families facing systemic injustice. Advocacy can give voice to marginalized communities, drive social change, and ensure that marginalized individuals have equitable access to health-promoting resources (Marshall-Lee et al., 2020). Consistent with ABCT's goal to engage in collective action, this panel discussion will discuss the impact of policy-related stress on immigrant-origin youth and families and provide advocacy strategies to address this population's mental health needs. This panel brings together panelists across different career stages (i.e., trainee, early career faculty) working in varied settings (i.e., academic institutions, private practice, community mental health) with expertise in conducting research and evidence-based therapy with immigrant populations. Panelists will first discuss frameworks for understanding how public policies shape mental health outcomes in immigrant communities. Further, panelists will reflect on their experiences working with immigrant families since certain restrictive immigration policies went into effect, with specific attention to changes in help-seeking, treatment engagement, and research. Finally, panelists will share actionable advocacy strategies that can be practiced in clinical and research settings to empower and support immigrant families impacted by restrictive policy changes.

Earn 1.5 continuing education credits

348, Level 300, Convention Center

Panel Discussion 6

Breaking Ceilings and Healing Corazónes: Confronting Racial Trauma in Academia and Implications for the Mental Health Care of Latine Communities

MODERATOR:

Regina Miranda, Ph.D., Hunter College, City University of New York

PANELISTS:

Judelysse Gomez, Ph.D., City University of New York School of Medicine
Lillian Polanco-Roman, Ph.D., New York University Steinhardt
Jhovelis Mañaná, M.S., Hunter College, City University of New York
Beverlin Rosario-Williams, Ph.D., Johns Hopkins University School of Public Health

Primary Category: Context - Stigma and Oppression

Key Words: *Workforce - Development / Training / Supervision, Context - Stigma and Oppression, Population - Hispanic Americans / Latinx*

A report by the American Psychological Association (APA) Task Force on promotion, tenure, and retention among people of color (POC) highlights inequities in academic representation, with tenure-track faculty at the ranks of associate and professor remaining predominantly White (70% and 76%, respectively) (APA, 2023), despite POC comprising about 40% of the U.S. population (United States Census Bureau, 2024). These disparities

have important implications for Latine mental health research, training, and service delivery. Limited representation of Latine scholars in academia contributes to gaps in culturally responsive research, mentorship, and clinical training aimed at addressing mental health needs of Latine communities. Barriers within academic systems, such as disproportionate service expectations, invisible emotional labor, tokenization as "diversity" representatives, and the need to navigate exclusionary and often hostile work environments, can undermine the recruitment, retention, and advancement of Latine scholars. Recent policy changes, including the overturning of affirmative action policies by the U.S. Supreme Court and a broader socio-political climate that increasingly scrutinizes and restricts diversity, equity, and inclusion initiatives, further intensifies these challenges. As described in a recently published book chapter about Latinas in STEM (Gomez et al., 2026), in this roundtable, Latinas at various stages in their mental health-related research careers share their stories about navigating the challenges, particularly those involving inter- and intra-racial dynamics in academic settings, and how community-building and engagement has guided their journey. Their collective experiences as Latinas in academia prompted their community building in search of healing from hostile work environments and the resulting racial trauma. By sharing their stories and highlighting the power of community building and collective care (see Gomez et al., 2024), they aim to validate common experiences such as isolation and disconnection among POC in academia, as well as inspire radical hope for the next generation of Latinas in Behavioral and Cognitive Therapies.

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Panel Discussion 44

All Are Welcome — Until They Aren't: Clinical Implications of Exclusion, Moral Stance, and Identity-based Threat

MODERATOR:

Marla W. Deibler, ABPP, Psy.D., The Center for Emotional Health

PANELISTS:

Jesse Spiegel, Psy.D., Jesse Spiegel, A Professional Psyc. Corp.
Michelle A G Witkin, Ph.D., Michelle Witkin, Ph.D.
Daniel L. Hoffman, ABPP, Ph.D., Northwell
Dean McKay, ABPP, Ph.D., Fordham University

Primary Category: Context - Cultural Factors

Key Words: *Context - Stigma and Oppression, Context - Cultural Factors, 2026 Theme - Compassion in the Mental Health Workforce*

Psychotherapy has long been grounded in an ethical commitment to provide care to all who seek it. In recent years, however, increasing sociopolitical polarization and moralization within mental healthcare spaces have complicated this principle, shaping who is perceived as acceptable to treat, to be heard, or to belong. Jewish clients and Jewish clinicians, in particular, report heightened experiences of scrutiny, silencing, and professional exclusion amid rising antisemitism, contributing to identity-based threat, moral injury, traumatic invalidation, and barriers to care. This panel examines the clinical, ethical, and professional implications of exclusion and moral gatekeeping within mental healthcare, both in professional spaces and in the treatment room. Panelists will explore how therapist bias, ideological assumptions, and invalidation, whether explicit or implicit, can exclude those in need of support or undermine treatment engagement, sense of safety, and therapeutic alliance. The discussion will also address the experiences of Jewish clinicians navigating professional environments in which open discussion of identity, physical and

professional safety concerns, or lived experience may feel professionally risky. Drawing on an evidence-based CBT framework, panelists will examine how clinicians can respond to identity-based threat. Topics will include assessment and treatment considerations for trauma-informed adaptations of exposure-based interventions with a range of clients presenting with anxiety disorders, OCD, and PTSD, ethical boundaries around self-disclosure, and strategies for maintaining inclusive, competent care in polarized contexts. Finally, the panel will highlight constructive forms of collective action within the mental health community, including training, supervision, advocacy, and establishing clinical standards that promote access to care, professional belonging, and ethical responsibility. Emphasis will be placed on supporting Jewish clients and clinicians while articulating principles applicable to other stigmatized and minoritized populations, reinforcing the field's commitment to both compassion and evidence-based practice.

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Clinical Grand Round 1

Collaborative Case Conceptualization as Intervention: Building Motivation and Reducing Family Accommodation in the Treatment of Anxiety and OCD

CHAIR:

Rebecca E. Sachs, ABPP, Ph.D., E & R Psychology, PC

PANELISTS:

Dena L. Gassner, Ph.D., AJ Drexel Autism Institute Drexel University
Britney Jeyanayagam, M.A., St. John's University
Lauren J. Moskowitz, Ph.D., St. John's University
Allison S. Nahmias, Ph.D., Drexel University
Tamara Rosen, Ph.D., A.J. Drexel Autism Institute

Primary Category: Population - Autism

Key Words: *Population - Autism, Population - Lived Experience / Patient Stakeholders, Treatment - Exposure and Response Prevention (ERP)*

Anxiety and obsessive–compulsive disorder (OCD) can become entrenched within family systems, where well-intentioned accommodations reduce short-term distress but maintain impairment. Families often modify routines, provide reassurance, or assist with avoidance for years before treatment. Once clients present for care, both the individual and family are exhausted and unsure if change is possible. For autistic individuals, this picture is further complicated by differences in information processing, sensory sensitivity, cognitive flexibility, and social learning histories. Behaviors appearing anxiety-driven may also reflect sensory overload, communication barriers, or social misunderstanding.

Without incorporating neurodevelopmental and contextual factors into case conceptualization, clinicians risk misidentifying behavioral function, pathologizing helpful coping strategies, or designing exposures poorly matched to a client's learning profile. CBT with exposure is an established treatment for anxiety/OCD. However, reducing accommodation and increasing exposure often elicit ambivalence in clients and families, particularly when families fear dysregulation or shutdown while psychoeducation alone is often insufficient. This clinical grand round proposes that collaborative case conceptualization can function as a therapeutic intervention— fostering shared understanding and building motivation and readiness for change. This invites clients and families to map the anxiety/OCD cycle, the function of accommodation, and consequences of avoidance, while accounting for sensory, cognitive, emotional, and communication differences. Rather than positioning caregivers and clients as "part of the problem," clinicians frame their insight as integral to therapeutic progress. Using case examples across the lifespan, we will illustrate how collaborative formulation can transform abstract CBT principles into meaningful, neuroaffirming targets for change. We show how this process improves engagement with autistic clients and families, particularly in cases involving long-standing symptoms, high family accommodation, or prior "failed" therapy that did not fit the client's learning and sensory profile.

At the end of this session, the learner will be able to:

- Develop case conceptualizations that distinguish anxiety/OCD from autism-related factors in autistic clients with co-occuring anxiety/OCD.
- Identify patterns of family accommodation maintaining anxiety/OCD in autistic individuals.
- Incorporate identified patterns of anxiety/OCD accommodation into collaborative case conceptualization.
- Apply collaborative case conceptualization strategies to increase exposure motivation and reduce family accommodation in treatment planning.
- Describe adaptations to exposure that account for sensory sensitivities, cognitive flexibility, and communication differences.

Recommended Readings: Guzick, A. G., Kaplan-Kahn, E. A., Cheng, J. S. C., Murphy, C., Onyeka, O. C., Riddle, D., ... & Storch, E. A. (2025). Development and Pilot Testing of Transdiagnostic Exposure Therapy/Behavioral Activation for Autistic Adolescents With Internalizing Disorders. Cognitive and Behavioral Practice. https://www.sciencedirect.com/science/article/pii/S1077722925000434Brennan, J., Velasquez, M. J., & Davis, T. E. (2025). A systematic review of family accommodation in autistic youth: Anxiety disorders, obsessive-compulsive disorder, and restricted and repetitive behaviors. Journal of Autism and Developmental Disorders, 1-13. https://link.springer.com/article/10.1007/s10803-025-06750-xSrinivasan, H. (2025). Beyond Common Reassurances of "It's OK"—The Reality of Anxiety in Autism. Autism in Adulthood, 25739581251366856. https://journals.sagepub.com/doi/pdf/10.1177/25739581251366856

Earn 1.5 continuing education credits

Johnson B, First Fl., Hilton

Clinical Grand Round 2

Neurodiversity-affirming CBT in Practice: Strategies to Improve the Therapeutic Process

CHAIR:

Janie J. Hong, Ph.D., Stanford University School of Medicine

PANELIST:

Janie Hong, Ph.D., Stanford University School of Medicine

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Population - Autism, Treatment - Change Process / Mechanisms, Treatment - Cognitive Behavior Therapy (CBT)*

A hallmark feature of autism is social communication differences. Consistent with the neurodiversity framework, growing evidence indicates that such autism-related differences are not indicative of a deficit in social understanding or skill. Instead, these difficulties are better explained by a mismatch between expected (neurotypical) social behavioral norms and the social interaction style of the autistic individual (see Crompton et al., 2020). This social mismatch can further be reinforced in a psychotherapy context and exacerbate the very distress the patient is coming to the therapy to address. In this grand rounds presentation, Dr. Hong will demonstrate common psychotherapy practices that can undermine care with autistic individuals and ways to adapt and flexibly deliver cognitive behavioral interventions to improve the therapeutic process. Audience members will be invited to ask questions during this live presentation and discussion will be encouraged based on real world case scenarios.

At the end of this session, the learner will be able to:

- Describe at ways standard practices to improve the therapy process may reflect neurotypical social norms and a poor fit for autistic individuals.
- Identify at least one way to adapt CBT interventions to improve rapport and patient learning.
- Describe how clinicians can adjust their own behavio to accommodate patient differences in social interaction style and preferences.

Recommended Readings: Crompton, C. J., Sharp, M., Axbey, H., Fletcher-Watson, S., Flynn, E. G., & Ropar, D. (2020). Neurotype-Matching, but Not Being Autistic, Influences Self and Observer Ratings of Interpersonal Rapport. Frontiers in psychology, 11, 586171. https://doi.org/10.3389/fpsyg.2020.586171Crompton, C. J., Ropar, D., Evans-Williams, C. V., Flynn, E. G., & Fletcher-Watson, S. (2020). Autistic peer-to-peer information transfer is highly effective. Autism : the international journal of research and practice, 24(7), 1704–1712. https://doi.org/10.1177/1362361320919286de Marchena, A., Cuneo, N., Gurbuz, E., Brown, M., Trujillo, J., & Bergstrom, J. (2025). Communication in Autistic Adults: An Action-Focused Review. Current psychiatry reports, 27(8), 471–481. https://doi.org/10.1007/s11920-025-01616-6

Earn 1.5 continuing education credits

Holiday 4, Second Fl., Hilton

Clinical Grand Round 4

Moving from Employment Goals to Getting Employed: Using The Life Ambition Strategy in DBT Next Steps

CHAIR:

Jeremy Rudoler, M.S., University of Washington School of Medicine

PRESENTERS:

Lily Assaad, Ph.D., University of Washington School of Medicine

Katherine Anne Comtois, M.P.H., Ph.D., University of Washington Seattle Campus: University of Washington

PANELIST:

Adam Carmel, Ph.D., University of Washington

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Individual Factors - Emotion and Emotion Regulation, Treatment - Dialectical Behavior Therapy (DBT)*

In this interactive workshop, participants will learn the applied DBT Next Steps Check In process, a cutting edge intervention to help clients build and keep momentum towards achieving their career goals, financial independence, medical autonomy, and self-sufficiency. In the current national environment, many clients face unprecedented challenges in achieving personal and career goals. In the spirit of compassionate care, this intervention teaches skills to effectively navigate environmental and emotional hurdles in order to pursue life goals. Panelists will introduce participants to the DBT Next Steps

Life Ambition exercise, an evidence-based framework for identifying values and goals related to financial independence and self-sufficiency. The Life Ambition helps each client identify a long-term ambition that they are committed to achieving. The Check In process incorporates the Life Ambition and prompts clients to identify action steps that are feasible yet challenging to work toward the ambition. The exercise involves anticipating effective and avoidant behaviors that may facilitate or get in the way of achieving actions steps. These strategies support the primary goal of the DBT Next Steps group skills group - for clients to learn enough about behaviorism, problem solving, acceptance, and validation to largely become their own therapists. The purpose of this workshop is to give clinicians concrete interventions to help clients effectively reach life-worth-living goals related to their career. Panelists will introduce a range of values, goals and ambitions incorporated into the Life Ambition exercise, and model in a role play how to use the worksheet to translate values into actionable change. Clinicians will learn how use the Check In process to build a culture of reinforcement, active problem solving, and reciprocal vulnerability as therapist and client alike set employment steps to move their career goals forward.

At the end of this session, the learner will be able to:

- Run a DBT Next Steps Check In exercise.
- Discuss strategies for enhancing reinforcement and problem solving while setting action steps.
- Practice strategies for troubleshooting and anticipating barriers to moving action steps forward into the clients natural environment.

Recommended Readings: Carmel, A., & Comtois, K. A. (2023). Integrating Dialectical Behavior Therapy-accepting the challenges of Employment and Self-Sufficiency (DBT-ACES) strategies into cognitive behavioral therapy. Journal of Contemporary Psychotherapy, 53(3), 217-225.Comtois, K. A., Kerbrat, A. H., Atkins, D., Harned, M., & Elwood, L. (2010). Recovery from disability for individuals with borderline personality disorder: A feasibility trial of DBT-ACES. Psychiatric Services, 61(11), 1106–1111. https://doi.org/10.1176/ps.2010.61. 11.1106Killeen, M. B., & O'Day, B. L. (2004). Challenging expectations: How individuals with psychiatric disabilities find and keep work. Psy- chiatric Rehabilitation Journal, 28(2), 157–163. https://doi.org/ 10.2975/28.2004.157.163

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Clinical Round Table 3

Beyond Dysphoria: Using CBT Models to Cultivate Gender Euphoria

MODERATORS:

Marissa A. Nunes-Moreno, Ph.D., University of Colorado, School of Medicine
Claire A. Coyne, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago

PANELISTS:

Natalie Finn, Ph.D., Children's Hospital Colorado/ University of Colorado School of Medicine
Jon Poquiz, Ph.D., University of Minnesota

Primary Category: Population - LGBTQIA+ People

Key Words: *Population - LGBTQIA+ People, Context - Strengths / Growth / Resilience, Treatment - Cognitive Behavior Therapy (CBT)*

There is growing recognition of the need to move beyond coping with dysphoria and towards incorporating skills for increasing gender euphoria (i.e., pleasant feelings of joy and satisfaction that arise from a sense of alignment and/or affirmation of one's gender identity). Existing adaptations to cognitive-behavioral therapy (CBT) for transgender and gender diverse (TGD) youth emphasize skills for coping with experiences of gender-based discrimination and gender dysphoria (i.e., discomfort or distress with one's gendered body or how others perceive or interact with one's gender). While essential to providing gender-affirming CBT, a predominant focus on tailoring treatment to gender minority stress may perpetuate potentially stigmatizing, narrow, or medicalized messages about TGD youth's experiences. TGD youth report diverse experiences of gender euphoria; however, in our clinical experience, youth often have difficulty independently connecting CBT principles and skills to gender euphoria. Panelists come from four different institutions and practice incorporating gender euphoria into transdiagnostic CBT-based individual and group interventions geared toward TGD youth, including the Unified Protocols for the Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents, comprehensive Dialectical Behavior Therapy for Adolescents, and AFFIRM Youth/Care-

giver. Panelists will discuss the value of intentional focus on increasing gender euphoria in treatment as well as common barriers that may arise. Panelists will provide real-world case examples that demonstrate emotion identification, cognitive and behavioral skills centered on cultivating gender euphoria and impact on patient wellbeing. Finally, panelists will discuss particularly challenging patient presentations as it pertains to gender euphoria (e.g., rejection of TGD identity).

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Clinical Round Table 4

Holding Hope: Reclaiming Recovery for Those with Longstanding Eating Disorders Through MED-DBT

MODERATOR:

Kimberly Claudat, Ph.D., Other, University of California San Diego

PANELISTS:

Eva Dunbar, Ph.D., UC San Diego Health
Susan Murray, Ph.D., Penn Medicine Princeton Medical Center
Lucene Wisniewski, Ph.D., Case Western Reserve University

Primary Category: Symptoms / Disorders - Eating Disorders

Key Words: *Symptoms / Disorders - Eating Disorders, Treatment - Dialectical Behavior Therapy (DBT), 2026 Theme - Treatment - Compassion-focused Approaches*

Recent discourse in the eating disorder field has seen a shift toward harm-reduction and quality-of-life approaches for individuals with longstanding eating disorders, particularly those labeled as having severe and enduring eating disorders. These models aim to reduce suffering, enhance autonomy, and provide stabilization for individuals with repeated treatment attempts and a chronic illness course. However, maintenance care alone—focused on sustaining a minimally functional weight or preventing acute medical crises—may inadvertently reinforce the perception that recovery is no longer possible. While well-intentioned, this focus can communicate diminished expectations for continued improvement and contribute to ongoing medical risk and psychological despair. The proposed Clinical Roundtable, presented by extensively experienced ED clinicians and researchers, will explore how compassionate CBT frameworks, such as Multidiagnostic Eating Disorder DBT (MED-DBT), can provide an alternative to both rigid recovery models and passive maintenance approaches by integrating validation, accountability, and an endur-

ing belief in recovery—ensuring that meeting patients where they are never means leaving them there. Connecting behavioral change to the pursuit of a life worth living instills hope and drives progress, thus fostering the physiological and psychological foundations needed to sustain meaningful recovery.

Topics to be addressed through presentations include: 1. Reframing the debate toward compassionate, recovery-oriented care versus unidimensional harm reduction, 2. An overview of MED-DBT and its conceptualization of ED etiology through an adapted biosocial model, 3. How MED-DBT integrates acceptance strategies with problem-solving skills for behavioral change to sustain recovery, 4. Using a stage-based approach and clearly defined treatment hierarchy to support clients with multidiagnostic ED presentations to address life-threatening behaviors, therapy-interfering behaviors, and build readiness for evidence-based protocols to target commonly co-occurring diagnoses, and 5. Lived-experience insights on the ethical and emotional impact of clinicians providing care that maintains belief in recovery.

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Clinical Round Table 5

Intersections of Care: Trauma and Neurologically Responsive Interventions for Survivors of Intimate Partner Violence with Brain Injury

MODERATORS:

Jessica L. Lammers, M.A., University of Nebraska-Lincoln
Lauren E. Simpson, M.A., University of Nebraska-Lincoln

PANELISTS:

Jennifer J. Vasterling, Ph.D., VA Boston Healthcare System; Boston University Chobanian and Avedisian School of Medicine
Jacquelyn Campbell, Ph.D., RN, Johns Hopkins University School of Nursing
Patty Wilson, Ph.D., RN, Johns Hopkins University School of Nursing
Peter Meidlinger, Ph.D., University of Nebraska-Lincoln
Kathy Chiou, Ph.D., University of Nebraska-Lincoln

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Treatment - Neurocognitive Therapies, Symptoms / Disorders - Trauma and Stressor Related Disorders, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

The primary goal of the proposed clinical round table is to discuss best practices and clinical interventions for survivors of intimate partner violence who have also sustained brain injury. Survivors of intimate partner violence are often exposed to physical violence to the head and neck areas, which increases the risk of sustaining a brain injury. The

combination of trauma history and brain injury can result in complex psychological and neurological comorbidities that require thoughtful, adapted care. As such, the round table will highlight how the use of both trauma and neurologic-informed care is necessary to best serve survivors. Topics for discussion will center around recommended adaptations to existing cognitive and psychotherapeutic interventions, including cognitive rehabilitation and cognitive behavioral therapy (CBT). Discussion will also touch on the potential development of new interventions that take into account and address the specific needs of trauma and brain injury survivors. The round table will provide a venue for interdisciplinary dialogue, involving perspectives from clinical psychology, neuropsychology, and community-based service providers. In aligning with the ABCT conference theme, the round table seeks to bring scientists, clinicians, and community advocates together to engage in evidence-based collective action, increase awareness, and facilitate communication that will ultimately improve service provision for an underserved population. Experts in the field of intimate partner violence, trauma, and brain injury will provide perspectives that encourage researchers and clinicians to see the whole picture when conceptualizing and treating survivors of intimate partner violence who have sustained brain injury.

Earn 1.5 continuing education credits

Holiday 2, Second Fl., Hilton

Mini Workshop 8

Do You Know What Your Trainees Need? Supervision in Dialectical Behavior Therapy

Aditi Vijay, Ph.D., Kean University
Ashley Maliken, Ph.D., Portland DBT Institute
Alison M. Yaeger, Psy.D., McLean Hospital
Natalie K. Dunn, M.S., University of Oregon

Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *DBT (Dialectical Behavior Therapy), Supervision*

Learning a new treatment is hard...and becoming proficient is even harder! If mastering it was hard, how about training it? Dialectical Behavior Therapy (DBT; Linehan, 1993) can seem all the more daunting due to the assumed level of risk and complex, principle-based nature of the treatment. Clinical supervision is an integral component of learning and mastery. Though there is often less emphasis placed on training supervisors to deliver supervision so as to improve clinician adherence and client outcomes (Tugendrajch et al., 2021). Supervision and consultation are incorporated into the DBT model in two ways (e.g., Waltz et al., 1998; Homan et al.,, 2020). First, the DBT consultation team provides space and structure for therapists to receive peer supervision/consultation and observe others providing/receiving it. The second way is through individual supervision with a more senior DBT therapist, wherein the supervisor reviews session tape, provides didactic training and feedback (Amerikaner & Rose, 2012) The primary goals of the consultation team and supervision are to increase motivation to deliver the treatment and improve therapist adherence to the treatment model. Emphasis is placed on what the therapist needs in order to be motivated to work with the client and implement the treatment. Structural differences exist between supervision and consultation which requires a balance between didactics and direct guidance in individual supervision and peer-based consul-

tation. However, the key elements and DBT principles remain constant: determine the needs of the therapist (to deliver adherent DBT) and the client to focus the conversation. The balance between a consultative approach versus direct supervision changes according to therapist needs (e.g., developmental level). Anchoring supervision and consultation to the components of adherent DBT allows us to utilize an evidence-based approach to this work. In this workshop, we will introduce the DBT Therapist Feedback Form (Fruzzetti, 2012; 2025) to review components of an adherent DBT session. We will present a portion of a DBT session and presenters will identify targets for supervision. We will role-play a supervision session to demonstrate ways that DBT principles can be incorporated into supervision.

Recommended Readings:

Waltz, J., Fruzzetti, A. & Linehan, M.M. (1998). The role of supervision in dialectical behavior therapy. The clinical Supervisor, 17(1), 101-113.

Tugendrajch, S. K., Sheerin, K. M., Andrews, J. H., Reimers, R., Marriott, B. R., Cho, E., & Hawley, K. M. (2021). What is the evidence for supervision best practices? The Clinical Supervisor, 40(1), 68–87. https://doi.org/10.1080/07325223.2021.1887785

Homan, J., Osborne, T., & Sayrs, J. (2020). Training and supervision in outpatient dbt programs. Dialectical Behavior Therapy in Clinical Practice, 391.

At the end of this session, the learner will be able to:

- Describe how to apply dialectical principles (acceptance/validation and change/problem solving) to increase adherence to the DBT treatment model.
- Describe the DBT Session Rating form and how to apply it to a DBT supervision session.
- Identify one area where they can apply a DBT principle or strategy to their own consultation/supervision work, even if they are not practicing DBT.

Earn 2 continuing education credits

Latrobe, First Fl., Hilton

Individual Oral Group 29

Eating and Feeding Problems

Development and Implementation of a Transdiagnostic Eating Disorder Intervention with Regional Community Mental Health Center Partners
Sarah Fischer, Ph.D., George Mason University
Christianne Esposito-Smythers, Ph.D., George Mason University
Amanda Sanchez, Ph.D., George Mason University
Michelle Harlan, M.A., George Mason University
MacKenzie C. Feeken, M.A., George Mason University
Leo Miller, M.A., George Mason University

Do Weight Stigma Experiences Assessed in Daily Life Predict ED Behaviors and Cognitions?
Zoe Hynes, B.A., University of Louisville
Cheri Levinson, Ph.D., University of Louisville

Ethno-racial Status Moderates the Association Between Weight Suppression and Laxative Misuse in Women with Bulimic Syndromes
Alejandra Medina, B.S., Florida State University
Pamela K. Keel, Ph.D., Florida State University

Assessing Need and Preferences for a Functionality Appreciation Intervention Among Indian Adolescent Girls
Sammy Plezia, B.A., University of Oregon
Nichole Kelly, Ph.D., University of Oregon
Yashi Gandhi, M.S., London School of Hygiene and Tropical Medicine
Grace Pacheco, M.S., Sangath
Elise Newton, B.A., The University of Oregon
Sneha Jha, M.S., Sangath
Abhijit Nadkarni, Ph.D., Sangath; London School of Hygiene and Tropical Medicine

Development and Implementation of a Cbt-ar-informed Caregiver Psychoeducational Workshop for Avoidant/restrictive Food Intake Disorder
Rachel Kramer, Ph.D., University of California, San Francisco
Lisa Hail, Ph.D., University of California, San Francisco
Sarah Forsberg, Psy.D., University of California, San Francisco
Jessica D. Keyser, Ph.D., University of California, San Francisco
Kimberly Yu, Ph.D., University of California, San Francisco

Longitudinal Associations Between Emotion Socialization and Binge Eating Disorder Symptoms: The Mediating Role of Negative Urgency
Rebecca R. Mendoza, M.A., George Mason University
Leo Miller, M.A., George Mason University
Sarah Fischer, Ph.D., George Mason University
Tara M. Chaplin, Ph.D., George Mason University

Exploring the Impact of Exposure to Images of Athletes on Individuals of Diverse Genders
Taryn A. Myers, Ph.D., Virginia Wesleyan University

Earn 2 continuing education credits

Carroll A, Third Fl., Hilton

Individual Oral Group 30

Affect and Emotion Regulation

Predicting Treatment Outcomes Following a Positive Affect Intervention in Individuals with Anxiety and Depression: A Machine Learning Approach
Isabella Spaulding, M.S., University of California, San Diego
Amanda C. Collins, Ph.D., Harvard Medical School
Charles T. Taylor, Ph.D., University of California, San Diego

Caught in the Mood: How Chronic Mood Relates to Daily Interpersonal Emotion Regulation and Well-being Outcomes in Romantic Dyads
Daphne Y. Liu, Ph.D., University of Missouri-St. Louis
Emily S. Bibby, M.A., Stony Brook University
Benjamin Eisenstadt, M.A., Stony Brook University
Stephan Brandt, Ph.D., Stony Brook University
Benjamin A. Swerdlow, Ph.D., Lake Forest College
Joanne Davila, Ph.D., Stony Brook University

Clarifying How Negative Affect Amplifies Suicide Risk: Affective Dynamics and Emotion Differentiation in Daily Life
Veronika Kobrinsky, M.A., M.S., University of Wisconsin-Madison
Brooke Ammerman, Ph.D., University of Wisconsin Madison

Emotional Schemas and Metacognitive Beliefs in Anxiety and Depression: A Network Approach
Razvan M. Predatu, Ph.D., Babes-Bolyai University
Robert L. Leahy, Ph.D., American Institute for Cognitive Therapy
Răzvan V. Mornea, M.S., Babeș-Bolyai University
Liviu Fodor, Ph.D., Babes-Bolyai University

Nonlinear Associations of Emotional Discordance as a Predictor of Internalizing Psychopathology
Heeya Ajwani, B.S., University of Massachusetts Amherst
Dominic M. Denning, M.S., University of Massachusetts Amherst
Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst

Affective Inertia: Dynamic Predictors of Symptom Change in a Series of Randomized Controlled Trials for Depression and Anxiety

Yannie D. Lee, B.A., University of California Los Angeles
Bidkar J. Salazar, B.A., University of California, Los Angeles
Heidi Meyer, B.S., University of California, Los Angeles
Purnima Qamar, B.S., University of California, Los Angeles
Richard T. LeBeau, Ph.D., University of California, Los Angeles
Alicia E. Meuret, Ph.D., Southern Methodist University
Thomas E. Ritz, Ph.D., Southern Methodist University
Michelle G. Craske, Ph.D., University of California Los Angeles

Systematic and Meta-analytic Review of Emotion Regulation and Coping Among Black/african American Youth

Chenelle Miller, M.A., Hofstra University
Tanya Sharma, M.A., John Jay College of Criminal Justice
Amy Hyoeun Lee, Ph.D., John Jay College/City University of New York Graduate Center

Earn 2 continuing education credits

Tubman A/B, Third Fl., Hilton

Individual Oral Group 32

Cognitions in Mental Health

Predictors and Sequelae of Loneliness in Black Individuals Living in the United States
Denise S. Chung-Zou, B.S., University of Miami
Amy G. Weisman de Mamani, Ph.D., University of Miami

Cognitive and Emotional Factors That Shape Parents' Responses to Children's Emotional Outbursts: A Daily Diary Study
Cristina L. Nardini, M.A., Fordham University
Meryl A. Rueppel, M.A., Fordham University
Margaret S. Benda, M.A., Fordham University
Amy K. Roy, Ph.D., Fordham University

Cognitive Reappraisal Is Associated with Respiration Rate in Highly Anxious and Depressed Individuals
Kelly Dombek, M.A., University of California, Berkeley
Esther Howe, Ph.D., University of Washington
Aaron J. Fisher, Ph.D., University of California, Berkeley

Revisiting Suicidal Ideation as Emotion Regulation: A Latent Change Score and Continuous Time Approach
Miguel Blacutt, M.A., M.Ed., University of Notre Dame
Anne C. Knorr, M.A., University of Notre Dame
Brooke Ammerman, Ph.D., University of Wisconsin Madison
Ross Jacobucci, Ph.D., University of Wisconsin-Madison

Distancing from Thought: Are Defusion and Disputation Really Different?
Daniel J. Moran, Ph.D., Touro University
Zoe Lash, M.A., Touro University

How Does Stigma "cut the Skin?": An Examination of Nonsuicidal Self-injury Motives in U.S. Sexual Minority Adults
Dominic M. Denning, M.S., University of Massachusetts Amherst
Daniel Coppersmith, Ph.D., University of Massachusetts Amherst
Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst
Tiffany A. Brown, Ph.D., Auburn University

Within-person Changes in Rejection Sensitivity (RS) Across the Adolescent Menstrual Cycle: Associations with Depressive Symptoms

Elizabeth D. Wilson, M.A., University of North Carolina at Chapel Hill
Peyton Miyares, B.A., University of North Carolina at Chapel Hill
Elizabeth Andersen, Ph.D., University of North Carolina at Chapel Hill

Earn 2 continuing education credits

Paca, Third Fl., Hilton

Individual Oral Group 33

Help-seeking and Help-giving

From Shame to Support: Informing Compassionate, Evidence-based Strategies to Reduce Help-seeking Stigma Among Parents of Color
Emily Bivins, B.S., Marquette University
Lindsay Holly, Ph.D., Marquette University

Breaking down Barriers to Police Mental Health Treatment: A Mixed Methods Study Using Officers' Own Perspectives
Amy G. Weisman de Mamani, Ph.D., University of Miami
Denise S. Chung-Zou, B.S., University of Miami
Alessia McGowan, B.A., University of Miami
Genesis M. Saenz Escalante, B.A., M.S., University of Miami
Salman S. Ahmad, Ph.D., University of Pennsylvania School of Medicine
Merranda M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard Medical School

Examining Trajectories of Intrapersonal and Social Factors and Associations with Volunteer Outcomes Among Youth Crisis Line Volunteers
Sunday Hull, M.S., Virginia Consortium Program, Old Dominion University
Sandipan Dutta, Ph.D., Mathematics and Statistics
Raksha Kandlur, M.S., VA Ann Arbor
Morgan Leets, M.Ed., Lines for Life
Emily S. S. Moser, M.P.H., M.A., Lines for Life
Cheryl Karp Eskin, MFT, Didi Hirsch Mental Health Services
Madelyn Gould, M.P.H., Ph.D., Columbia University Irving Medical Center/New York State Psychiatric Institute
Catherine Glenn, Ph.D., Old Dominion University

From Beliefs to Behavior: Understanding CBT-TS Mechanisms of Treatment Initiation to Advance Racial Equity
Grace Y. Cho, Ph.D., The Ohio State University
Nik P. Allan, Ph.D., The Ohio State University
Leia George, M.S., The Ohio State University
Melanie Bozzay, Ph.D., The Ohio State University Wexner Medical Center
Tracy Stecker, Ph.D., Medical University of South Carolina

A Mixed Methods Exploration of Caregiver Perception of Youth Treatment Needs and Mental Health Services Within a Sample of Community-based, Legal System-involved Youth

Elizabeth J. Van Alstine, B.A., Rhode Island Hospital/Alpert Medical School of Brown University
Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University
Eileen Salazar Vega, B.A., Rhode Island Hospital/Alpert Medical School of Brown University
Caroline E. Reid, B.A., Alpert Medical School of Brown University
Carson Bohl, M.P.H., Emory University Rollins School of Public Health, Department of Behavioral, Social, Health Education Sciences
Kaitlin Piper, Ph.D., Emory University
Crosby Modrowski, Ph.D., Salve Regina University
Kathleen Kemp, Ph.D., Warren Alpert Medical School of Brown University

Intrusive Rumination's Role in Compassion Fatigue Among Stress and Trauma-exposed Long-term Care Professionals: Somatic Symptoms as a Mediator

Amber Efthemiou, M.S., Eastern Michigan University
Kelsey Sala-Hamrick, Ph.D., Eastern Michigan University
Laura Rowley, Ph.D., Eastern Michigan University
Eamonn P. Arble, Ph.D., Eastern Michigan University

Earn 1 continuing education credits

Holiday 6, Second Fl, Hilton

ABCT Lifetime Achievement Award Talk

Common Factors and Shared Strategies: Making Sense of the Proliferation of Cognitive Behavior Therapies

Raymond DiGiuseppe, ABPP, Ph.D., St. John's University

While CBT has become the Gold Standard of Psychotherapy, its popularity has led to a proliferation of different models and theories. Each model was developed to treat a specific disorder, yet quickly evolved into a transdiagnostic system. Each promotes different hypothetical constructs that are thought to mediate psychopathology and lead to change. This situation has left many clinicians confused about the differences and similarities among CBT systems and how to select the best mode of use for a specific client. This presentation proposes that all CBT models utilize the common factors of successful psychotherapy and Rogerian acceptance. The presentation identifies the similarities between cognitive and behavioral interventions in CBT and the unique aspects of each approach. CBT has been called the gold standard in psychotherapy. The present research has found that all forms of CBT have sufficient evidence to be considered effective. The research literature fails to support the idea that any one system is more effective than the others. Thus, we have a Dodo bird effect within CBT. CBT helps around 60% of clients, and this level of effectiveness has not improved in more than 30 years. Despite this limited improvement, there has been a proliferation of CBT models. Clinicians face the challenge of understanding the differences between these models and deciding whether to remain faithful to one CBT model or to integrate models based on a specific client's needs. Clinicians would instead learn to assess which CBT constructs are mediating a specific client's disturbance. I will identify the interventions common to all CBT models and argue that their differences are best understood through the cognitions they plan to change, not the strategies they use. CBT books usually do not focus on the common factors of psychotherapy. However, these are embedded in all forms of CBT. These common factors include identifying an acceptable explanation for the client's problems and explaining how the intervention logically follows from that explanation. I will identify how CBT approaches are superior to other therapies for this task. I will also discuss how this serves to develop the therapeutic alliance, specifically, agreement on the goals of therapy. CBT therapists

are less successful at negotiating agreement on the tasks of therapy as they have already decided on the model to use because of their allegiance to a model. One can resolve the problem of agreement on the task of therapy by recognizing that different CBT models, hypotheses, and cognitions mediate emotional and behavioral disturbance; the therapist can individualize therapy by assessing which cognitions are present in the individual client. Therapists can individualize their CBT treatment to the client while remaining faithful to the CBT scientific model.

At the end of this session, the learner will be able to:

- Implement the common factors of psychotherapy within each CBT model.
- Identify how the CBT models differ in the dysfunctional cognitions they identify as mediating disturbance.
- Identify and use the common CBT interventions used across the different CBT models.
- Assess dysfunctional cognitions mediating the problems in a specific client.

Recommended Readings: DiGiuseppe, R., David, D., & Venezia, R. (2016). Cognitive Theories. In J.C. Norcross, G. R. VandenBos, & D.F. Freedheim (Eds.). The Handbook of Clinical Psychology Volume II of V: Theory and Research. Washington, DC: American Psychological Association. The Associate Editor for this volume II is Bunmi O. Olatunji. DiGiuseppe, R., Fisher, A., Raptis, J. Katherine Romero. Annettee Schieffelin, & William Chaplin. (2023). What Cognitions Best Predict Disturbed Anger in Adults? A Revision of the Anger Cognitions Scale. Cognitive Therapy and Research (2023). https://doi.org/10.1007/s10608-023-10362-zMatweychuk, W., DiGiuseppe, R, & Gulyayeva, O. (2019). A Comparison of REBT with Other Cognitive Behavior Therapies. In M. E. Bernard and W. Dryden (Eds.). REBT: Advances in Theory, Research and Practice. New York: Springer-NatureRuggiero, G.M., Caselli, G., & Sassaroli, S. (Eds.). Case Formulation as a Therapeutic Tool in Cognitive Behavioral Therapy. New York: Springer Nature.

Earn 1.5 continuing education credits

Carroll B, Third Fl., Hilton

Mini Workshop 12

Competency and Compassion When Working with Jewish Clients: What You Need to Know to Provide Culturally Sensitive Evidence Based Care

Tamar Gordon, Ph.D., Gordon Therapy Group
Regine Galanti, Ph.D., Long Island Behavioral Psychology
Dena Rabinowitz, ABPP, Ph.D., Cognitive Behavioral Psychology of NY

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Treatment, Culture, Stigma*

Jewish patients in the United States represent a highly diverse population whose identities, values, and lived experiences are shaped by intersections of ethnicity, religion, culture, history, and contemporary sociopolitical stressors. Yet many clinicians receive little formal training in Jewish cultural competence, increasing the risk of misattunement, bias, and missed opportunities for effective care. This mini-workshop aims to build clinician competency by introducing five key domains of knowledge essential for working effectively with Jewish patients: (1) Jewish identity as an ethnicity independent of religious practice, (2) major religious and cultural movements within American Jewry and their related social norms and values (3) important Jewish holidays, language, and rituals (4) intergenerational trauma and the impact of modern antisemitism on mental health presentation, and (5) clinician preconceptions, anxieties, and implicit biases. Through brief didactics and applied case examples, participants will examine how these domains influence assessment, case conceptualization, differential diagnosis, and intervention. Attendees will learn to distinguish trauma-related presentations from anxiety disorders and depression, and how

to recognize internalized antisemitism in clinical work. Attendees will also learn common areas of clinician bias that may interfere with treeatment, such as assumptions related to gender roles, marital norms, political beliefs, and socioeconomic status. The workshop emphasizes culturally responsive, evidence-based practice and supervision strategies to support ethical, effective care with Jewish clients across the religious and secular spectrum.

Recommended Readings:

Alper, B. A., & Cooperman, A. (2021, May 11). 10 key findings about Jewish Americans. Pew Research Center. https://www.pewresearch.org/short-reads/2021/05/11/10-key-findings-about-jewish-americans/

Bernal, G., Jiménez-Chafey, M. I., & Domenech Rodríguez, M. M. (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. Professional Psychology: Research and Practice, 40(4), 361–368.

Schlosser, L.Z. (2006). Affirmative psychotherapy for American Jews. Psychotherapy: Theory, Research, Practice, Training, 43 (4), 424-435.

At the end of this session, the learner will be able to:

- Identify three or more different identities that comprise the varied American Jewish community, and name 10+ important words and holiday references commonly discussed by Jewish patients.
- Apply a cultural competency model to Jewish patients, including how to recognize therapist biases.
- Assess the impact of antisemitism and intergenerational trauma on symptom presentation, including internalized antisemitism and PTSD, and differentiate them from other clinical presentations.
- Demonstrate at least two concrete strategies for addressing internalized antisemitism and sociopolitical stressors within therapeutic conversations.
- List 2+ Jewish culture-specific activities that may be mistaken as clinical symptoms.

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Mini Workshop 3

The Art of Hierarchy Building: An Interactive Workshop

Andrea D. Guastello, Ph.D., University of Florida
Josh Nadeau, Ph.D., University of Florida
Robert R. Henderson, Ph.D., University of Florida
Justin Han, Ph.D., University of Florida

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Exposure and Response Prevention (ERP)

Key Words: *Treatment - Exposure and Response Prevention (ERP), Symptoms / Disorders - Anxiety and Fear, Symptoms / Disorders - Obsessive Compulsive and Related Disorders*

Hierarchy building is much more than just session two of an exposure with response prevention (ERP) intervention. When done skillfully, it encompasses assessment, rapport building, psychoeducation, values clarification, and motivational interviewing. This workshop is designed for exposure therapists of all levels: from the new providers who aren't sure where to start, to the experienced providers who are looking to increase their creativity and adaptability. The workshop will start with a review of the role of exposure tasks in exposure with response prevention from an acceptance and commitment therapy framework. Special attention will be paid to aligning exposure tasks with patients' values, maximizing adaptive skill building, and improving quality of life. We will break into small groups to practice hierarchy building with diverse case examples encompassing varied symptom domains, developmental levels, and cultural backgrounds. Participants are encouraged to discuss their patient experiences as well. Through this interactive forum, participants will learn how to overcome common difficulties including: resistance to engaging with feared stimuli, difficult to manage safety behaviors (e.g., mental rituals), family accommodation, and feared outcomes with increased likelihood (e.g., working with individuals with contamination fears and compromised immune systems). Following this workshop, participants will have increased confidence in working with "complex" presentations and individuals who have tried ERP before with limited benefit.

Outline:

- Review of the role of exposure tasks in an Acceptance and Commitment Therapy (ACT) framework.
- Learn strategies for identifying meaningful, functional, and appropriate goals tailored to individuals.
- Practice breaking abstract goals into smaller exposure elements.
- Address common pitfalls in ERP through improved hierarchy building.

At the end of this session, the learner will be able to:

- Review of the role of exposure tasks in an Acceptance and Commitment Therapy (ACT) framework.
- Describe strategies for identifying meaningful, functional, and appropriate goals tailored to individuals.
- Practice breaking abstract goals into smaller exposure elements.
- Address common pitfalls in ERP through improved hierarchy building.

Recommended Readings: Twohig MP, Abramowitz JS, Bluett EJ, Fabricant LE, Jacoby RJ, Morrison KL, Reuman L, Smith BM. Exposure therapy for OCD from an acceptance and commitment therapy (ACT) framework. J Obsessive Compuls Relat Disord. 2015;6:167-173. doi:10.1016/j.jocrd.2014.12.007dos Santos-Ribeiro S, de Menezes GB, Moreira-de-Oliveira ME, Hühne V, Fortes PP, Fontenelle LF. The effect of treatment on the quality of life of patients with obsessive-compulsive disorder: systematic review and meta-analysis. J Psychiatr Res. 2025. doi:10.1016/j.jpsychires.2025.05.036.Langthorne D, Beard J, Waller G. Therapist factors associated with intent to use exposure therapy: a systematic review and meta-analysis. Cogn Behav Ther. 2023;52(4):347-379. doi:10.1080/16506073.2023.2191824.

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 2

Evidence-based Personalized Treatment for Eating Disorders: A New Generation of Precision Clinical Care

Cheri Levinson, Ph.D., University of Louisville
Irina A. Vanzhula, Ph.D., University of Louisville

Basic level of familiarity with the material

Primary Category: Symptoms / Disorders – Eating-Disorders

Key Words: *Eating, Treatment, Anorexia*

Eating disorders (EDs) take a life every 52 minutes, and significantly reduce quality of life (Arcelus et al., 2011; Jenkins et al., 2011). Evidence-based treatments for EDs, such as Cognitive Behavior Therapy Enhanced (CBT-E; Fairburn, 2008) result in remission for under 50% of individuals, and no evidence-based treatments exist for adults with anorexia nervosa (AN) or atypical AN (Kaidesoja et al., 2022). Existing treatments do not work for everyone because they are a) not personalized, b) do not address high heterogeneity present among eating disorders, and c) do not address high comorbidity with anxiety, depression, and other mental health disorders. Evidence-Based Personalized Treatment for Eating Disorders (EBPT-ED) personalizes treatment using idiographic (i.e., one person) network analysis (Levinson et al., 2021). EBPT-ED is a first-generation data-based personalized treatment. EBPT-ED takes an evidence-based approach drawing from cognitive behavioral therapy, acceptance and commitment therapy, and dialectical behavior therapy to address a variety of symptoms including cognitions, affect, behavior, and co-occurring disorders using 24 symptom-specific interventions adapted for EDs. EBPT-ED leads to decreases in ED symptom severity, related pathology (e.g., worry, depression) and clinical impairment at posttreatment and one-year follow-up (Levinson et al., 2023) and outperforms CBT-E (Levinson et al., 2026). EBPT-ED can be used with a companion application

that gives suggestions on how to personalize treatment. A workbook on EBPT-ED is scheduled for release in August 2026. We will present new data on findings from a randomized controlled trial of EBPT-ED versus CBT-E showing that EBPT-ED either outperformed or was comparable to CBT-E. We will also present findings on how to personalize treatment to patients in clinical practice. We will discuss development of a self-guided version of this therapeutic. Finally, we will provide demonstrations on how to use the treatment modules with patients. This workshop will provide attendees with foundational knowledge of personalized treatment for EDs through lecture, demonstrations, and group-based learning activities.

Recommended Readings:

Levinson, C.A., Williams, B.M., Christian, C., Hunt, R.A., Keshishian, A.C., Brosof, L.C., Vanzhula, I.A., Davis, G.G., Brown, M.L., Bridges-Curry, Z., Sandoval-Araujo, L.E., & Ralph-Nearman, C. (2023). Personalizing eating disorder treatment using idiographic models: An open series trial. Journal of Consulting and Clinical Psychology, 91(1), 14-28.

Borsboom, D., & Cramer, A. O. (2013). Network analysis: an integrative approach to the structure of psychopathology. Annual Review of Clinical Psychology, 9, 91-121.

Levinson, C.A., Christian, C., Becker, C. B. (2024). How idiographic methodologies can move the clinical science field forward to integrate personalized treatment into every-day clinical care and improve treatment outcomes. Clinical Psychological Science.

At the end of this session, the learner will be able to:

- Define Evidence-Based Personalized Treatment for Eating Disorders.
- Describe at least three symptoms targeted by Evidence-Based Personalized Treatment for Eating Disorders.
- Describe at least three evidence-based interventions used in Evidence-Based Personalized Treatment for Eating Disorders.
- Explain the research support for Evidence-Based Personalized Treatment for Eating Disorders.

Earn 1.5 continuing education credits

Holiday 1, Second Fl., Hilton

Mini Workshop 6

From Principles to Practice: Teaching Evidence-based Youth Therapy Skills Through Experiential and Game-based Methods

Rebecca L. Schneider, Ph.D., Emory University School of Medicine
Allison LoPilato, Ph.D., Emory University School of Medicine

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Child, Treatment, Transdiagnostic*

Evidence-based treatments (EBTs) for youth are highly effective, yet their delivery often relies on verbal instruction, worksheets, and abstract discussion that can limit engagement, retention, and realworld application. Developmental and learning sciences consistently show that children and adolescents learn most effectively through active, emotionally salient, and embodied experiences. However, many clinicians receive limited training in how to translate core evidence-based principles into experiential formats that fit real-world clinical and community settings. This interactive workshop will teach participants a practical, flexible process for transforming evidence-based therapeutic principles - such as exposure, cognitive flexibility, emotion regulation, values-based action, and self-compassion - into experiential, game-based activities that promote motivation, willingness, and skill generalization. Drawing from examples across individual therapy, group treatment, and therapeutic summer camp and community programs, presenters will demonstrate how the same clinical principles can be delivered through collaborative challenges, creative missions, humor-based learning, and hands-on activities while maintaining fidelity to evidence-based care. Participants will engage in live demonstrations and

experiential exercises, followed by guided practice in adapting principles from their own clinical work into developmentally appropriate experiential interventions. The workshop will draw on principles of learning and behavior change to illustrate why experiential delivery enhances engagement and outcomes, and will offer guidelines for selecting, designing, and ethically implementing playful methods across diverse populations and settings. By equipping clinicians with concrete tools to deliver EBTs in more engaging and accessible ways, experiential implementation strategies have the potential to improve treatment uptake, reduce dropout, and strengthen skill retention in youth mental health care. Attendees will leave with a transferable framework for designing experiential interventions that can be applied in therapy rooms, groups, schools, camps, and community programs.

Recommended Readings:

Consoli, A. J., Blears, K., Bunge, E. L., Mandil, J., Sharma, H., & Whaling, K. M. (2018). Integrating culture, pedagogy, and humor in CBT with anxious and depressed youth. Practice Innovations, 3(2), 138.

Kingery, J. N., Roblek, T. L., Suveg, C., Grover, R. L., Sherrill, J. T., & Bergman, R. L. (2006). They're not just "little adults": Developmental considerations for implementing cognitive-behavioral therapy with anxious youth. Journal of Cognitive Psychotherapy, 20(3), 263.

Drewes, A. A. (Ed.). (2009). Blending play therapy with cognitive behavioral therapy: Evidence-based and other effective treatments and techniques. John Wiley & Sons.

At the end of this session, the learner will be able to:

- Identify key learning principles that support experiential and game-based delivery of evidence-based youth interventions.
- Adapt core evidence-based treatment principles into developmentally appropriate experiential activities across clinical settings while maintaining fidelity.
- Practice implementing interactive techniques that reinforce therapeutic skills through active, embodied learning.

Carroll A, 1st Floor, Hilton

"You Are Closer to Board Certification Than You Think"

Ann M. Steffen, ABPP, Ph.D., University of Missouri-St. Louis
Shane G. Owens, Ph.D., ABPP, President, American Board of Behavioral and Cognitive Psychology (ABBCP)

Primary Category: Professional / Interprofessional Issues

This workshop focuses on the value and process of becoming a Board-Certified Specialist in Behavioral and Cognitive Psychology and is appropriate for psychologists at all career stages (i.e., graduate student to senior level). ABPP certification demonstrates that psychologists have met specialty standards and competencies. Board Certification is valuable for several reasons: (a) it is increasingly becoming an expectation in our profession; (b) it enhances practitioner credibility for patients; (c) it distinguishes you from other psychologists; (d) there are potential salary increases by the VA, hospitals, the military, and other health care facilities; (e) it enhances qualifications as an expert witness; (f) it facilitates inter-jurisdictional licensing and practice mobility; and (g) it streamlines the credentialing process for licensing boards and insurance companies. The application process for regular, early entry (graduate students, interns, and residents), and senior option candidates will be reviewed. This session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

Holiday 3, Second Fl., Hilton

Symposium 9

Beyond CAMS: Outcomes and Lessons from the Next Generation of Multisite Rcts Comparing Childhood Anxiety Treatments in Usual Care Settings

CHAIR:

Bridget Poznanski, Ph.D., Boston University School of Medicine

DISCUSSANT:

Anne Marie Albano, ABPP, Ph.D., Columbia University Medical Center

Basic level of familiarity with the material

Primary Category: Symptoms / Disorders - Anxiety and Fear

Key Words: *Population - Children / Adolescents, Symptoms / Disorders - Anxiety and Fear, Treatment - Cognitive Behavior Therapy (CBT)*

Therapist-led vs Guided Icbt for Pediatric Anxiety: The KIDS FACE FEARS Trial

Jonathan S. Comer, Ph.D., Florida International University
Donna Pincus, Ph.D., Boston University
Anthony Dick, Ph.D., Florida International University
Molly Adrian, Ph.D., University of Washington
Dana McMakin, Ph.D., Florida International University, Department of Psychology
Leslie Miller, M.D., Johns Hopkins University School of Medicine
Rheanna Platt, M.P.H., M.D., Ph.D., Johns Hopkins University School of Medicine

Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University
Michelle Porche, University of California Riverside School of Medicine
Lisa Fortuna, M.P.H., M.D., University of California Riverside School of Medicine

Integrated Care for Anxious Youth: The Partners in Caring for Anxious Youth Study
John C. Piacentini, ABPP, Ph.D., University of California Los Angeles
Tara S. Peris, Ph.D., UCLA Semel Institute for Neuroscience and Human Behavior
Jeffrey Strawn, M.D., University of Cincinnati
John Walkup, M.D., Ann and Robert H. Lurie Children's Hospital of Chicago

The Pragmatic SMART Study of Medication and CBT Sequencing in Pediatric Anxiety Disorders
V. Robin Weersing, Ph.D., San Diego State University
Bradley Peterson, M.D., University of Southern California, Children's Hospital Los Angeles
Amy West, Ph.D., Children's Hospital Los Angeles/University of Southern California
Robert Findling, M.D., MBA, Virginia Commonwealth University

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Symposium 10

Community-first Intervention Research, Development, and Implementation for Asians and Asian Americans

CHAIR:

Stanley J. Huey, Jr., Ph.D., University of Southern California

DISCUSSANT:

Janie Hong, Ph.D., Stanford University School of Medicine

Advanced level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Population - Asian Americans, Context - Mental Health Disparities*

Community-initiated Care for Chinese/chinese Americans: Research Partnerships and Mental Health Outcomes from a Randomized Controlled Trial

Janus Wong, B.A., University of Southern California
Manaswi Sangraula, Ph.D., Columbia University
Arian Holman, M.S.W., The New School for Social Research
Adam Brown, Ph.D., The New School for Social Research
Brandon Kohrt, Ph.D., George Washington University
Tina Xu, M.A., The New School for Social Research
Chynere Best, Ph.D., George Washington University

Applications of Cultural Attachment Theory in Healing from Racism in Asian/asian-american Emerging Adults: A Systemic Intervention
Elayne Zhou, M.S., University of Southern California
Chelsey Tien, B.A., B.S., University of California, Irvine
Janus Wong, B.A., University of Southern California
Stanley J. Huey, Jr., Ph.D., University of Southern California
Jessica Borelli, PhD, University of California, Irvine

Community Healing Among Asian Americans from Racial Trauma: A Photovoice Project
Stephanie H. Yu, Ph.D., University of California San Francisco
Prathusha Jayaprakash, B.A., MSBA, Abott
Jielu Yu, B.A., UMass Chan Medical School
Megan Chew, B.A., University of California, San Francisco
Saphia Nguyen, B.S., University of California San Diego School of Medicine
Samantha Wu, High School Diploma, UC Berkeley
Wendy Chu, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago

Earn 1.5 continuing education credits

338, Level 300, Convention Center

Symposium 11

An Ecological Systems Approach to Increasing Youth Mental Health Help-seeking and Treatment Engagement

CHAIRS:

Ashley R. Karlovich, M.S., University of Miami
Lauren Milgram, M.S., University of Miami

DISCUSSANT:

Brian C. Chu, Ph.D., Rutgers University

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Context - Mental Health Disparities, Population - Children / Adolescents*

Disentangling Parent, Family, and Child Factors Behind Youth Mental Health Service Seeking: A Latent Profile Analysis
Ashley R. Karlovich, M.S., University of Miami
Spencer Evans, Ph.D., University of Miami

Examining the Relationship Between Youth-provider Racial/ethnic Matching, Youth and Caregiver Working Alliance Ratings, and Treatment Engagement
Lang Duong, M.S., University of Miami
Spencer Evans, Ph.D., University of Miami
Debbiesiu Lee, Ph.D., University of Miami
Golda Ginsburg, Ph.D., University of Connecticut School of Medicine
Jill Ehrenreich-May, Ph.D., University of Miami
Amanda Jensen-Doss, Ph.D., University of Miami

How Many Sessions Does It Take to Get Started? Clinician Engagement Efforts and Treatment Completion in Community Mental Health
Catherine Waye, B.A., University of Miami
Anna D. Bartuska, M.S., University of Oregon
Tessa Palafu, B.A., University of Oregon
Rachel E. Kim, Ph.D., Magnolia Psychological Consulting
Daniel Cheron, B.A., Ph.D., Center for Behavioral Health Solutions
Jessica Fitts, Ph.D., The Baker Center for Children and Families
Sean E. Snyder, B.S., MSW, Other, The Baker Center for Children and Families
Alayna L. Park, Ph.D., University of Oregon

Addressing Cost Barriers to Expand Access to Youth CBT
Lauren Milgram, M.S., University of Miami
Madison E. Bigler, B.A., University of Miami
Danielle Ibarra, Psy.D., University of Miami
Jill Ehrenreich-May, Ph.D., University of Miami

Mapping Care Pathways in Medicaid-funded Youth Behavioral Health Systems: Implications for Engagement, Equity, and Acute Care Use
F. Tony Bonadio, Ph.D., Innovations Institute, University of Connecticut School of Social Work

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Symposium 12

Implementing Single-session Interventions in Diverse Settings to Reach Underserved Youth

CHAIRS:

Madelaine Abel, Ph.D., Massachusetts General Hospital/ Harvard Medical School
Carter J. Funkhouser, Ph.D., Columbia University

DISCUSSANT:

Jessica Schleider, Ph.D., Northeastern University

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Intervention - Digital Health/Tele-Mental Health, Population - Children / Adolescents, 2026 Theme - Community Engagement*

Implementation of Online Low-intensity Parent Interventions for Early Childhood Anxiety in a Hospital Setting
Madelaine Abel, Ph.D., Massachusetts General Hospital/Harvard Medical School
Dina Hirshfeld-Becker, Ph.D., Massachusetts General Hospital
Julianna Buchbinder, B.S., Massachusetts General Hospital
Flavia Vaz-DeSouza, B.B.A., Massachusetts General Hospital

A Low-burden, High-reach Model for Disseminating Youth Anxiety Care in School Settings: Digital Single Session Approach
Jenna Y. Sung, Ph.D., Boston University

Bringing Self-guided Tools to Rural Montana Youth: Implementation Lessons
Erica Szkody, Ph.D., Northwestern University Feinberg School of Medicine
Alyssa N. Gorkin, B.A., Northwestern University Feinberg School of Medicine
Eric Arzubi, M.D., Frontier Psychiatry
Kenzie Castor, B.S., Frontier Psychiatry
Juan Pablo Zapata, Ph.D., Northwestern University
Jessica Schleider, Ph.D., Northeastern University

Centering Youth Voices in Intervention Design: Adapting a Depression Single Session Intervention for Adolescents with Type 1 Diabetes
Alexandra Monzon, Ph.D., Nemours Children's Hospital, Florida
Jessica Pierce, Ph.D., Nemours Children's Hospital, Florida
Jessica Schleider, Ph.D., Northeastern University
Neha Vyas, M.D., Nemours Children's Hospital, Florida
Susana Patton, Ph.D., ABPP, CDCES, Nemours Children's Hospital, Florida

Designing Single-session Depression Interventions for Implementation on an Online Screening Platform
Carter J. Funkhouser, Ph.D., Columbia University
Libby Hod, BA, Columbia University
Theresa Nguyen, MSW, Mental Health America
Kevin Rushton, B.S., Mental Health America
Sapana Patel, Ph.D., Columbia University
Juan Pablo Zapata, Ph.D., Northwestern University
Laura Mufson, Ph.D., Columbia University
Jessica Schleider, Ph.D., Northeastern University
Randy Auerbach, PhD, ABPP, Columbia University

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Symposium 13

Innovative Approaches to Disseminating School-based Intervention: The Effectiveness of Collaborating with School Professionals for Youth with Anxiety, Mood, and Attentional Disorders

CHAIRS:

Talita Ahmed, M.A., Montclair State University
Lauren Fleming, M.A., Montclair State University

DISCUSSANT:

Erum Nadeem, Ph.D., Rutgers, The State University of New Jersey

Moderate level of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Treatment - Cognitive Behavior Therapy (CBT), Treatment - Dialectical Behavior Therapy (DBT)*

Culturally-responsive School-based Intervention for Black Students with Social Anxiety: Development and Preliminary Effectiveness in a Low-income Community of Color
Samantha Coyle-Eastwick, Ph.D., Montclair State University

Carrie Masia, Ph.D., Montclair State University
Melissa Escobar, M.A., Montclair State University
Talita Ahmed, M.A., Montclair State University

Facilitators and Barriers of Successful Classroom Interventions for Elementary School Youth with ADHD
Julie Sarno Owens, Ph.D., Ohio University
Madeline DeShazer, M.S., Cincinnati Children's Hospital Medical Center
Sydney Aller, B.A., Ohio University
Victoria Ogbimi-Aiyemomi, M.S., Ohio University
Lina Himawan, M.A., Ohio University
Steven Evan, Ph.D., Nationwide Children's Hospital & Ohio State University

School Nurse Delivered Interventions for Student Anxiety
Golda Ginsburg, Ph.D., University of Connecticut School of Medicine

Multitier, School-based DBT Training and Consultation: Implementation Barriers and Adaptions
Chad Brice, Ph.D., Cognitive and Behavioral Consultants
Alec Miller, Psy.D., Cognitive and Behavioral Consultants of Westchester and Manhattan

Earn 1.5 continuing education credits

348, Level 300, Convention Center

Symposium 14

Who Decides What Is Best for Us? Community Empowerment Through the Partnered Conceptualization and Development of Evidence-based Psychological Interventions

CHAIR:

Kiran Kaur, M.S., Massachusetts General Hospital/ Harvard Medical School

DISCUSSANT:

Anu Asnaani, Ph.D., University of Utah

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Context - Mental Health Disparities, Treatment - Cultural Adaptations, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Centering Diasporic South Asian Voices in Understanding Responses to and Healing from Trauma: Utilizing Qualitative Data for Creation of a Culturally-adapted Treatment

Kiran Kaur, M.S., Massachusetts General Hospital/Harvard Medical School
Ateka Contractor, Ph.D., University of North Texas
Tatiana Leroy, B.S., University of Utah

Madeline Rodenbaugh, B.S., University of North Texas
Saher Sayed, B.S., University of North Texas
Aisha Bhimla, Ph.D., Temple University
Nancy Bahl, Ph.D., Lotus wellness clinic
Farooq Naeem Naeem, Ph.D., Institute for Mental Health Policy Research
Gauthami Vemula-Queijo, M.S., Color Me Safe
Fiona C. Thomas, Ph.D., Toronto Metropolitan University
Lori Zoellner, Ph.D., University of Washington
Anu Asnaani, Ph.D., University of Utah

Taking a Community-partnered Approach to Developing Culturally Responsive Mental Health Screening Materials for African Immigrants to the United States
Tatiana Leroy, B.S., University of Utah
Valentine Mukundente, M.P.A., Best of Africa
Jackson Hunter, B.S., University of Utah, Department of Psychology
Jacqueline Kent-Marvick, Ph.D., University of Utah, College of Nursing
Sara Simonsen, Ph.D., University of Utah, College of Nursing
Anu Asnaani, Ph.D., University of Utah

Using Community-academic Partnership and a Mobile Health Unit to Inform Development of a Scalable Integrated Health Intervention in a Local Black Community
Brooke E. Franklin, M.S., The University of Utah
Cathy Wolfsfeld, B.S., Calvary Baptist Church
Jackie Hesleph, Community Partner, Calvary Baptist church
Nsilo Challenger, Student, The University of Utah
Anu Asnaani, Ph.D., University of Utah
Katherine J.W. Baucom, Ph.D., Department of Psychology, University of Utah

Health Equity for Latino Families: Integrating Liberation, CBPR, and Mindfulness
Manuel Gutierrez Chavez, M.S., US Department of Veterans Affairs
Katherine J.W. Baucom, Ph.D., Department of Psychology, University of Utah
Ana Sanchez-Birkhead, Ph.D., WHNP-BC, APRN, Hispanic Healthcare Task Force
Sara Carbajal-Salisbury, B.S., Hispanic Health Care Task Force
Jeannette Villalta, Alliance Community Services
Julissa Gonzalez, B.S., University of Utah
Anu Asnaani, Ph.D., University of Utah

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Symposium 15

Black and Latine Parents' Perspectives on Caregiver-mediated Mental Health Treatment and Services for Children

CHAIR:

Kaela Farrise Beauvoir, M.A., LPC, MFT, UC Santa Barbara

DISCUSSANT:

Shola Shodiya, Ph.D., University of California, Santa Barbara

Moderate level of familiarity with the material

Primary Category: Context - Mental Health Disparities

Key Words: *2026 Theme - Evidence-Based Collective Action, Context - Mental Health Disparities, Individual Factors - Ethnicity / Race / Nationality*

Racial Trauma and the Foundations of Attachment: Clinical Implications for Early Childhood Intervention

Jill Smokoski, M.A., Stony Brook University

"PCIT Is a bubble:" Black Caregivers' Impressions of Pcit's Alignment with Raising Black Children in the U.S
Kaela Farrise Beauvoir, M.A., LPC, MFT, UC Santa Barbara
Ariana Cortez, B.S., UC Santa Barbara
Miya Barnett, Ph.D., University of California, Santa Barbara
Erica Coates, Ph.D., Georgetown University

Black Matrescence and Activism: Black Mothers Engaging Resistance Strategies to Combat Racial Trauma in Schools
Shola Shodiya, Ph.D., University of California, Santa Barbara

"Aprend Un Mundo Diferente": Understanding the Help-seeking Trajectories and Psychological Well-being of Spanish-speaking Latine Parents of Children with Autism
Maira Anaya-Lopez, M.A., University of California, Santa Barbara

"I Don't Want to Repeat the Same Cycles": Latine Parent Experiences with a Digital Family Resilience Program
Christina M. Rosa, B.S., University of California, Santa Barbara
Miya Barnett, Ph.D., University of California, Santa Barbara
Daniela Sarmiento Hernández, M.A., University of California Santa Barbara
Maryam Kia-Keating, Ph.D., University of California Santa Barbara

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

Holiday 2, Second Fl., Hilton

Panel Discussion 7

Ethical Considerations for Intervention Development and Dissemination: Primum Non Nocere as a Manifestation of Compassionate Care

MODERATOR:

Samuel Spencer, Ph.D., University of North Texas

PANELISTS:

Dean McKay, ABPP, Ph.D., Fordham University
Wendy K. Silverman, ABPP, Ph.D., Yale University School of Medicine
Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine
Mitch J. Prinstein, Ph.D., University of North Carolina at Chapel Hill
Steven D. Hollon, Ph.D., Vanderbilt University
Amanda Jensen-Doss, Ph.D., University of Miami

Primary Category: 2026 Theme - Compassionate Dialogues across Divides

Key Words: *2026 Theme - Compassionate Dialogues across Divides, Dissemination & Implementation Science, Treatment - Change Process / Mechanisms*

The field of cognitive and behavioral therapies (CBT) has made considerable progress over the years in developing, testing, and disseminating psychosocial interventions for a range of mental health conditions. Despite these achievements, the question of whether certain treatments may actually be inert– or at worst, iatrogenic– has been relatively underexamined compared to affirmative questions of efficacy (Rozental et al., 2018). Relatedly, as novel interventions proliferate in contemporary times spurred by social media, a failure to critically examine the potential for harm (along with the theoretical plausibility) of such interventions is alarming. Thus, correcting misinformation, identifying pseudoscientif-

ic treatments, and instantiating a balanced focus on both benefits and potential harms within intervention research are critical (Spencer & McKay, 2025). Such considerations are especially important for informing practice guidelines, upholding public trust in psychological science, and ultimately providing the highest level of ethical, compassionate care for patients. In this panel discussion, leading scholars who have written extensively on these topics (e.g., Dimidjian & Hollon, 2010; McKay & Jensen-Doss, 2021; Pinciotti et al., 2025; Silverman & Spencer, 2025) will consider the following questions: (1) how do we operationally define both benefit and harm on a dynamic basis in research and practice settings, especially in the context of measurement-based care?; (2) how can we use insights gleaned within #1 to inform practice guidelines and dissemination efforts?; and (3) how might we thoughtfully and compassionately approach conversations with patients and colleagues (including dissemination efforts) who espouse pseudoscientific beliefs or theoretically implausible interventions that could result in harm to those entrusted in our care? Given the substantial body of empirical support for CBT to date, it may be tempting to simply rest on our laurels. However, the cost of such inaction is that science and public health may ultimately falter. Thus, critically addressing issues concerning the potential for harm or non-beneficence are paramount toward resoundingly fulfilling our ethical mandate of Primum non nocere.

Earn 1.5 continuing education credits

Holiday 4, Second Fl., Hilton

Panel Discussion 8

Integrating Compassion and Science: Disseminating DBT-informed Care for Severe Emotion Dysregulation

MODERATOR:

Diane DeMartino, LCSW, National Director, DBT Community Engagement, Camden Center
Luciana G. Payne, Ph.D., Clinical Psychologist, The Be Center

PANELISTS:

Zachary Blumkin, Psy.D., ABPP, Associate Professor of Medical Psychology (in Psychiartry), Columbia University Irving Medical Center
Jesse Finkelstein, Psy.D., Founder and CEO, Therahive
Aditi Vijay, Ph.D., Assistant Professor, Kean University

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Treatment - Dialectical Behavior Therapy (DBT), Individual Factors - Emotion and Emotion Regulation, Population - Parents and Families*

Evidence-based treatments for severe emotion dysregulation, including Dialectical Behavior Therapy (DBT), remain difficult for many individuals and families to access due to cost, limited provider availability, stigma, and gaps in insurance coverage. These barriers highlight the need for compassionate, scalable approaches that translate evidence-based knowledge into accessible community resources. This panel examines how compassion science can guide the dissemination of DBT-informed psychoeducation and support beyond traditional clinical settings. Panelists will discuss community-based initiatives developed through BPD Alliance that extend evidence-based skills to families, individuals with lived experience, and the broader public. Examples include the Family Connections program, public webinars, and psychoeducational resources designed to translate DBT principles

into accessible formats. Drawing on clinical, research, and community education perspectives, panelists will explore how compassion-informed dissemination can reduce stigma, increase engagement, and support individuals and families navigating severe emotion dysregulation. Discussion will highlight the role of lived experience in shaping outreach and program development, as well as practical considerations for implementing similar initiatives in other settings. Attendees will leave with a clearer understanding of barriers to care, strategies for compassionate dissemination of evidence-based skills, and guidance for expanding community access to DBT-informed support.

11:15 a.m. – 12:45 a.m.

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Panel Discussion 9

Compassion Meets Evidence: Integrating Science and Humanity in the Treatment of Substance Use Disorders

MODERATOR:

Madeline Benz, Ph.D., Alpert Medical School of Brown University

PANELISTS:

Madeline Benz, Ph.D., Alpert Medical School of Brown University
Andrea M. Wycoff, Ph.D., University of Missouri
Natalie Fenn, Ph.D., Alpert Medical School of Brown University
Mariel S. Bello, Ph.D., Medical University of South Carolina
Ariana Albanese, Ph.D., Warren Alpert medical School of Brown University

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Addictive Behaviors, Symptoms / Disorders - Comorbidity, Treatment - Other*

Substance use disorders (SUDs) remain among the most stigmatized and undertreated mental health conditions, despite decades of advances in behavioral science and clinical intervention. The SUD field has frequently experienced friction in translating rigorous scientific knowledge into care that is both empirically grounded and fundamentally compassionate, in part because of the impact of multiple forms of stigma, moralized narratives about substance use, medical and psychiatric comorbidities, fragmented systems of care, and legal consequences of some substance use. These stigmas are also amplified

in specific contexts, such as during pregnancy and parenthood, among patients with cancer diagnoses, and for individuals from underserved and marginalized backgrounds (e.g., racial/ethnic minority, LGBTQ+, unhoused). Compassion-informed approaches, such as nonjudgmental engagement, harm reduction, attention to structural determinants of substance use, and the inclusion of lived experience perspectives, can strengthen the impact and reach of empirically supported interventions. This panel brings together clinical psychologists who conduct research and deliver clinical care across multiple substance types (alcohol, cannabis, nicotine/tobacco, stimulants, and opioids) to discuss how compassion and scientific rigor can be jointly operationalized in SUD treatment. Panelists will present brief overviews of cutting-edge research and clinical innovations within their respective areas, highlighting how compassion-centered principles enhance assessment, treatment engagement, and long-term outcomes. Discussion will emphasize practical strategies for integrating evidence-based behavioral interventions with compassionate clinical practices, as well as research considerations and treatment development strategies. Lastly, the panel will consider how scientists and clinicians can engage in collective action to advance compassionate, evidence-based SUD treatment at broader systemic levels. By bridging scientific evidence with person-centered care, this panel aims to provide attendees with actionable insights for improving treatment delivery and expanding the reach of effective SUD interventions.

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Panel Discussion 10

Building Healing from Within: Strength-based Approaches for Well-being and Liberation in Research, Clinical Practice, and Advocacy

MODERATOR:

Elijah R. Murphy, M.A., Medical University of South Carolina

PANELISTS:

Alexandria Miller, Ph.D., Boston University
Ramya Ramadurai, Ph.D., University of Massachusetts
Morgan S. Phillips, M.A., University of Houston
Akanksha Das, Ph.D., Mid-Atlantic MIRECC, Durham VAMC

Primary Category: 2026 Theme - Evidence-Based Collective Action

Key Words: *Context - Strengths / Growth / Resilience, 2026 Theme - Treatment - Compassion-focused Approaches, Context - Cultural Factors*

There is clear evidence that intersectional systems of oppression negatively impact the health and mental health of marginalized people. Accordingly, clinical psychology focuses on deficit-based models: the contributors to the development and maintenance of psychopathology. However, marginalized communities have demonstrated tremendous strength and resilience in surviving and succeeding despite oppressive forces. Community support, storytelling, the arts, and collective action are all strengths-based approaches that can buffer the impacts of oppression but receive relatively less attention in the extant literature. In response to oppression, minoritized individuals may develop specific coping and thinking styles, such as vigilance and worry about their safety, that may provide psychological safety and promote well-being, though they are traditionally regarded as deficits or maladaptive. We argue that these responses to oppression can be reconceptualized as self-compassion

and self-preservation, which are necessary to buffer against psychological impact, foster thriving, and sustain resistance and collective action while navigating harmful systems. Panelists are advanced graduate trainees and early career psychologists who have expertise in navigating systems of oppression, both personally and professionally. All panelists use the Liberation Psychology and racial health frameworks in research and clinical practice and will use both to guide the discussion. Panelists will review specific strengths-based approaches prevalent in minoritized groups, as well as coping skills that may be incorrectly labelled as maladaptive for minoritized groups. Suggestions will be made on how mental health professionals can incorporate strengths-based, equity-aligned approaches into their clinical work and research practices. They will discuss their own experiences as scholars from marginalized backgrounds, as well as evidence-based CBT strategies they use to promote equity and justice. Finally, panelists will highlight the responsibility that psychologists have as mental health care professionals to help people navigate and combat oppressive systems, especially while navigating turbulent socio-political climates.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Panel Discussion 11

It Takes a Community: Disrupting the Cycle of Intimate Partner Violence with Community-engaged Approaches to Evidence-based Prevention and Intervention

MODERATOR:

Lauren E. Simpson, M.A., University of Nebraska-Lincoln

PANELISTS:

Nkiru Nnawulezi, Ph.D., University of Maryland, Baltimore County
Christopher M. Murphy, Ph.D., University of Maryland, Baltimore County
Melissa E. Dichter, Ph.D., MSW, Temple University
Iris Cardenas, Ph.D., University of Maryland, Baltimore
Nicole Weiss, Ph.D., University of Rhode Island

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Intervention - Prevention, Symptoms / Disorders - Anger / Aggression / Violence*

Intimate partner violence (IPV) is a serious public health concern that harms physical and mental health and strains healthcare, legal, and social systems. Structural inequities—including racism, immigration policy, housing instability, and limited healthcare access—shape risk, help-seeking, and intervention effectiveness. Disrupting this cycle requires more than implementing evidence-based treatments in community settings; it calls for community-engaged approaches that center the voices of those who use and experience violence, partner with local IPV organizations and shelters, and prioritize cultur-

ally responsive, equitable, and sustainable partnerships. This panel convenes experts in community-engaged IPV research to share experiences, challenges, and practical pathways for disseminating interventions through evidence-based collective action. First, panelists will describe sustained collaboration with local IPV organizations, government agencies, hospital systems, and diverse communities, including Black women, Latine and immigrant populations, First Nations, and survivors with intersecting marginalized identities, illustrating how long-term partnerships are built, maintained, and mobilized for implementation. Second, we will highlight intervention development and evaluation, including trials comparing individual versus group CBT to prevent use of violence; resource coordination (employment, housing, mental health); healthcare screening; ground-up substance use interventions; and a peer program to help Latina immigrant survivors navigate legal and healthcare systems. Panelists will illustrate how community advisory boards, focus groups, and partners inform each stage of intervention development, implementation, and evaluation. Lastly, we will discuss strategies for long-term, non-extractive partnerships; integrating rigorous longitudinal and clinical methods with participatory practices; and navigating structural barriers such as IRB constraints and funding timelines. We aim to offer concrete guidance for initiating and sustaining community partnerships and leveraging behavioral science to build community-based systems of prevention and care.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Clinical Round Table 6

Helping Couples Navigate a Challenging Sociopolitical Environment: Lessons Learned from the past Decade of Clinical Practice

MODERATORS:

Danielle Weber, Ph.D., University of North Carolina Greensboro
Alexandra K. Wojda-Burlij, Ph.D., New York University

PANELISTS:

Anthony L. Chambers, ABPP, Ph.D., The Family Institute at Northwestern University
Mariana K. Falconier, Ph.D., MFT, University of Maryland, College Park
Shawn C.T. Jones, Ph.D., Virginia Commonwealth University
Katherine Lenger, Ph.D., University of North Carolina at Chapel Hill
Sarah Whitton, Ph.D., University of Cincinnati

Primary Category: 2026 Theme - Context - Sociopolitical Conflicts

Key Words: *Population - Couples / Close Relationships, 2026 Theme - Context - Sociopolitical Conflicts, Treatment - Interpersonal Therapies*

Since 2016, the United States has faced major sociopolitical challenges, including the COVID-19 pandemic, pervasive police brutality, and the aftermath of presidential elections. Across these events, several communities have been disproportionately harmed, such as people of color, immigrants, and gender-minority and economically disadvantaged individuals. In addition to the well-documented effects of these challenges on individual

well-being, many people experience these events with a committed partner (APA, 2024). Couple interventions can offer an important space for promoting shared coping, helping partners exercise compassion when they have different perspectives, and fostering a team-based approach in a world that feels out of control (Kelly et al., 2020). However, limited training opportunities in couple therapy, along with the everchanging landscape, leave many therapists unclear about how to help couples with these stressors. Given the growing number of clients seeking therapeutic support around these events and the ongoing turmoil in the United States, the field is at a critical juncture — one that calls for consolidating clinicians' collective wisdom and equipping therapists to support couples during these unprecedented times. Thus, this clinical roundtable brings together experts in couple therapy who specialize in working with diverse communities, including sexual, gender and racial minority couples, low-income individuals, and immigrant families. Consistent with the conference theme on compassion and community health, this experienced panel will reflect on their clinical and research efforts over the past decade to describe what works—and what doesn't—when addressing these issues in the therapy room. The following areas will be discussed: (a) the nature and severity of couples' conflict as shaped by the past decade's events; (b) strategies for helping couples navigate these stressors whether they are affected directly (personally impacted) or indirectly exposed (through witnessing or secondhand accounts); and (c) how therapists manage their own values and emotional reactions in session. Ultimately, this panel will offer a clinical framework for helping couples navigate a rapidly evolving sociopolitical landscape.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Panel Discussion 12

Realworld Ready: Adapting Evidencebased Youth Interventions for Successful Implementation Across Settings

MODERATOR:

Cindy Huang, Ph.D., University of Oregon

PANELISTS:

Kiara Alvarez, Ph.D., Johns Hopkins Bloomberg School of Public Health
William M. Buerger, Psy.D., Montefiore Medical Center
Linda Oshin, Ph.D., Rutgers, The State University of New Jersey
Silvia Alves Nishioka, Ph.D., Columbia University
Beverlin Rosario-Williams, Ph.D., Johns Hopkins University School of Public Health

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, 2026 Theme - Evidence-Based Collective Action*

Despite the availability of evidence-based youth interventions, minoritized youth and families from racial, ethnic, and immigrant backgrounds continue to experience disparities in accessing and receiving quality mental health care. Addressing these barriers requires the adaptation of evidence based interventions for implementation in real world settings where minoritized communities are most likely to receive services. This work requires careful attention to the structural, cultural, and organizational factors that shape service delivery for minoritized communities; as a result, adaptations are most successful when employing a community-engaged, team science approach that begins with collaborations across stakeholder groups. This panel discussion will explore the challenges and opportunities of adaptation evidence-based interventions across a variety of treatment settings in New York City and Washington DC, including community behavioral health

center and hospital systems. Panelists were selected based on their existing work with adapting evidence-based interventions into community settings to decrease suicide risk among minoritized youth and families. Examples of treatments that will be discussed are adaptations of the Dialectical Behavioral Therapy (DBT) for Black and Latinx youth, and the Family Check-Up (FCU) for Asian immigrant families. In addition, this panel will explore the clinical issues of community-led approaches - including the use of community health workers – in implementing evidence-based interventions in across community settings, from both research and clinical supervisor perspectives.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Clinical Round Table 7

Cultivating Resilience Through Compassion in Systems of Care

MODERATOR:

Wendy I. Paisner, Psy.D., Northwell Health System

PANELISTS:

Devi O. Jayan, Ph.D., University of Chicago Medicine
Pankhuri Aggarwal, Ph.D., University of Cincinnati
Amy Hyoeun Lee, Ph.D., John Jay College/CUNY Graduate Center
Peter J. D'Amico, Ph.D., Northwell Health Zucker Hillside Hospital

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Context - Cultural Factors, Context - Strengths / Growth / Resilience, Intervention - Prevention*

Cultivating Resilience Through Compassion in Systems of Care Systems of care are increasingly confronted with complex individual, community, and organizational challenges that stem from acute and chronic trauma. Traumatic interruptions intersect with the culture, historical events, geography, and language of our communities (National Child Traumatic Stress Network, 2017). Trauma-informed care (TIC) is a lens that seeks to ensure safety within multiple settings, including health care and educational systems (Goldstein, et. al, 2024). SAMSHSA'a 4-R model of TIC, proposes that a trauma-informed system Realizes the broad impact of trauma and understands the potential paths for recovery. Thus, trauma informed care Recognizes the signs and symptoms of trauma in individuals, families, and staff and it responds by fully integrating knowledge about trauma into policies and practices. It actively Resists re-traumatization. Trauma-informed systems are Responsive to the unique needs of diverse communities (SAMSHSA, 2025) They recognize the widespread impact of trauma and seek to organize services that promote safety, trust, empowerment and healing (Elisseou et. al, 2024) Our panel brings together experts with decades of research, program development, and clinical experience who will explore compassionate interventions in mental health and primary care clinics; the implementation of evidence-based trauma treatment in underserved communities facing gun and gang violence, and the impact of providing culturally sensitive trauma-informed care

in communities with historical trauma and intergenerational trauma. We will also discuss systemic resilience building in programs for health care workers, TIC and peer support models that have been employed in school mental health programming and directly with educators and students. As we consider organizational change, we will focus on factors that promote healing and increase resilience, and the evaluation of systemic change.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Clinical Round Table 8

Navigating Challenges in Utilizing Evidence-based CBT Practices in Adolescent SUD Treatment

MODERATORS:

Lexi Taylor, B.S., Maryland Treatment Centers
Kevin Wenzel, Ph.D., Maryland Treatment Centers

PANELISTS:

Amy Armstrong, LCSW, Maryland Treatment Centers
Aaron Hogue, Ph.D., Partnership to End Addiction
Elena Marin, Other, Maryland treatment Centers
Sivabalaji Kaliamurthy, M.D., Children's National Health System

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Population - Children / Adolescents, Symptoms / Disorders - Addictive Behaviors*

The proposed session involves a clinical roundtable discussion of individuals holding diverse perspectives on adolescent substance use disorder (SUD) treatment with an emphasis on CBT related strategies. Adolescent SU is important to address early to decrease the likelihood of developing chronic SUD as an adult, but it can be difficult for providers to identify and implement evidence-based practices (EBPs) due to unique challenges in treating youth. Panel members will include a youth addiction psychiatrist, a clinical psychologist in adolescent SUD research, and clinical social workers in SUD treatment settings who work with English and Spanish-speaking adolescents. First, the moderator will give an overview of the problems facing the field related to adolescent SUD treatment, including a literature review on EBPs (Hogue et al., 2025). Relevant challenges include: 1) There are few CBT providers equipped to deliver available EBPs, 2) There are low rates of treatment seeking compared to SUD rates, 3) Interfacing with other systems such as

families or the justice system presents challenges, 4) Relapse prevention medications may not be available for adolescents, 5) Co-occurring mental health disorders complicate treatment, and 6) Cultural issues can impact willingness to engage with traditional services. Next, the moderator will facilitate a discussion between panelists on these issues in a Q&A format in which panelists will respond to various clinical challenges and provide practical solutions based on their experience. For example: 1) How can the behavioral healthcare system and public health initiatives improve identification of youth SUD and linkage to care? 2) In your experience, how does cultural background impact adolescent treatment engagement? 3) In your experience, what are the barriers to delivering evidence-based CBT interventions for adolescents with SUD? What strategies do you suggest to providers? 4) How can providers exhibit compassion in the delivery of these interventions? 5) How do providers approach collaboration with other systems including family and what are the considerations for confidentiality? 6) How do you approach medication for relapse prevention and how can CBT promote retention? The session will end with audience Q&A.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

Johnson A, First Fl., Hilton

Clinical Round Table 9

Therapy in Context: Working with Minoritized Clients Facing Escalating Sociopolitical Oppression

MODERATOR:

Allura L. Ralston, Ph.D., Millersville University

PANELISTS:

Allura L. Ralston, Ph.D., Millersville University
Cara Herbitter, M.P.H., Ph.D., VA Boston Healthcare System
Lorenzo Lorenzo-Luaces, Ph.D., Indiana University
Ash M. Smith, M.A., Hunter College, City University of New York
Ariana G. Vidana, Ph.D., Road Home Program at Rush University Medical Center

Primary Category: 2026 Theme - Context - Sociopolitical Conflicts

Key Words: *Context - Stigma and Oppression, Symptoms / Disorders - Oppression-Based Stress, Treatment - Cultural Adaptations*

Marginalized communities, including racial/ethnic minorities, LGBTQ+ individuals, immigrants, and religious minorities, are experiencing heightened psychological distress linked to the current sociopolitical climate. Increased exposure to discrimination, policy threats, community-level violence, and sociopolitical uncertainty can exacerbate anxiety, depression, trauma-related symptoms, and minority stress. While cognitive and behavioral therapies have strong evidence for treating these conditions, clinicians often report uncertainty about how to responsively integrate sociopolitical stressors into evidence-based care without drifting from core therapeutic principles. This roundtable will examine how practitioners can acknowledge and address these contextual stressors while maintaining fidelity to empirically supported treatments. Each panelist has experience working with marginalized communities in navigating the current sociopolitical landscape

in various therapeutic contexts (e.g., VA, gender clinic). Panelists will discuss (1) conceptualizing sociopolitical stress within therapeutic case formulation, (2) adapting interventions strategies like cognitive restructuring and behavioral interventions to address discrimination, minority stress, and threat-related cognitions, (3) implement safety planning for individuals at risk for discrimination and/or detention, (4) integrating culturally responsive and trauma-informed approaches, (5) navigating documentation concerns, and (6) supporting clinician competence and self-reflection when working with marginalized clients during periods of sociopolitical tension. Discussion will highlight practical strategies such as validating sociopolitical stressors in assessment, addressing hypervigilance and threat appraisal linked to discrimination, supporting adaptive coping and collective resilience, and balancing individual-level interventions with broader contextual awareness.

Earn 1.5 continuing education credits

344, Level 300, Convention Center

ClInical Round Table 20

Providing Culturally Informed Care to Meet the Religious Needs of the Orthodox Jewish Population

MODERATOR:

Ernie Goldberg, M.A., Hofstra University

PANELISTS:

Daniel L. Hoffman, ABPP, Ph.D., Northwell
Miriam D. Korbman, Psy.D., Association for Behavioral and Cognitive Therapies
Rachel Grossman, LCSW, New York Presbyterian Hospital - Westchester Behavioral Health
Arielle Hershkovich, Ph.D., Montclair State University
Benjamin Scherban, M.D., Weill Cornell Medical College
Patricia Marino, Ph.D., Weill Cornell Medicine

Primary Category: Treatment - Cultural Adaptations

Key Words: *Context - Spirituality and Religion, Population - Religious Communities, Treatment - Cultural Adaptations*

Religion and culture shape patients' identities, coping strategies, and engagement in care. Religious beliefs and norms influence the expression of distress, diagnostic patterns, stigma, and treatment acceptability. Although research on culturally adapting evidence-based therapies has expanded, guidance specific to the Orthodox Jewish community remains limited. This panel will present culturally informed modifications to CBT and DBT that enhance relevance and acceptability for Orthodox Jewish individuals across outpatient, school, and inpatient settings. Presenters will discuss integrating core Jewish values and practices into case formulation while distinguishing normative observance from psychopathology, including scrupulosity and religiously framed anxiety. Strategies for culturally responsive assessment and collaboration with families and rabbinic leaders will be reviewed. Adaptations to CBT and exposure-based interventions will be described,

emphasizing alignment with cultural parameters while maintaining fidelity. Culturally concordant applications of DBT will be highlighted, including adaptation of the DBT STEPS-A curriculum for Orthodox female high school students, with data showing reduced emotion dysregulation and stigma and increased skill use. Discussion will also address DBT with adolescents and families, including skills coaching, collaboration with clergy, and framing skills in ways that resonate with cultural values. The panel will also address high-risk presentations, including suicidality, self-harm, trauma-related distress, and religious struggles among Orthodox youth and young adults. Clinical considerations in working with LGBTQ+ Orthodox individuals will be examined, emphasizing dialectical approaches to identity integration and culturally responsive care. System-level adaptations, including a specialized inpatient psychiatric track accommodating religious observance, will also be reviewed. Across domains, the panel will emphasize cultural humility and balancing fidelity with meaningful adaptation to promote spiritually attuned, evidence-based care.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Clinical Round Table 23

Can Social Interventions for Autism Be Neuro-affirming?

MODERATOR:

Matthew D. Lerner, Ph.D., Drexel University

PANELISTS:

Ty Vernon, Ph.D., UCSB
Kristin Walker, M.A., Stony Brook University
Rebecca Girard, LICSW, Private Practice
Ava N. Gurba, M.S., Drexel University
Dena L. Gassner, Ph.D., AJ Drexel Autism Institute Drexel University
Hannah E. Morton, Ph.D., University of North Carolina at Chapel Hill

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, 2026 Theme - Community Engagement, Treatment - Social Skills Training*

Social interventions for autistic people have historically focused on building social skills based on neurotypical norms, with modest efficacy (Gates et al., 2017). Recent critiques suggest that these interventions may inherently be pathologizing, encouraging masking autistic characteristics in favor of assimilation (Bottema-Beutel et al., 2018). Indeed, this social camouflaging is often associated with deleterious effects on autistic mental health (Lei et al., 2024) and precludes self-determination crucial for autistic well-being (Andrews et al., 2024). This critique yields an urgent question: can social interventions be validating of autistic ways of being in the world (i.e., neuro-affirming [NA]; Lerner et al., 2023)? Some work suggests that, although social interventions that teach rote behaviors may not be, those that acknowledge and champion autism-specific social differences, while aligning with autistic people's self-determined goals, could be NA—and may even encourage autistic social flourishing (Gates et al., 2023). This distinction has scarcely reached most practicing clinicians, who often report feeling unprepared to work with autistic clients (Maddox et al., 2020). Thus, there is an urgent need to bring this debate to the ABCT community via compassionate dialogue. This clinical round table will identify features and contexts that may make a social intervention NA. It incorporates extensive expertise

including: clinicians and researchers with decades of experience developing and delivering interventions meant to be NA; autistic mental health professionals with lived experience delivering and receiving such interventions; parents who sought NA interventions for their children; a graduate student pursuing a career around NA practices. Through inductive discussion, panelists will outline NA principles relevant to social interventions for autistic people and share discrete NA practice exemplars via case-based examples, and therapist decision points, addressing and re-framing barriers to clinical care. As the first presentation of its kind, this round table aims to catalyze change in research and practice towards the development of NA interventions that meaningfully enrich the lives of autistic people.

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

Johnson B, First Fl., Hilton

Individual Oral Group 3

Military and Veterans I

A Systematic Review with Meta-analysis of Psychosocial Suicide Prevention Interventions Among U.S. Military Service Members and Veterans
Nicole K. Ciesinski, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center
Eliana J. Trikeriotis, B.A., VA Baltimore MIRECC/University of Maryland Medical Center
Emily K. Grim, B.A., University of Maryland, Baltimore
Corinne N. Kacmarek, Ph.D., US Department of Veterans Affairs
Letitia Travaglini, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center
Elizabeth Klingaman, Ph.D., US Department of Veterans Affairs
Peter L. Phalen, Psy.D., University of Maryland, Baltimore

First, Do No Harm: Anticipating Safety Concerns in Couples Seeking Therapy
Dev Crasta, Ph.D., US Department of Veterans Affairs
Peter C. Britton, Ph.D., US Department of Veterans Affairs
Stephen A. Maisto, Ph.D., Syracuse University

Longitudinal Associations Between PTSD Symptoms, Suicide Bereavement, and Suicidal Ideation Among Suicide-bereaved U.S. Military Personnel
Athena Thai, B.A., Florida State University
Tyler Rice, B.S., Florida State University
Zoe Howell, B.S., M.S., Florida State University
Maya Ibrahim, B.A., Florida State University
Andrew J. Lodge, B.S., Florida State University
Kyle Williams, M.A., Florida State University
Thomas E. Joiner, Ph.D., Florida State University

Mental Health Access, Barriers to Utilizing Mental Health Care, and Increasing Effective Community Outreach Programs for Veterans in New York City

Dana Lane, M.A., Weill Cornell Medicine Department of Psychiatry
Sarah G. Salcone, Ph.D., Weill Cornell Medicine Department of Psychiatry
Julia Coleman, B.A., Weill Cornell Medicine Department of Psychiatry
Matthew Ryba, B.S., Columbia University Department of Psychiatry
Katarzyna Wyka, Ph.D., City University of New York (CUNY) Graduate School of Public Health and Health Policy
Megan Olden, Ph.D., Weill Cornell Medicine
JoAnn Difede, Ph.D., Weill Cornell Medicine

Moderators of Treatment Response Among Veterans with Binge Eating and Overweight or Obesity: The Roles of Food Responsiveness and Post-traumatic Stress

Ellen K. Pasquale, M.S., University of California, San Diego
David R. Strong, Ph.D., University of California San Diego
Niloofar Afari, Ph.D., University of California San Diego
Carol B. Peterson, Ph.D., University of Minnesota
Dawn Eichen, Ph.D., University of California San Diego
Saori Obayashi, Ph.D., University of California San Diego
Kerri Boutelle, Ph.D., University of California San Diego

Holiday 6, Second Fl., Hilton

Centering Community Engagement in ABCT

A Town Hall Featuring the 2026 Champions Award Winners

ABCT's Dissemination, Implementation, and Community Engagement Committee (DICEC) presents a Town Hall focused on advancing ABCT's goals of (1) fostering an inclusive and supportive environment for engagement with diverse communities, industries, and professional backgrounds, and (2) strengthening our capacity to enhance the social impact of cognitive behavioral science. This Town Hall offers a unique opportunity to learn from and think alongside recipients of this year's Champions Award, which recognizes the remarkable community partners and advocates who bring evidence-based interventions into a variety of settings and communities, extending the reach and impact of evidence-based practices beyond what researchers can accomplish alone. The session will begin with a review of convention abstract submission data to explore how community engagement is reflected in convention programming and identify opportunities for ABCT to uplift and support community-partnered work. Building on these findings, we will facilitate a discussion that includes both Champions and session attendees to generate ideas for how individual ABCT members and the organization can advance community engagement and dissemination efforts in the service of bridging the research-to-practice gap and strengthening the equitable reach and impact of psychological science and practice. By bringing together diverse voices and highlighting the perspectives of ABCT Champions, this Town Hall will foster a dynamic exchange of ideas and provide an opportunity to help shape the future of ABCT. This session does not offer continuing education credit.

Tubman A/B, Third Fl., Hilton

Membership Panel

Caring for Others Without Losing Ourselves: Burnout and Self-Care in Clinical Practice and Research

CHAIR:

Abby Adler Mandel, Ph.D., The Catholic University of America

PANELISTS:

Marjan Ghahramanlou-Holloway, Ph.D., Uniformed Services University of the Health Sciences
Anna MacLellan, M.S., Catholic University of America
Shaina Siber-Sanderowitz, LCSW, Affirm Mental Health
Shireen L. Rizvi, ABPP, Ph.D., Montefiore Medical Center

All levels of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Burnout, Self-care, Professional Development*

Mental health professionals and trainees dedicate their lives to caring for others through clinical service, research, teaching, and various other roles. But this service to others can come at a cost. Burnout is a common experience for those in the mental health field but does not have to be an inevitability. This panel will examine common contributors to burnout across career stages and settings, and discuss strategies for promoting sustainable careers. Panelists will include clinicians, researchers, supervisors, and trainees who will share their approaches to self-care and self-compassion as they navigate the challenges of supporting others. The Mindful Self-Compassion program (developed by Chris Germer, PhD and Kristin Neff, PhD) and infographics for clinicians (developed by Bryan Macleod, MD, CCFP, FCFP) will also be discussed.

12:00 p.m. – 2:00 p.m.

ticket

Earn 2 continuing education credits

Peale C, 1st Floor, Hilton

Master Clinician Seminar 2

Using Neuroscience to Make a Future-forward CBT Clinic Today

Greg J. Siegle, Ph.D., University of Pittsburgh

All levels of familiarity with the material

Primary Category: Treatment - Neurocognitive Therapies

Key Words: *Neurocognitive Therapies, fMRI, Translational Research*

It is clear that brains are involved in psychopathology and recovery, but it's often hard to understand how to use that information practically with clients in the room. In this seminar we will discuss ways neuroscience can be employed with actual patients, including incorporating neuroscience into psychoeducation and case formulation, integration of contemporary neuroscience-informed treatments as adjuncts to CBT, and incorporating insights from neuroscience into understanding and accommodating neurodivergence.

Recommended Readings:

Young, K.S., Craske, M.G. The Cognitive Neuroscience of Psychological Treatment Action in Depression and Anxiety. Curr Behav Neurosci Rep 5, 13–25 (2018). https://doi.org/10.1007/s40473-018-0137-x

Strege, M.V., Persons, J.B., Ressler, K.J., Krawczak, R.A., Fang, A., Goldin, P., Siegle, G.J. (2021). Integrating neuroscience into clinical practice: Current Opinions and Dialogue between Drs. Jaqueline Persons and Kerry Ressler, Behavior Therapist, 44(7), 326-335.

Fang, A., Anderson, R. E., Carter, S., Eckstrand, K., Hsu, K.J., Jones, S., Kyryza-Lacombe, M., Pekham, A., Siegle, G.J., Uddin, L.Q., Weierich, M., Woody, M., Illes, J. (2025). Bioethical and critical consciousness in clinical translational neuroscience, Journal of Clinical and Translational Science. 9(1)e37. doi: 10.1017/cts.2025.5

Field, T.A., Beeson, E. T., Jones, L.K. (2015). The new ABC's: A practitioner's guide to neuroscience informed Cognitive Behavior Therapy, Journal of Mental Health Counseling, 37(3), 206-220.

At the end of the session, the learner will be able to:

- List ways to incorporate neuroscience into psychoeducation, particularly regarding interactions of cognition and emotion, and the nature of changing cognitions.
- Explain how CBT affects the brain, and how to use and convey that information with clients.
- Discuss how a variety of adjunctive contemporary neuroscience-based treatments may affect the brain and interact with CBT.
- Address what neuroscience-based clinician-accessible assessment technologies are available, their validity, and how they can be employed in conjunction with treatment.
- Describe how neurodivergence manifests in the brain, particularly with regard to mechanisms addressed in and affected by CBT.

Earn 1 continuing education credit

Carroll B, Third Fl., Hilton

Symposium 16

Mapping the Spectrum of Translational Neuroscience Across the Lifespan: From Neural and Peripheral Markers to Mechanistic Interventions to Support Emotion Regulation and Health Equity

CHAIR:
Mary Woody, Ph.D., University of Pittsburgh

DISCUSSANT:
Greg J. Siegle, Ph.D., University of Pittsburgh

Moderate level of familiarity with the material

Primary Category: Research Methods - Neuroscience / Neuroimaging

Key Words: *Research Methods - Translational, Research Methods - Psychophysiology, Individual Factors - Emotion and Emotion Regulation*

Visuocortical Dynamics of Affect-biased Attention and Risk for Adolescent Depression: From Neural Marker to Intervention Target
Mary Woody, Ph.D., University of Pittsburgh
Maanasa Guru Adimurthy, M.S., University of Pittsburgh Medical Center
Anna F. Wears, B.A., University of Pittsburgh Medical Center
Nastasia O. McDonald, The Pennsylvania State University

Richard Gall, M.S., University of Pittsburgh
Murat Ackakaya, Ph.D., University of Pittsburgh
Sarah Ostadabbas, Ph.D., Northeastern University
Alfredo Sklar, M.D., University of Pittsburgh
Jennifer S. Silk, Ph.D., University of Pittsburgh
Rebecca Price, PhD, University of Pittsburgh

Examining the Links Between Loneliness, Subjective Cognition, Stress, and Blood Pressure in Older African Americans
Nastasia O. McDonald, The Pennsylvania State University
Samuele Zilioli, Ph.D., Wayne State University
Christopher G. Engeland, Ph.D., The Pennsylvania State University

Evaluating Targeted Mechanisms in the Treatment of Transdiagnostic Perseverative Negative Thinking Using Event-related Potentials
Abigail Szkutak, M.S., Teachers College, Columbia University
Michal E. Clayton, Teachers' College
David Fresco, Ph.D., University of Michigan
Douglas Mennin, Ph.D., Teachers College, Columbia University

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Symposium 59

Emotion Invalidation Hurts Mental Health Equity

CHAIR:

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University

DISCUSSANT:

Nicole Cardona, Ph.D., New York Health + Hospitals

Basic to Moderate level of familiarity with the material

Primary Category: Context - Stigma and Oppression

Key Words: *Context - Stigma and Oppression, Context - Mental Health Disparities, Individual Factors - Emotion and Emotion Regulation*

The Role of Emotion Invalidation in Sexual Orientation Mental Health Disparities: A Longitudinal, Population-based Study of Young Adults
Suin J. Lee, Harvard University
Nathan L. Hollinsaid, B.S., Harvard University
Rachel M. Martino, M.A., Harvard University
Mark Hatzenbuehler, Ph.D., Harvard University

Perceived Emotional Invalidation and Suicidal Ideation in Sexual Minority Adults: The Mediating Roles of Perceived Burdensomeness and Thwarted Belongingness
Andrew Kurtz, B.A., Florida State University
Athena Thai, B.A., Florida State University

The Disruptive Effects of Heterosexist Discrimination on Positive and Negative Emotion Regulation Difficulties Through Emotional Invalidation
Dominic M. Denning, M.S., University of Massachusetts Amherst

Affective Injustice Matters: The Inequality Generating Mechanisms of Emotion invalidation
Jesus De Luna, B.A., Harvard University
Rachel M. Martino, M.A., Harvard University

Regional Gendered Emotion Norms, Emotion Invalidation, and Mental Health Disparities
Rachel M. Martino, M.A., Harvard University
Mark S. Chen, Ph.D., Harvard University
Mark Hatzenbuehler, Ph.D., Harvard University

Earn 1 continuing education credit

338, Level 300, Convention Center

Symposium 17

Community Engagement of High-risk, High-need Populations into Intervention Science: Lessons Learned from the Department of Veterans Affairs

CHAIR:

Emily R. Edwards, Ph.D., US Department of Veterans Affairs

DISCUSSANT:

Ryan Holliday, Ph.D., US Department of Veterans Affairs

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Population - Military and Veterans, Population - Lived Experience / Patient Stakeholders*

Participants as Experts: Incorporation of Participant and Provider Feedback into Development and Refinement of an Intervention for Veterans Experiencing Criminal-legal Involvement
Emily R. Edwards, Ph.D., US Department of Veterans Affairs

Building and Maintaining a Veterans Engagement Group Around Economic Insecurity
Jason Flake, Ph.D., US Department of Veterans Affairs

Employing Qualitative Interviews to Understand Care Experiences of Homeless, Suicidal Veterans
Amanda Joy Anderson, Ph.D., RN, US Department of Veterans Affairs

Using Lived Experiences to Inform Systems-level Change: Insights from Programming to Support Transitioning Veterans at Risk for Suicide
Amanda L. Reed, Ph.D., US Department of Veterans Affairs

Earn 1 continuing education credit

339, Level 300, Convention Center

Symposium 18

Beyond the OB: Identifying, Treating, and Reimagining Perinatal Mental Health

CHAIR:

Christin A. Mujica, Ph.D., Medical University of South Carolina

DISCUSSANT:

Christin A. Mujica, Ph.D., Medical University of South Carolina

Basic to Moderate level of familiarity with the material

Primary Category: Population - Women

Key Words: *Population - Women, Context - Mental Health Disparities, Treatment - Cognitive Behavior Therapy (CBT)*

Identifying PTSD in Pregnancy: Assessing Prevalence Rates and Associated Factors of PTSD for Individuals Seeking Prenatal Care

Casie H. Morgan, Ph.D., Medical University of South Carolina
Cassidy Brydon Chesnutt, M.A, Medical University of South Carolina
Gweneth Lazenby, M.D., Medical University of South Carolina
Cristina Lopez, Ph.D., Medical University of South Carolina
Casie H. Morgan, Ph.D., Medical University of South Carolina
Britton Gibson, M.D., Medical University of South Carolina
Noa Farou, M.D., Medical University of South Carolina
Erin M. Bisca, LPC, Medical University of South Carolina

Evidence-based Psychotherapy for Perinatal Substance Use Disorders Including Augmenting Buprenorphine Retention
Sara M. Witcraft, Ph.D., Medical University of South Carolina
Constance Guille, MD, Medical University of South Carolina

The PERI Model of Radical Healing as a Framework for Advancing Perinatal Mental Health
Christin A. Mujica, Ph.D., Medical University of South Carolina
Amber Jarnecke, Ph.D., Medical University of South Carolina
B. Andi lee, PhD, With & For

Earn 1 continuing education credit

342, Level 300, Convention Center

Symposium 19

Relationship Distress as a Risk Factor for Depression: Explaining the How, Why, and When of a Robust Association

CHAIR:
Melanie S. Fischer, Ph.D., University of Marburg, Germany

DISCUSSANT:
Sarah Whitton, Ph.D., University of Cincinnati

All levels of familiarity with the material

Primary Category: Population - Couples / Close Relationships

Key Words: *Population - Couples / Close Relationships, Symptoms / Disorders - Depression*

A Daily Diary, Multi-informant Test of the Marital Discord Model of Depression
Ruoxuan Wang, M.A., The Pennsylvania State University
Steffany J. Fredman, Ph.D., The Pennsylvania State University
Donald Baucom, Ph.D., University of North Carolina at Chapel Hill
Gregory M. Fosco, Ph.D., The Pennsylvania State University

Moderators of the Association Between Depression and Relationship Satisfaction Among Older Adults
Danielle Weber, Ph.D., University of North Carolina Greensboro
Steven Beach, Ph.D., University of Georgia
Justin Lavner, Ph.D., University of Georgia

Ambivalence, Loneliness, and Rejection Sensitivity Bridging Depressiveness and Relationship Adjustment: Results from a Network Analysis in a Nationally Representative Sample
Nina Winkelmann, M.S., University of Marburg, Germany
Max Berg, PhD, University of Marburg
Melanie S. Fischer, Ph.D., University of Marburg, Germany

Earn 1 continuing education credit

344, Level 300, Convention Center

Symposium 20

Enhancing Treatment Outcomes in High Acuity Settings Through Family-centered Care

CHAIR:

Evadine Codd, Ph.D., University of Colorado, School of Medicine

DISCUSSANT:

Jessica Hawks, Ph.D., Children's Hospital Colorado/ University of Colorado

All level of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Population - Parents and Families, 2026 Theme - Treatment - Compassion-focused Approaches, Treatment - Cognitive Behavior Therapy (CBT)*

Supporting the System: Enhancing Caregiver Involvement During Pediatric Psychiatric Hospitalization
William Booker, M.S., Children's Hospital Colorado
Evadine Codd, Ph.D., University of Colorado, School of Medicine

Supporting Caregivers of Youth with Neurodevelopmental Disabilities in Intensive Psychiatric Hospitalization Care Settings
Julia Barnes, Ph.D., University of Colorado, School of Medicine
Mathew C. Luehring, Ph.D., University of Colorado Anschutz Medical Campus
Leonora Ryland, PhD, BCBA, NCSP, University of Colorado School of Medicine

Caregiver Support in Partial Hospitalization: Outcomes, Satisfaction, and Consequences of Program Optimization
Sarah Taylor-Cavelier, Ph.D., University of Colorado, Anschutz

Acceptability and Parent Satisfaction of a Parent Transition Group: How Are We Supporting Parents of Children Moving Through Higher Levels of Psychiatric Care?

Katharine Reynolds, Ph.D., University of Colorado Anschutz Medical Campus

Earn 1 continuing education credit

346, Level 300, Convention Center

Symposium 21

Advanced Modeling of Real-time Risk for Self-injurious Thoughts and Behaviors Across Adolescence and Adulthood

CHAIRS:

Roberto López, Jr., Ph.D., Texas State University
Mary Prochazka, B.A., Texas State University

DISCUSSANT:

Megan L. Rogers, Ph.D., Texas State University

Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Suicide

Key Words: *Symptoms / Disorders - Suicide, Symptoms / Disorders - Self-Injury, Research Methods - Statistics*

Examining Associations Between Negative Affect Arousal Dimensions and Self-injurious Thoughts: Findings from Two Real-time Monitoring Studies with Psychiatrically Acute Adolescents

Kinjal Patel, M.S., Old Dominion University
Elizabeth Edershile, Ph.D., Rutgers, The State University of New Jersey
Abigail J. Luce, B.A., Old Dominion University
Emelyn Auad, B.A., Old Dominion University
Richard T. Liu, Ph.D., Harvard Medical School
Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
Catherine Glenn, Ph.D., Old Dominion University

Momentary Relationships Between Negative Affect and Meaning in Life Among Young Adults with and Without Self-injurious Thoughts and Behaviors
Mary Prochazka, B.A., Texas State University
Megan Rogers, Ph.D., Texas State University
Roberto Lopez, Ph.D., Texas State University

The Influence of the Dynamic Interaction Between Posttraumatic Stress Symptoms and Opioid Use on Suicidal Ideation
Alexa Raudales, Ph.D., Brown University
Heather Schatten, Ph.D., Butler Hospital & Brown University
Leslie Brick, Ph.D., Alpert Medical School of Brown University
Manshu Yang, Ph.D., University of Rhode Island
Michael Armey, Ph.D., Warren Alpert Medical School of Brown University
Josiah Rich, MD, M.P.H., The Warren Alpert Medical School of Brown University
Nicole Weiss, Ph.D., University of Rhode Island

Exploring Person-specific Timescales of Risk for Suicidal Ideation in the High-risk Post-discharge Period
Gemma T. Wallace, Ph.D., Brown University
Heather Schatten, PhD, Brown University

Earn 1 continuing education credit

347, Level 300, Convention Center

Symposium 22

Co-designing Treatment for Misophonia: Integrating Lived Experience into Intervention Development and Evaluation

CHAIR:

Rebecca L. Schneider, Ph.D., Emory University School of Medicine

DISCUSSANT:

Julie Petersen, Ph.D., Harvard University

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Population - Lived Experience / Patient Stakeholders, Treatment - Design and Development, Symptoms / Disorders - Obsessive Compulsive and Related Disorders*

Informing a Parent-centered Intervention for Youth Misophonia: Coping Strategies, Perceived Effectiveness, and Symptom Severity
Abigail E. Pine, Ph.D., Johns Hopkins University School of Medicine
Bruce E. Compas, Ph.D., Vanderbilt University
Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Developing a Novel Cognitive-behavioral Treatment for Misophonia: The Role of Qualitative Participant Feedback in Intervention Development
Samuel Spencer, Ph.D., University of North Texas
Lara Fair, M.S., University of North Texas
Thomas Dozier, M.S., BCBA, Misophonia Institute
Nathaniel Mitchell, Ph.D., Misophonia Institute

User Engagement and Qualitative Feedback from a Digital ACT Intervention for Misophonia

Emily Bowers, M.S., Utah State University
Juliana Avery, B.A, Utah State University
Michael Levin, Ph.D., Utah State University
Michael P. Twohig, Ph.D., Utah State University

Earn 1 continuing education credit

350, Level 300, Convention Center

Symposium 24

Understanding American Sign Language Interpreter Experiences of Suicide Risk Assessment to Help Ensure Access to Evidence-based Suicide-specific Care for Deaf Individuals

CHAIR:

Halle Fowler, M.A., Louisiana State University

DISCUSSANT:

Kellyann M. Navarre, M.A., Monroe County Community College/Yale UPLiFT Lab

All levels of familiarity with the material

Primary Category: 2026 Theme - Compassion in the Mental Health Workforce

Key Words: *2026 Theme - Compassion in the Mental Health Workforce, 2026 Theme - Evidence-Based Collective Action, Context - Mental Health Disparities*

A Qualitative Investigation of ASL Interpreters' Recommendations for Mental Health Clinicians

Emma J. O'Brien, B.A., Louisiana State University
Halle Fowler, M.A., Louisiana State University
Kellyann M. Navarre, M.A., Monroe County Community College/Yale UPLiFT Lab
Katherine Kennedy, M.S., Louisiana State University
Mia Sernich, B.A., Louisiana State University

Isabel Crumley, B.A. Candidate, Louisiana State University
Raymond Tucker, Ph.D., Louisiana State University

An Analysis of Variability in How American Sign Language (ASL) Interpreters Sign Single-item Suicide Risk Assessment Items
Halle Fowler, M.A., Louisiana State University
Emma J. O'Brien, B.A., Louisiana State University
Kota Takayama, Ph.D., Gallaudet University
Raymond Tucker, Ph.D., Louisiana State University

A Quantitative Analysis of Perceived Accuracy of American Sign Language Interpretations of Suicide Risk Assessment Items
Raymond Tucker, Ph.D., Louisiana State University
Halle Fowler, M.A., Louisiana State University
Ryan M. Hill, Ph.D., Louisiana State University
Daniel Capron, Ph.D., Louisiana State University

Earn 2 continuing education credits

Paca, Third Fl., Hilton

Symposium 25

Mechanisms of Change in Exposure Therapy for OCD and Anxiety Disorders: Translating New Research Findings to the Clinic
A symposium honoring the memory of Dr. Edna Foa

CHAIRS:

Hannah C. Broos, Ph.D., McLean Hospital/Harvard Medical School
Jennie M. Kuckertz, Ph.D., McLean Hospital

DISCUSSANT:

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

All levels of familiarity with the material

Primary Category: Treatment - Exposure and Response Prevention (ERP)

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, Symptoms / Disorders - Anxiety and Fear, Treatment - Exposure and Response Prevention (ERP)*

Patient Beliefs About Goal of Exposure and Response Prevention and Impact on OCD Treatment Outcomes
Hannah C. Broos, Ph.D., McLean Hospital/Harvard Medical School

Mary M. McNamara, PhD, McLean Hospital/Harvard Medical School
Lauren Wadsworth, Ph.D., Genesee Valley Psychology
Jason W. Krompinger, ABPP, Ph.D., New England Center for OCD and Anxiety
Nathaniel Van Kirk, Ph.D., OCD Institute, McLean Hospital
Martha J. Falkenstein, Ph.D., McLean Hospital
Jennie M. Kuckertz, Ph.D., McLean Hospital

Cognitive and Behavioral Change in ERP for OCD: The Importance of Between Session Change, Novelty, and Personal Significance
Ryan J. Jacoby, Ph.D., Massachusetts General Hospital
Gienn Leong, HS Diploma, Massachusetts General Hospital
Jennifer Greenberg, Psy.D., Massachusetts General Hospital
Nancy Keuthen, Ph.D., Massachusetts General Hospital
Berta Summers, Ph.D., Massachusetts General Hospital
Sabine Wilhelm, Ph.D., Massachusetts General Hospital

The Effects of Occasional Reinforcement During Repeated Imagery-based Exposure on Blood-injection-injury Fears: An Analogue Study
Sarah C. Jessup, Ph.D., Vanderbilt University Medical Center
Alexandra M. Adamis, M.S., Vanderbilt University
Margaret Mosby, M.S., McLean Hospital
Bunmi O. Olatunji, Ph.D., Vanderbilt University

Mechanisms of Exposure Therapy in the Real World: Evidence from 13,000+ Exposure Sessions
Jennie M. Kuckertz, Ph.D., McLean Hospital
Nicholas Kim, B.S., OCD Institute, McLean Hospital
Sarah C. Jessup, Ph.D., Vanderbilt University Medical Center
Jason W. Krompinger, ABPP, Ph.D., New England Center for OCD and Anxiety
Jacob Nota, Ph.D., McLean Hospital/Harvard Medical School
Nathaniel Van Kirk, Ph.D., OCD Institute, McLean Hospital
Martha J. Falkenstein, Ph.D., McLean Hospital

ticket

Earn 3 continuing education credits

Brent, 3rd Floor, Hilton

Workshop 5

Exposure as a Tool in the Treatment of Eating Disorders: An Act-informed Approach

Rachel M. Butler, Ph.D., University of Louisville
Danielle DeVille, Ph.D., Harney & Associates

Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Eating Disorders

Key Words: *Exposure, ACT (Acceptance & Commitment Therapy), Treatment*

Eating disorders (EDs) are associated with significant medical risk and enduring chronicity. Effective interventions for individuals with eating disorders (EDs) are lacking, underscoring the need for treatment approaches that account for complexity and address individual maintaining processes (Bryant et al., 2025). For many individuals, fear of aversive internal experiences (e.g., distressing bodily experiences, social rejection, loss of control) maintains ED behaviors. To more directly target fear and experiential avoidance, there is a growing use of exposure therapy in ED treatment, as well as ACT-informed ED interventions (e.g., Butler & Heimberg 2020; Schaumberg et al., 2021, Onnink et al., 2022). The emerging use of exposure and ACT-based interventions in ED treatment sits within a broader shift in our field toward the application of transdiagnostic, individualized, process-based interventions (e.g., Hofmann & Hayes, 2019). From this standpoint, exposure is not a standardized protocol aimed at symptom reduction, but a flexible tool tailored to increase psychological flexibility. This workshop will bridge research and clinical practice by training clinicians to implement exposure for EDs, disordered eating, and body image distress within a personalized, ACT-informed framework. Participants will receive instruction on the use of feared food, body image, interoceptive, and imaginal exposures. Justice-based exposures will be emphasized as a means of empowering clients to respond to internalized weight stigma and other contextual sources of harm. Attendees will learn to use exposure to increase willingness, acceptance, defusion, present-moment attention, and values-based action. Experiential methods will be employed, including

demonstrations, role play, and a clinical exercise applying exposure therapy with an ED case example.

Recommended Readings:

Becker, C. B., Farrell, N. R., & Waller, G. (2019). Exposure therapy for eating disorders. In J.A. Smits et al., Clinical Guide to Exposure Therapy (277-297). Oxford University Press.

Butler, R. M., & Heimberg, R. G. (2020). Exposure therapy for eating disorders: A systematic review. Clinical Psychology Review, 78, 101851.

Merwin, R. M., & Wilson, K. G. (2009). Understanding and treating eating disorders: An ACT perspective. In Acceptance and Commitment Therapy: Contemporary Theory, Research and Practice: Contemporary Theory, Research and Practice (pp. 87-117). Bowen Hills, QLD: Australian Academic Press.

Reilly, E. E., Anderson, L. M., Gorrell, S., Schaumberg, K., & Anderson, D. A. (2017). Expanding exposure-based interventions for eating disorders. International Journal of Eating Disorders, 50(10), 1137-1141.

Schaumberg, K., Reilly, E. E., Gorrell, S., Levinson, C. A., Farrell, N. R., Brown, T. A., ... & Anderson, L. M. (2021). Conceptualizing eating disorder psychopathology using an anxiety disorders framework: Evidence and implications for exposure-based clinical research. Clinical Psychology Review, 83, 101952.

At the end of this session, the learner will be able to:

- Explain the rationale for using exposure as an intervention in the treatment of eating disorders, including its role in addressing fear and experiential avoidance.
- Describe how exposure can be used to target core fears and increase psychological flexibility within an individualized, ACT-informed case conceptualization.
- Describe imaginal, in vivo (e.g., feared food and body image), and interoceptive exposure strategies that can be applied to core eating disorder fears.
- Apply justice-based exposure approaches to address weight stigma and other contextual sources of harm in eating disorder treatment.
- Identify and problem-solve common challenges in implementing exposure for eating disorders.

ticket

Earn 3 continuing education credits

Douglass, 3rd Floor, Hilton

Workshop 6

GRIEF Approach: A Comprehensive Treatment Model for Traumatic Loss

Megan M. Wallace, N/A, LICSW, Medical University of South Carolina

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Grief / Bereavement, Trauma, Clinical Decision Making*

Designed for adult individuals, Grief Recovery with Individualized Evidence-Based Formulation Approach (GRIEF Approach) leans on existing evidence-based strategies through a module-based approach that addresses heterogeneous mental health correlates of violent (homicide, suicide, traffic crash) and/or sudden loss (e.g., opioid, perinatal, fatal heart attack) in one streamlined and comprehensive approach informed by both trauma and grief fields. GRIEF Approach targets symptoms underlying three main mental health difficulties commonly associated with traumatic loss: post-traumatic stress symptoms, depression, and prolonged grief, as well as tailoring the modules for applicability to violent loss based upon grief and violent loss literature. A thorough assessment of symptoms is warranted to guide modules of intervention. This institute focuses on the intervention objectives and practice elements contained within each module. This training provides an understanding of the varied responses to traumatic loss, reviews of the latest research on recovery trajectories, and highlights risk factors to recovery. Assessment driven conceptualization to guide intervention strategies is discussed. Participants learn empirically supported therapeutic techniques in working with long-term recovery and treatment of prolonged grief responses. The interactive workshop involves hands-on exercises designed to teach clinicians how to implement the treatment. This training is intended for school clinicians, professional counselors, social workers, marriage and family therapists, LSSP's, psychologists, etc.

Recommended Readings:

Rheingold, A.A., Williams, J.L, Bottomley, J., & Wallace, M. (2025). Treating Traumatic Loss: A Clinician's Guide to Helping Clients Cope with a Sudden, Violent, or Difficult Death Using GRIEF Approach. New Harbinger Publications.

Rheingold, A.A. & Williams, J.L. (2018). A Module-based comprehensive approach for addressing heterogeneous mental health sequelae of violent loss survivors. Death Studies, 42, 164-171. DOI: 10.1080/07481187.2017.1370798

Williams, J.L., Rheingold, A.A., McNallan, L.J., & Knowlton, A.W. (2018). Survivors' perspectives on a modular approach to traumatic grief treatment. Death Studies, 42, 155-163. DOI: 10.1080/07481187.2017.1370796 PMID: 29300145

Rheingold, A. A., Williams, J. L., & Bottomley, J. S. (2024). Prevalence and Co-Occurrence of Psychiatric Conditions Among Bereaved Adults. JAMA network open, 7(6), e2415325. https://doi.org/10.1001/jamanetworkopen.2024.15325

At the end of this session, the learner will be able to:

- Outline theories of traumatic grief and bereavement and evidence of treatments for trauma and grief.
- Understand common trauma and grief responses to traumatic loss (homicide, suicide, traffic crash) and in context of both and individual and sociocultural perspectives.
- Distinguish between prolonged grief, depression, and PTSD and ways to tailor an individualized treatment plan based upon symptom presentation.
- Describe several evidence-based strategies (e.g.., meaningful behavioral activation, therapeutic exposure, revising bonds) for trauma and grief difficulties.
- Apply strategies for provider wellbeing and resiliency in the context of delivering interventions to traumatic loss survivors.

ticket

Earn 3 continuing education credits

Latrobe, 1st Floor, Hilton

Workshop 7

Neurodiversity Affirming Practices in Parent Training for Children with Challenging Behaviors

Kate McCalla, Ph.D., Center for Developmental Behavioral Health, Kennedy Krieger Institute
Elizabeth Cross, Ph.D., Kennedy Krieger Institute, Johns Hopkins School of Medicine
Ji Su Hong, Other, Johns Hopkins School of Medicine
Karen Bearss, Ph.D., Catalight

Moderate level of familiarity with the material

Primary Category: Population - Autism

Key Words: *Parent Training, Autism Spectrum Disorders, Aggression / Disruptive Behavior / Conduct Problems*

Challenging behaviors such as aggression, meltdowns, and distress during transitions are common among neurodiverse children and are associated with increased family stress, lower quality of life, reduced community participation and elevated risk for behavioral crises, prompting families to seek clinical services. Parent training (PT) has a strong evidence base for reducing challenging behaviors and improving adaptive functioning in neurodiverse youth (e.g., autistic children, those with developmental disabilities). However, PT has been critiqued for insufficient attention to neurodiversity affirming values, including respect for autistic communication styles, sensory needs and autonomy. This workshop will provide a neurodiversity affirming framework for delivering PT for children with challenging behaviors by integrating core components shared across empirically supported PT approaches (e.g., functional assessment, antecedent supports, child-directed play, rein-

forcement of adaptive skills, functional communication) while explicitly examining how these strategies can be applied in ways that honor neurodiversity. Neurodiversity affirming principles (e.g., prioritizing child well being over normalization, collaborating with caregivers around values and goals, distinguishing behaviors that are harmful versus simply different, supporting autonomy and self advocacy) will be woven throughout. Participants will learn to conceptualize challenging behavior as meaningful communication shaped by environmental demands, sensory experiences and developmental context. The workshop will address how to adapt PT strategies to support common challenging behaviors, while remaining responsive to individual differences in language, cognition, culture and family priorities. Case examples, video illustrations, experiential activities and educational handouts will be used to show how clinicians can partner with caregivers to build practical, compassionate and sustainable behavior support plans. This workshop is intended for clinicians working with neurodiverse children and families who aim to deliver effective behavioral interventions aligned with contemporary neurodiversity affirming models of care.

Recommended Readings: Bearss, K., Johnson, C., Smith, T., Lecavalier, L., Swiezy, N., Aman, M., ... & Scahill, L. (2015). Effect of parent training vs parent education on behavioral problems in children with autism spectrum disorder: a randomized clinical trial. JAMA, 313(15), 1524-1533.

Mathur, S. K., Renz, E., & Tarbox, J. (2024). Affirming neurodiversity within applied behavior analysis. Behavior Analysis in Practice, 17(2), 471-485.

Scahill, L., Bearss, K., Lecavalier, L., Smith, T., Swiezy, N., Aman, M. G., ... & Johnson, C. (2016). Effect of parent training on adaptive behavior in children with autism spectrum disorder and disruptive behavior: Results of a randomized trial. Journal of the American Academy of Child & Adolescent Psychiatry, 55(7), 602-609.

Leaf, J, Cihon, J, Leaf, R, et al., (2022). Concerns About ABA-Based Intervention: An Evaluation and Recommendations. Journal of Autism and Developmental Disorders 52(6): 2838-2853.

Ladarola, S., Levato, L., Harrison, B., Smith, T., Lecavalier, L., Johnson, C., ... & Scahill, L. (2018). Teaching parents behavioral strategies for autism spectrum disorder (ASD): Effects on stress, strain, and competence. Journal of Autism and Developmental Disorders, 48(4), 1031-1040.

At the end of this session, the learner will be able to:

- Describe core neurodiversity affirming principles and how they apply to behavioral parent training for autistic children.
- Identify shared, evidence based components of behavioral parent training interventions used to address challenging behaviors in autistic youth.
- Differentiate between behaviors that require intervention due to safety or quality of life concerns and behaviors that reflect neurodivergent differences.
- Apply neurodiversity affirming adaptations to common behavioral strategies (e.g., reinforcement, antecedent supports, functional communication training).
- Collaborate effectively with caregivers to develop behavior support plans that align with family values, child autonomy, and developmental needs.

Earn 3 continuing education credits

Carroll A, 1st Floor, Hilton

Workshop 8

PRACTICE What You Preach: An Evidenced-informed Approach to Addressing Burnout and Secondary Traumatic Stress

Elisabeth S. Pollio, Ph.D., CARES Institute, Rowan-Virtua School of Osteopathic Medicine
Esther Deblinger, Ph.D., CARES Institute, Rowan-Virtua School of Osteopathic Medicine

Basic to Moderate level of familiarity with the material
Primary Category: Professional / Interprofessional Issues
Key Words: *Coping, Evidence-Based Practice, Stress*

This workshop presents an effective approach to addressing the concerns of burnout and secondary traumatic stress (STS). The PRACTICE Course, an evidence-based, eight-session course designed for clinicians, supervisors, and organizational leaders, is based on the concept of "PRACTICE what you preach" in that participants are encouraged to utilize themselves the evidence-based coping skills and activities taught to clients in the context of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT; Cohen et al., 2017; Deblinger et al., 2015). TF-CBT is the treatment for childhood trauma with the strongest evidence base (e.g., Dorsey et al., 2017). The course is structured around the components of TF-CBT, which comprise the acronym PRACTICE. Another course concept is "PRACTICE Makes Progress" in that skill acquisition requires practice and does not lead to perfection. Rather practicing effective skills leads to steady progress. This is important to emphasize so participants have compassion for themselves and their clients as they overcome challenges to integrating PRACTICE skills into their lives. Support is also provided to supervisors and organizational leaders to help create and sustain an environment that encourages the well-being of their team. In pre-post studies and a wait-list randomized

controlled trial, the PRACTICE course has documented its effectiveness in increasing effective coping skills and TF-CBT feelings of competency, while decreasing burnout and STS (e.g., Deblinger et al., 2025; Pollio et al., 2025). As trainings on well-being, burnout, and STS are most often presented in a one-time format, this workshop will cover the didactic content of the multi-session course in a single session. The workshop will infuse the didactic training, including psychoeducation on burnout and STS, with interactive activities to utilize the evidence-based PRACTICE skills, as well as offer support to develop a plan to continue using the PRACTICE skills personally and professionally, individually and as an organization. As providers, organizations, and clients can be adversely impacted by burnout and STS (e.g., Delgadillo et al., 2018; Wagaman et al., 2015), an effective approach to addressing these concerns is critical to the well-being of our field.

Recommended Readings:

Deblinger, E., Pollio, E., Harrison, J. P., Cooper, B., Martelli, F. L., Schuler, N., & Steer, R. A. (2025). Refining the PRACTICE course for trauma professionals across organizational roles to enhance well-being and TF-CBT competency. Journal of Child & Adolescent Trauma. Advanced online publication. https://doi.org/10.1007/s40653-025-00787-x

Pollio, E., Deblinger, E., Cooper, B., Garbade, M., Harrison, J. P., & Pfeiffer, E. (2025). Engaging Ukrainian TF-CBT therapists in a PRACTICE skills course to support their well-being. European Journal of Psychotraumatology, 16(1), Article 2476898. https://doi.org/10.1080/20008066.2025.2476898

Sprang, G., Lei, F., & Bush, H. (2021). Can organizational efforts lead to less secondary traumatic stress? A longitudinal investigation of change. American Journal of Orthopsychiatry, 91(4), 443–453. https://doi.org/10.1037/ort0000546

Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. Social Work, 60(3), 201-209. https://doi.org/10.1093/sw/swv014

At the end of this session, the learner will be able to:

- Describe burnout and secondary traumatic stress, their impact, and protective factors.
- Identify the PRACTICE skills that can be used to support well-being.
- Identify organizational strategies that can support personal and professional well-being.
- Long-term goal: Participants to apply the use of the PRACTICE skills ongoing in their personal and professional lives.
- Long-term goal: Supervisors and leaders to apply strategies in the workplace to provide ongoing support for their team's well-being.

ticket

Earn 2 continuing education credits

Ruth, First Fl., Hilton

Master Clinician Seminar 3

Working with Moral Injury in a Time of Moral Distress: Compassionately Approaching Pain and Values

Lauren M. Borges, Ph.D., Rocky Mountain MIRECC
Jacob K. Farnsworth, Ph.D., Rocky Mountain Regional VA Medical Center
Sean M. Barnes, Ph.D., Rocky Mountain MIRECC
Robyn D. Walser, Ph.D., National Center for PTSD

All level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *ACT (Acceptance & Commitment Therapy), Trauma, Evidence-Based Practice*

In today's world acts of civil disobedience, healthcare work, operating as a teacher, military service, and law enforcement can result in significant moral violations. Simply serving in a helping profession and acting on corresponding social values (e.g., Hippocratic oath) can cause exposure to potentially morally injurious events (PMIEs); moral violations in high-stakes situations. Moral pain, often expressed as shame, contempt, or self-condemnation, can be deeply aversive. Efforts to suppress, escape, or control it (e.g., through withdrawal, numbing, or violence) frequently intensify suffering rather than resolve it. Moral injury emerges when efforts to cope with moral pain significantly interfere with social, psychological, or spiritual functioning. Given the social origins and consequences of moral injury, treatments are needed that target avoidance and control of moral pain while building social connection through values, compassion, and community. Acceptance and Commitment Therapy for Moral Injury (ACT-MI; Borges et al., 2022) is a transdiagnostic 15-session hybrid group (12-sessions) and individual (3-session) psychotherapy emphasizing compassionately connecting with moral pain while living values. A recent randomized controlled pilot trial (N=74) found ACT-MI to be highly acceptable

(e.g., "I can live life again…I can be a better mom…I thank God every day that I got to be a part of this") with clinically significant improvements identified in psychosocial functioning (Outcome Questionnaire-45: M=-17.45, SD=19.33, 95% CI=-24.80, -10.10). Institute participants will learn skills facilitating conceptualizing and intervening on moral injury across clinical populations. Participants will practice holding their own moral pain as an observer, compassionately connecting with their clients' moral pain, and simultaneously exploring individual and social values.

Recommended Readings:

Borges, L. M., Barnes, S. M., Farnsworth, J. K., Drescher, K. D., & Walser, R. D. (2022). Case conceptualizing in Acceptance and Commitment Therapy for Moral Injury (ACT-MI): An active and ongoing approach to understanding and intervening on moral injury. Frontiers in Psychiatry, 13, 1-14. doi:10.3389/fpsyt.2022.910414

Farnsworth, J. K., Drescher, K. D., Evans, W., & Walser, R. D. (2017). A functional approach to understanding and treating military-related moral injury. Journal of Contextual Behavioral Science, 6(4), 391–397. https://doi.org/10.1016/j.jcbs.2017.07.003

Borges, L. M. (2019). A Service Member's experience of Acceptance and Commitment Therapy for Moral Injury (ACT-MI): "Learning to accept my pain and injury by reconnecting with my values and starting to live a meaningful life." Journal of Contextual Behavioral Science, 13, 134-140. doi:10.1016/j.jcbs.2019.08.002

Borges, L. M., Holliday, R., Barnes, S. M., Bahraini, N. H., Kinney, A. R., Forster, J. E., & Brenner, L. A. (2021). A longitudinal analysis of the role of potentially morally injurious events on COVID-19 related psychosocial functioning among healthcare providers. PLOS ONE. doi: 10.1371/journal.pone.0260033

Litz, B. T., Plouffe, R. A., Nazarov, A., Murphy, D., Phelps, A., Coady, A., Houle, S. A., Dell, L., Frankfurt, S., Zerach, G., Levi-Belz, Y., & Moral Injury Outcome Scale Consortium (2022). Defining and Assessing the Syndrome of Moral Injury: Initial Findings of the Moral Injury Outcome Scale Consortium. Frontiers in psychiatry, 13, 923928.

At the end of this session, the learner will be able to:

- Describe how to conceptualize moral injury using principles from ACT-MI.
- Describe how to conceptualize self-and other-compassion using principles from ACT-MI and practice case conceptualizing using the intervention's framework.
- Apply procedures from ACT-MI to cultivate flexibility in responding to moral pain.
- Support clients in building present moment awareness and the ability to hold moral pain without becoming consumed by it.
- Define the relationship between moral pain and values as two sides of the same coin.

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 4

CBT with Clients in Midlife and Beyond: Advances in Clinical Practice

Ann M. Steffen, ABPP, Ph.D., University of Missouri-St. Louis

Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Psychotherapy Process, Aging, Compassion / Empathy*

Age and generational influences are facets of cultural diversity that intersect with other identities and influence therapy goals and within-session therapy processes. Clients aged 50 and older respond as strongly to CBT change strategies as younger adults, yet benefit from modifications that are largely contextual (i.e., the "how" of treatment delivery; Emery-Tiburcio et al., 2025). While drawing on middle-aged and older clients' strengths and coping strategies developed over a lifetime, aging-responsive CBT also addresses challenges that are more common in the second half of life (e.g., internalized ageism, comorbid medical conditions, family caregiving concerns, cognitive aging, bereavement). This mini-workshop features clinical skills to enhance engagement and effectiveness in CBT sessions with middle-aged and older clients. Case examples targeting internalized ageism will demonstrate adaptations to compassion-focused therapy for older clients (Poz & Craig, 2025) and will describe within-session CBT implementation strategies. Attendees will learn to modify psychoeducational materials and worksheets for use with culturally diverse older individuals, intergenerational families, and groups. The tips and strategies covered in this mini-workshop aim to increase providers' effectiveness with middle-aged and older clients and to enhance enjoyment in this rewarding area of clinical practice (Band et al., 2025).

Recommended Readings:

Emery-Tiburcio, E.E., Zweig, R., Brennan Ing, M., Sachs, B.C., Yenko, I., Vinson, L., Shead, V., Steffen, A., Monette, H., & Hinrichsen, G. (2025). Guidelines for Psychological Practice with Older Adults: Executive Summary. American Psychologist.

Poz, R., & Craig, C. (2025). Compassion-focused therapy for older people: Why it is needed and adaptations for clinical practice. Psychology and Psychotherapy: Theory, Research and Practice. https://doi-org/10.1111/papt.12579

Band, A. E., Fitzpatrick, J. A., & Steffen, A. M. (2025). Comparative favorability in clinical practice: Psychologists' ratings of their work with older adults versus other ages. Professional Psychology: Research and Practice, 56(4), 336–341. https://doi.org/10.1037/pro0000623

At the end of this session, the learner will be able to:

- Describe three common within-session modifications for effective delivery of CBT with middle-aged and older adults.
- Identify five aging-friendly features of CBT written materials (e.g., psychoeducational and between-session worksheets).
- Explain the rationale for adaptations of compassion-focused therapy for clients aged 50 and older.

Earn 2 continuing education credits

Johnson A, First Fl., Hilton

Individual Oral Group 18

Social Support and Social Stress

Leveraging Peer-support Specialist Navigation to Improve Engagement in Behavioral Health Services for Black and Latine Families in Historically Underserved Urban Communities
Alexandra Zax, Ph.D., University Illinois at Chicago
Stephanie H. Yu, Ph.D., University of California San Francisco
Ranya Al-Khayyat, M.S., University of Illinois at Chicago
Alexandra Hernandez-Vallant, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Jacqueline Moses, Ph.D., University of Illinois at Chicago
Melanie Tran, B.A., M.A., University of Illinois Chicago
Anna Vu, B.A., University of Illinois at Chicago
Vanessa Diaz, M.A., University of Illinois Chicago
Tara Mehta, Ph.D., University of Illinois at Chicago

Investigating Cbt-informed Cross-age Peer Mentoring as a Peer Support Intervention for Youth Mental Health: Findings from an Open Trial
Ogechi "Cynthia" Onyeka, Ph.D., Baylor College of Medicine
Andrea Gonzales, B.S., StandOUT Youth

Partnering with Community Stakeholders to Develop a Training Toolkit for a Peer-facilitated Gender Affirming Care Navigation and Suicide Prevention Program
Ash M. Smith, M.A., Hunter College, City University of New York
Sydney Boyum, B.S., Hunter College, City University of New York
Ramnik Dhingra, M.A., Hunter College, City University of New York
Danielle S. Berke, Ph.D., Hunter College, City University of New York

Higher Daily Social Support Reduces Next-day PTSD Symptoms in Trauma-exposed Mothers
Emma A. Archibald, M.A., University of Maryland, Baltimore County
Rebecca L. Nguyen, M.A., University of Maryland, Baltimore County
Bonnie Woodward, M.A., University of Maryland, Baltimore County
Becca L. Brock, Ph.D., University of Nebraska-Lincoln
Molly R. Franz, Ph.D., University of Maryland, Baltimore County

Integrating Compassion and Science in Schools: A Community-engaged Process Model for Evidence-based Mental Health Training in California
Megan Ramaiya, M.S., Ph.D., UCSF
Julie Yonek, Ph.D., University of California San Francisco
Sara Geierstanger, M.P.H., University of California San Francisco
Samira Soleimanpour, Ph.D., University of California San Francisco
Petra Steinbuchel, M.D., University of California San Francisco
Lauren Haack, Ph.D., University of California San Francisco

Relationship Between Youth ADHD Symptoms and Suicidal Ideation: The Role of Peer Stress
Hannah Milius, M.S., University of Maine
Jamilah Silver, Ph.D., University of North Carolina at Chapel Hill
Daniel N. Klein, Ph.D., Stony Brook University
Jennifer B. Blossom, Ph.D., University of Maine

When Mood Fluctuates: Depressive Instability as an Early Marker of Cognitive Decline
Lauren A. Rutter, Ph.D., Indiana University Bloomington
Lucas Hamilton, Ph.D., Augustana University

Earn 2 continuing education credits

336, Level 300, Convention Center

Individual Oral Group 13

Sociopolitical Conflict and Mass Violence

Exploring the Impact of Active Shooter Drills on Youth Mental Health: A Systematic Review Highlighting the Need for Additional Supports for Communities Facing Threats
Alanah Claybaugh, M.A., University of North Carolina at Chapel Hill
Mary G. Baumann, M.Ed., Vanderbilt University
Laura G. McKee, Ph.D., University of Wisconsin-Madison
Bruce E. Compas, Ph.D., Vanderbilt University
Deborah J. Jones, Ph.D., University of North Carolina at Chapel Hill

The Effects of Immigration-related Worries and Community Attitudes Toward Mental Illness on Hispanic Caregivers' Barriers to Mental Health Treatment for Their Children
Evelyn Pineda, M.A., The Graduate Center, University of New York
Amy Hyoeun Lee, Ph.D., John Jay College/CUNY Graduate Center

A Culturally Responsive Behavioral Health Care Model for Refugee Women: Design, Implementation, and Outcomes
Resham Gellatly, Ph.D., Boston University
Joelle Taknint, Ph.D., University of Wisconsin - Madison
Nuha Alshabani, Ph.D., Boston University School of Medicine & National Center for PTSD
Ellen Ijebor, Ph.D., William James College
Kalo C. Sokoto, M.A., Ph.D., Boston Medical Center
Maithri Ameresekere, M.D., Boston Medical Center
Audrey Montgomery, LCSW, MSW, Boston Medical Center
Kettie Louis, Other, Boston University

Threats to Identity and Safety: How Transgender and Gender Diverse Youth Navigate a Rapidly Changing Policy Landscape
Trey V. Dellucci, Ph.D., Indiana University School of Medicine
Mallory Lown, B.A., Indiana University
Ali Tabb, MSW, Indiana University
Jean Kwon, B.A., Indiana University
Tyne Parlett, B.A., Indiana University
Kelly Donahue, Ph.D., Indiana University
Richard Brandon-Friedman, Ph.D., Indiana University School of Medicine

Evidence-based Collective Action Engagement: Using Acceptance and Commitment Therapy to Address Systemic Trauma in Marginalized Populations
Jennifer Shepard Payne, Ph.D., LCSW, Johns Hopkins School of Medicine/ Kennedy Krieger Institute

Development and Evaluation of a Generative, Voice- and Text-based Artificial Intelligence Simulation to Train Clinicians in Motivational Interviewing-based Firearm Storage Counseling
Frances M. Aunon, M.S., Ph.D., VA Connecticut Healthcare System / Yale School of Medicine
Steven Dobscha, M.D., VA Portland Health Care System; Oregon Health & Science University
Steve Martino, Ph.D., VA Connecticut Healthcare System; Yale School of Medicine, Dept of Psychiatry
Richard Gorman, LPC, VA Connecticut Healthcare System
Valerie Marteeny, B.A., VA Central Western Massachusetts
Samuel Dorison, M.S., Other, ReflexAI
Amy Garcia, Other, ReflexAI
Joseph Simonetti, M.P.H., M.D., VA Rocky Mountain Mental Illness Research, Education, and Clinical Center for Suicide Prevention University of Colorado Anschutz Medical Campus

Hate Crime Mass Violence Incidents: Links to Depression and Posttraumatic Stress in Community Members
Melissa J. Sitton, M.A., M.S., Ph.D., Medical University of South Carolina
Caitlin Rancher, Ph.D., Medical University of South Carolina
Daniel W. Smith, Ph.D., Medical University of South Carolina
Angela D. Moreland, Ph.D., Medical University of South Carolina
Faraday Davies, M.A., Medical University of South Carolina
Dean G. Kilpatrick, Ph.D., Medical University of South Carolina

Earn 2 continuing education credits

340, Level 300, Convention Center

Individual Oral Group 14

Workforce Issues and Development

Improving Clinician Readiness to Implement Exposure Therapy Through an Enhanced Exposure-to-exposure Training Model
Elena L. Pokowitz, M.S., M.Ed., University of Michigan, Ann Arbor
Emily L. Bilek, ABPP, Ph.D., University of Michigan

Impact of Knowledge Acquisition on Trainee Implementation of Trauma-focused Cognitive-behavioral Therapy
Nicole Milani, M.A., St. John's University
Elissa J. Brown, Ph.D., Child HELP Partnership at St. John's University
Maddi Gervasio-Pontarelli, Ph.D., Alpert Medical School of Brown University
Andrea J. Bergman, Ph.D., St. John's University
Robin Goodman, Ph.D., St. John's University
Imad Zaheer, Ph.D., St. John's University

Toward Understanding the Role of Supervisors in Promoting Evidence-based Practice in Community Settings
Kendal Reeder, M.A., University of California Los Angeles
Kimberly Becker, Ph.D., University of South Carolina
Bruce F. Chorpita, Ph.D., University of California, Los Angeles

Analysis of Knowledge & Attitudes Towards Cultural Humility and Lived Experiences of Bias Among ACT Practitioners
Anandi C. Ehman, Ph.D., St. Mary's College of Maryland
Emily Green, Psy.D., Emily Green Psychological Services
Rashida Walker, Psy.D., LPC, Quiet Uprising Wellness Center

Expanding the Youth Behavioral Health Workforce: Integrating Evidence-based Practice into Graduate Training
Jennifer B. Blossom, Ph.D., University of Maine
Liam Shaw, LCSW, MSW, University of Maine
Lauren Holleb, Ph.D., University of Maine System
Jessica Fitts, Ph.D., The Baker Center for Children and Families
Katherine Corteselli, Ph.D., The Baker Center for Children and Families

Supports and Barriers Faced by Marginalized Professionals in Psychology: An Exploration of a Qualitative Study

Pankhuri Aggarwal, M.A., Ph.D., University of Cincinnati
Yodit Denu, Ph.D., University of Colorado Anschutz Medical Campus
Jasmine Ramirez, University of Cincinnati
Diana Martins, University of Cincinnati

"We Are Doing the Best We Can, and We Need to Do Better": Experiences of DBT-A Clinicians Delivering Culturally Responsive Care for BIPOC Adolescents and Families

Vvidhi Agrawwal, M.A., Montefiore Medical Center
Linda Oshin, Ph.D., Rutgers University
Maria C. Alba, Psy.D., Montefiore Medical Center
Sandra S. Pimentel, Ph.D., Montefiore Medical Center
William M. Buerger, Psy.D., Montefiore Medical Center

Earn 2 continuing education credits

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Individual Oral Group 21

Higher Levels of Care (e.g., Hospitalization, IOP)

Bridging the Gap: Compassionate Multidisciplinary Care for Youth Boarding in Non-psychiatric Hospital Settings
Mackenzie Sommerhalder, Ph.D., Johns Hopkins University School of Public Health
Andrew Gill, Ph.D., Johns Hopkins University School of Medicine
Heather Burke, M.D., Johns Hopkins University School of Public Health
Elizabeth Reynolds, Ph.D., Johns Hopkins University School of Public Health

Experiences of Inpatient Psychiatry Among Adolescents: Key Correlates and Outcomes
Emma C. Burris, B.A., Barnard College, Columbia University
Morgan C. Shields, M.S., Ph.D., Washington University in St. Louis

Latent Trajectories of Suicidal Ideation During a Transdiagnostic Partial Hospitalization Treatment Program
Caroline Balling, Ph.D., Transylvania University, McLean Hospital
Juliet L. Bockhorst, B.A., University of Louisville
Chloe C. Hudson, Ph.D., Virginia Polytechnic Institute and State University
Emma Moscardini, Ph.D., McLean Hospital, Harvard Medical School
Courtney Beard, Ph.D., Mass General Brigham/McLean Hospital/Harvard Medical School

Tracking Change in Distress Tolerance over Partial Hospitalization Among Adults with Borderline Personality Features
Christopher C. Conway, Ph.D., Fordham University
Kimberly Gilbert, B.A., Fordham University

Peer Support and Suicidal Ideation Trajectories Among Adults Following Psychiatric Hospitalization

Kevin Saulnier, Ph.D., University of Michigan
Mark Ilgen, Ph.D., University of Michigan
Adrienne Lapidos, Ph.D., University of Michigan
Kristen Abraham, Ph.D., University of Detroit Mercy
Dara Ganoczy, M.P.H., VA Center for Clinical Management Research
Jennifer Jagusch, MSW, VA Center for Clinical Management Research
Hyungjin Kim, University of Michigan
Eduardo Vega, M.A., VRespite HealthTech
Brian Ahmedani, Ph.D., Henry Ford Health
Paul Pfeiffer, M.D., University of Michigan

Closing the Hospital-to-community Gap in Bipolar and Substance Use Disorders: A Randomized Trial of an Aftercare Intervention

Madeline Benz, Ph.D., Alpert Medical School of Brown University
Brandon Gaudiano, Ph.D., Alpert Medical School of Brown University
Leslie Brick, Ph.D., University of New Mexico
Lauren M. Weinstock, Ph.D., Brown University
Michael D. Stein, M.D., Boston University
Rita Rossi, M.A., Butler Hospital & Brown University
Jihoon Choi, B.S., Butler Hospital & Brown University
Ivan W. Miller, III, Ph.D., Butler Hospital and Brown University

Massed Delivery of Transdiagnostic Treatment for Veterans and Servicemembers: Long-term Outcomes of Unified Protocol Within an Intensive Outpatient Program

Mansi Mehta, ABPP, Ph.D., Emory University School of Medicine
Carly Thornhill, PhD, Emory University School of Medicine; Emory Healthcare Veterans Program
Andrew M. Sherrill, Ph.D., Emory University
Sheila Rauch, ABPP, Ph.D., Emory University SOM/Atlanta VAMC
Rothbaum Barbara, ABPP, Ph.D., Emory University School of Medicine

Earn 2 continuing education credits

348, Level 300, Convention Center

Individual Oral Group 17

Lived Experience and Compassionate Community Engagement

Centering Neurodivergent Researchers: A Mixed-methods Pilot Examining the Influence of Neurodivergent Identity on Methodology, Participant Interactions, and Affirming Research
Wasayef Bsharat, B.A., Montclair State University
Fayza Abbasi, B.A., Montclair State University
Angelica J. Ho-Olinger, B.A., WINGS for Kids
Becca Kautman, Montclair State University

A Community-informed Approach to Protocol Design: Using Mixed-methods to Develop a Feasible and Relevant EMA Study of Cannabis Use
Peter Soyster, Ph.D., National Institute on Drug Abuse

Centering Lived Experience in Crafting Safety Monitoring Protocols for Autism Research
Laura Graham Holmes, Ph.D., Hunter College, City University of New York
Erin McKenney, Ph.D., Hunter College, City University of New York
Olivia Bogus, B.A., Hunter College, City University of New York
Jessica Spencer, B.A., Hunter College, City University of New York
Carla A. Mazefsky, Ph.D., University of Pittsburgh School of Medicine

Including the Voices of Patients and Providers: Using User-centered Design to Inform Development and Implementation of Accessible and Effective Suicide Prevention Pathways in Pediatric Primary Care
Sarah Danzo, Ph.D., University of Washington
Annie Hoang, B.S., University of Washington, Seattle
Adia Abler, B.S., Seattle Children's Hospital
Julia Peterson, B.A., University of Washington, Seattle

From Pathology to Partnership: A Qualitative Meta-analysis of Autistic Adults' In-session Experiences of Psychotherapy
Elizabeth G. Kilgallon, M.A., University of Massachusetts Boston
Abbey S. Eisenhower, Ph.D., University of Massachusetts Boston
Alice S. Carter, Ph.D., Ph.D., University of Massachusetts Boston
Heidi M. Levitt, Ph.D., University of Massachusetts Boston

Pathways to Substance Use and Abstinence After Adverse Childhood Experiences: Elevating the Voices of Survivors
Liana M. Parrish, B.A., San Diego State University
Alexys Lavis, B.A., San Diego State University
Layla Y. Jones, B.A., San Diego State University
Stephanie Ibrahim, B.S., B.A., San Diego State University
Ifunanya Ezimora, B.A., San Diego State University / University of California, San Diego Joint Doctoral Program in Clinical Psychology
Loreen S. Magariño, Ph.D., San Diego State University
Kajung Hong, M.P.H., Ph.D., University of California Los Angeles School of Medicine
Miguel Villodas, Ph.D., San Diego State University

Preferences in Practice: Examining Clinicians' Assessment and Use of Client Preferences
Taylor R. Rodriguez, Ph.D., University of Mississippi
Joye Anestis, Ph.D., Rutgers University

Earn 1 continuing education credit

337, Level 300, Convention Center

Spotlight Research 1

Centering Lived Experience in Black Youth Suicide Prevention: A Community-based Participatory Research Approach

CHAIR:

Jazlyn N. Rowan, Ph.D., Indiana University

PRESENTERS:

Lauren M. O'Reilly, Ph.D., Indiana University School of Medicine
Tennisha N. Riley, Ph.D., University of Florida

PANELISTS:

Maree Ahmat, Other, Team BLISS (Black Lives Inspiring Suicide Solutions)
Alexia J. Hernandez Gonzalez, Building a Stronger Family

Primary Category: 2026 Theme - Community Engagement

Key Words: *Symptoms / Disorders - Suicide, Context - Stigma and Oppression, Intervention - Prevention*

Suicide rates among Black Americans have risen sharply over the past five years, with a 29% increase among those aged 10-24 years old (Stone et al., 2025), signaling an urgent need to move beyond cross-cultural comparison models toward research frameworks that honor the unique cultural, structural, and community-level factors shaping Black youth mental health. This presentation reviews suicide risks and prevention strategies identified alongside Black youth engaged with a Community-Based Participatory Research (CBPR) partnership. Critically, CBPR in suicide research is not only translational in research but transformative, and can expand culturally responsive suicide prevention and promote collective action (Kral & Kidd, 2019).

The current study represents the first phase of an ongoing CBPR series. In our spotlight presentation, we first discuss the role of CBPR as an evidence-based approach aimed to understand marginalized youth experiences and support community action. We then discuss our phase one study in which we engaged youth in scientific inquiry relative to health disparities in suicide, answering their research question; "*What racial disparities do Black youth experience that impact their mental health and suicide rates?*" Preliminary findings suggest that school contexts significantly shape youth mental health and sense of belonging, with educational environments either constraining or supporting their development. Youth also reimagined schooling futures grounded in trusted relationships, cultural affirmation, and culturally responsive mental health supports.

We will also discuss phase two of the CBPR series, including the ongoing development of a publicly available YPAR toolkit to advance health equity and understanding the feasibility of conducting suicide prevention research alongside communities. Following the presentation, a 15-minute Q+A with our team (researcher, community partner, youth partner) will be guided by questions of future directions as well as opportunities and challenges to CBPR within suicide and mental health research. By centering lived experience as expertise, our work advances compassionate, evidence-informed approaches to combating stigma in mental health research and practice.

At the end of this session, the learner will be able to:

- Describe how the application of CBPR and youth-led methodologies can be applied to suicide prevention research among Black youth communities.
- Identify how school, community, and family contexts racially mediate youth development and influence Black youth mental health and suicide risk.
- Evaluate how community-centered and youth-led approaches combat stigma and advance culturally responsive mental health practice and advocacy.
- Promote culturally responsive approaches to explore suicide prevention and mental health support that centers youth voice and lived experience.
- Advance community-engaged research practices to address mental health disparities and suicide prevention through community partnerships.

Recommended Readings:

Kral MJ, Kidd S. Community-based participatory research and community empowerment for suicide prevention. In: *A Positive Psychological Approach to Suicide: Theory, Research, and Prevention*. Springer; 2019:285-299.Riley TN, O'Reilly L, Adams S. Addressing suicide among Black youths: A call to action within and outside clinical practice. *Journal of American Medical Association Pediatrics*. Published online 2021. doi:10.1037/a0019720. Woods-Jaeger, B., Jahangir, T., Lucas, D., Freeman, M., Renfro, T. L., Knutzen, K. E., ... & Lightfoot, A. F. (2024). Youth empowered advocating for health (YEAH): Facilitating partnerships between prevention scientists and black youth to promote health equity. Prevention Science, 25(1), 20-30.

Earn 1 continuing education credit

341, Level 300, Convention Center

Spotlight Research 2

GLP-1 Drugs: America's Next Panacea or Public Health Crisis?

CHAIR:
Nicholas C. Peiper, Ph.D., University of Louisville

PRESENTER:
Jon Zibbell, Ph.D., RTI International

PANELIST:
Cheri Levinson, Ph.D., University of Louisville

Primary Category: Context - Health Psychology / Behavioral Medicine

Key Words: *Symptoms / Disorders - Eating Disorders*

Glucagon-like peptide-1 (GLP-1) drugs have gained significant popularity since 2021 when Wegovy (semaglutide) was approved for weight loss. As a result, rates of GLP-1 prescribing for adults without diabetes increased 700% from 2019 to 2023. GLP-1 drugs have also been touted as promising therapeutic options for treating substance use disorders, neurodegenerative diseases, and several other chronic conditions. Despite the growing popularity of GLP-1 drugs, emergent research indicates that GLP-1 drugs may be potentiating significant public health harms, especially in vulnerable populations like people with eating disorders (PWED). This Spotlight Research Presentation will detail findings from an epidemiological study investigating use and misuse of GLP-1 drugs among PWED. Among the 436 PWED recruited to date, nearly one-third (32.1%) reported lifetime GLP-1 use, which is 2.5-to-3 times higher than the general adult population. Approximately one in five (22%) reported current GLP-1 use, while 10.1% reported lifetime misuse (e.g., accelerated dosing, microdosing, syringe tampering). One in ten PWED (9.9%) also reported lifetime use of a compounded GLP-1 product, which are unapproved and unregulated GLP-1 formulations that emerged due to protracted commercial shortages. These results indicate that PWED are not only more likely to use GLP-1 drugs than the general population but are also navigating a rapidly evolving risk environment of compounded products of unknown quality that are more accessible and affordable than commercial products. Based upon the findings, this presentation will highlight the public health implications of GLP-1 drugs, spanning from individual risk to a myriad of harms to structural forces

driving overprescribing, aggressive marketing, and rapid population uptake. Recommendations for clinicians, practitioners, and scientists will be provided.

At the end of this session, the learner will be able to:

- Explain new and historical indications for GLP-1 drugs in the United States.
- Summarize emergent trends in GLP-1 use and misuse among people with eating disorders.
- Describe the clinical implications of GLP-1 misuse among people with eating disorders and other high-risk populations.

Recommended Readings:

Schaefer LM, Kerver GA, Allison KC, Kohoutek B, Steffen KJ. Use (and potential for abuse) of glucagon-like peptide-1 medications among individuals with eating disorders. *Psychiatr Clin North Am*. 2026;49(1):183-202. doi:10.1016/j.psc.2025.08.013Richards JR, Khalsa SS. Highway to the danger zone? A cautionary account that GLP-1 receptor agonists may be too effective for unmonitored weight loss. *Obes Rev*. 2024;25(5):e13709. doi:10.1111/obr.13709Guerdjikova AI, Ward A, Ontiveros M, McElroy SL. Semaglutide misuse in atypical anorexia nervosa-A case report. *J Clin Psychopharmacol*. 2024;44(2):179-180. doi:10.1097/JCP.0000000000001820

Earn 2 continuing education credits

Johnson B, First Fl., Hilton

Individual Oral Group 22

Sleep and Health

The Association Between Sleep Variability and Psychological Functioning in the ABCD Study
Shalom N. Jaffe, M.A., Fairleigh Dickinson University
Eleanor L. McGlinchey, Ph.D., Fairleigh Dickinson University

Health Disparities, Human-centered Solutions: Improving Mhealth Intervention Dissemination to Transgender Youth and Caregivers
Madelaine Condon, B.A., Boston College
Miya Barnett, Ph.D., University of California, Santa Barbara
Carolina lechuga, B.A., M.A., University of California, Santa Barbara
Juliana Ison, M.A., University of California, Santa Barbara
Christina M. Rosa, B.S., University of California, Santa Barbara
Maggi Price, Ph.D., Boston College

How a Wellness Intervention for Integrated Primary Care Can Support Psychosocial Functioning and Behavioral Healthcare Access: A Mixed Methods Pilot Trial
Emily M. Johnson, Ph.D., VA Center for Integrated Healthcare
Robyn Sedotto, Ph.D., VA Center for Integrated Healthcare
Lauren Hocker, Ph.D., VA Center for Integrated Healthcare
Abigail D. Lashinsky, B.S., VA Center for Integrated Healthcare
Jessica Martin, Psy.D., VA Center for Integrated Healthcare
Kyle Possemato, Ph.D., Syracuse VA Medical Center

Psychological and Behavioral Correlates of GLP-1 Receptor Agonist Use: Impacts on Food Reward, Craving, and Psychopathology
Julia M. Hormes, Ph.D., University at Albany, State University of New York
Emily C. Woodworth, B.A., University at Albany, State University of New York

Project Sleep: A Single Session Sleep Intervention Co-designed with Youth to Promote Sleep in High Schools

Jas K. Sarna, B.A., Rutgers, The State University of New Jersey
Laasya Kandakurti, Rutgers, The State University of New Jersey
Brady S. Mak, None, Rutgers-New Brunswick University
*Noor Fatima,*The Academy for Health & Medical Sciences
Melissa J. Dreier, M.S., Rutgers, The State University of New Jersey
Faith Orchard, Ph.D., University of East Anglia
Maria Loades, Ph.D., University of Bath
Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey

Differences in Receipt of Psychiatric Medications by Partner Gender in a New Zealand National Sample of Bisexual+ Individuals

Anna L. Gilmour, Ph.D., Rosalind Franklin University of Medicine and Science
Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science
Alexander Plum, Ph.D., New Zealand Policy Research Institute

Validating Insomnia Severity Index in a Large Population of People with HIV in South Florida

Elliott R. Weinstein, Ph.D., Massachusetts General Hospital
Lisa Y. Hu, M.S., University of Miami
Juan A. Esquivel Mendoza, M.P.H., University of Miami
Peter R. Chai, M.D., M.S., Brigham and Women's Hospital / Harvard Medical School
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital
Steven Safren, ABPP, Ph.D., University of MIami

Earn 1.5 continuing education credits

338, Level 300, Convention Center

Symposium 26

Team-based, Community-delivered CBT for Pediatric Anxiety/ocd: Evidence, Engagement, Training, and Expansion to Community Health Settings

CHAIRS:

Jennifer Freeman, Ph.D., Alpert Medical School of Brown University
Jennifer Herren, Ph.D., Alpert Medical School of Brown University

DISCUSSANT:

Katlyn Brock, B.S., Warren Alpert medical School of Brown University

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Treatment - Exposure and Response Prevention (ERP), Workforce - Development / Training / Supervision*

Team-based Community Delivered vs Office-based Cognitive Behavioral Treatment for Pediatric Anxiety and Obsessive-compulsive Disorder: A Comparative Effectiveness Trial
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

Jennifer Herren, Ph.D., Alpert Medical School of Brown University
Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Erin O'Connor, PhD, Alpert Medical School, Brown University
Richard Jones, ScD, Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University

Partner and Community Engagement in the Development of a Team-based Community Delivered Treatment Model
Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Erin O'Connor, PhD, Alpert Medical School, Brown University
Jennifer Herren, Ph.D., Alpert Medical School of Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University
Charlotte Menke, B.S., Bradley Hospital
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

Therapist Training, Supervision, and Quality Monitoring for Team-based Care
Jennifer Herren, Ph.D., Alpert Medical School of Brown University
Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

IMPACT-RI: Design and Rationale for Statewide Community Expansion
Theresa R. Gladstone, Ph.D., Alpert Medical School of Brown University
Jennifer Herren, Ph.D., Alpert Medical School of Brown University
Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Erin O'Connor, Ph.D., Alpert Medical School, Brown University
Sarah Morris, Ph.D., Alpert Medical School, Brown University
Kristen Benito, Ph.D., Alpert Medical School, Brown University
Yovanska Duarte-Velez, Ph.D., Bradley Hospital
Jennifer Espinoza Ramirez, B.S., Pediatric Anxiety Research Center, Bradley Hospital
Lesley A Norris, Ph.D., Pediatric Anxiety Research Center, Bradley Hospital
Elizabeth Rawa, B.A., Pediatric Anxiety Research Center, Bradley Hospital
Mia Rubino, B.A., Pediatric Anxiety Research Center, Bradley Hospital
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Symposium 27

Parents Online: Exploring Social Media and Generative Ai's Role in Parenting Guidance

CHAIR:

Samantha M. Corralejo, Ph.D., California State University, Fullerton

DISCUSSANT:

David Reitman, Ph.D., Nova Southeastern University

Basic to Moderate level of familiarity with the material

Primary Category: Population - Parents and Families

Key Words: *Population - Parents and Families, Treatment - Parent Training (PCIT 3Ps Incredible Years etc.), Intervention - Digital Health/Tele-Mental Health*

From Algorithms to Advice: Challenges in Evaluating Parenting Content on Social Media

Samantha M. Corralejo, Ph.D., California State University, Fullerton
Tamara Del Vecchio, Ph.D., St. John's University
David Reitman, Ph.D., Nova Southeastern University
Jennifer Piscitello, Ph.D., New York University
Anil Chacko, Ph.D., New York University

How Evidence-based Is Online Parenting Advice? Comparing Parents' Lived Experiences of Using Time-out on Reddit with BPT Scientific Guidelines

Yexinyu Yang, M.A., University of North Carolina at Chapel Hill
Brooke Butler, B.S. Candidate in Psychology and B.A.Ed. Candidate in Human Development and Family Science, University of North Carolina at Chapel Hill
AJ Cirello, B.A. Candidate in Psychology and B.A.Ed. Candidate in Human Development and Family Science, University of North Carolina at Chapel Hill
Robyn Harvey, B.S. Candidate in Psychology, University of North Carolina at Chapel Hill
Seraiah Kornegay, B.S. Candidate in Psychology and Anthropology, University of North Carolina at Chapel Hill
Jerin Mathew, B.S candidate in Biology and Psychology, University of north carolina at Chapel HIll
Deborah J. Jones, Ph.D., University of North Carolina at Chapel Hill

Reimagining the Village: A Scoping Review of Parental Social Media Engagement and Family Well-being

Jennifer Piscitello, Ph.D., New York University
Kelly Daly, Ph.D., New York University
Tymaa Alqatari, M.Sc., New York University
Alika Tsytsurina, M.Sc., New York University

Group Parent Management Training Enhanced by Artificial Intelligence: Understanding Real World Data

Eduardo L. Bunge, Ph.D., Palo Alto University

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Symposium 28

The Role of Process Research in Treatment Development, Refinement, and Implementation

CHAIR:
Danielle R. Shayani, M.S., University of Delaware

DISCUSSANT:
Adele Hayes, Ph.D., University of Delaware

Moderate level of familiarity with the material

Primary Category: Treatment - Change Process / Mechanisms

Key Words: *Treatment - Change Process / Mechanisms, Dissemination & Implementation Science, 2026 Theme - Community Engagement*

Dynamic Interplay Between Behavioral Activation and Posttraumatic Cognitions in PTSD and Depression During a Transdiagnostic Intervention
Danielle R. Shayani, M.S., University of Delaware
Trevor Sanchez Stevens, B.A., University of Delaware
Adele Hayes, Ph.D., University of Delaware
Norah Feeny, Ph.D., Case Western Reserve University
Lori Zoellner, Ph.D., University of Washington

A Comparison of Asynchronous Messaging-based Treatments and Engagement Strategies for Individuals with PTSD

Shannon L. Wiltsey Stirman, Ph.D., Stanford University
Amber Calloway, Ph.D., University of Pennsylvania
Brittany Hall Clark, Ph.D., University of Texas Health Sciences Center for San Antonio
Stefanie Iosavio, ABPP, Ph.D., University of Texas Health Science Center at San Antonio
Sohayla Elhusseini, M.A., Stanford University
Bailee Schuhmann, Ph.D., University of Texas Health Sciences Center for San Antonio
Cy Pattee, M.P.H., The University of Texas Health Science Center at San Antonio
Aarthi Padmanabhan, Ph.D., Talkspace
Emily Peake, M.A., Talkspace
Cy Pattee, B.A., Talkspace
Booil Jo, Ph.D., Stanford University
Christine Bird, Ph.D., Stanford University
Elizabeth Stade, Ph.D., Stanford University
Szu-Chi Huang, Ph.D., Stanford Graduate School of Business
Samuel Campione, M.S., Stanford University
Johannes Eichstaedt, Ph.D., Stanford University
Katy Dondanville, PsyD, ABPP, The University of Texas Health Science Center at San Antonio

Adapting Cognitive Processing Therapy into a Brief, Effective Format Using Community Engaged Multiphase Optimization Strategy

Rebecca K. Sripada, ABPP, Ph.D., University of Michigan
Kathleen Chard, Ph.D., Cincinnati VAMC
Nina Sayer, Ph.D., Minneapolis VA
Peter P. Grau, Ph.D., Ann Arbor Veterans Healthcare Administration, Mental Health Service & University of Michigan Department of Psychiatry
Erika M. Roberge, Ph.D., Salt Lake City VA Healthcare System & The University of Utah
Amber Martinson, Ph.D., Salt Lake City VA
Caroline Scheid, Ph.D., Cincinnati VA
Inbal Nahum-Shani, Ph.D., University of Michigan
John Dziak, Ph.D., University of Michigan
Shannon L. Wiltsey Stirman, Ph.D., Stanford University

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Symposium 29

Interpersonal Processes Across Diverse Romantic Relationship Contexts

CHAIRS:

Emily S. Bibby, M.A., Stony Brook University
Allison Tobar-Santamaria, M.S., Virginia Polytechnic Institute and State University

DISCUSSANT:

Sarah P. Carter, Ph.D., Uniformed Services University of the Health Sciences

Basic to Moderate level of familiarity with the material

Primary Category: Population - Couples / Close Relationships

Key Words: *Population - Couples / Close Relationships, Population - LGBTQIA+ People*

Every Conversation Counts: Associations Between Daily Sexual Communication and Satisfaction in Young Adult Romantic Relationships
Emily S. Bibby, M.A., Stony Brook University
Joanne Davila, Ph.D., Stony Brook University

Family and Partner Support Effects on Physical and Mental Health in Older Adults
Larissa Brito, B.S., University of North Carolina Greensboro
Danielle Weber, Ph.D., University of North Carolina Greensboro

Identity Support and Romantic Functioning Among Transgender and Nonbinary Young Adults: The Role of Shared Partner Identity
Benjamin Eisenstadt, M.A., Stony Brook University
Gabriel Murchison, Ph.D., M.P.H., Boston University School of Public Health
Grayson Vives, B.S., Yale University
Joanne Davila, Ph.D., Stony Brook University

Individual and Relational Wellbeing of Bi+ Individuals in Germany: Associations with Relationship Status and Partners' Gender
Anne R. Vogel, M.S., University of Marburg, Germany
Melanie S. Fischer, Ph.D., University of Marburg, Germany

The Longitudinal Link Between Relationship-specific Rumination and IPV Perpetration Among College Students
Marisa Alkalay, B.A., Virginia Polytechnic Institute and State University
Allison Tobar, M.S., Virginia Polytechnic Institute and State University
Meagan J. Brem, Ph.D., Virginia Polytechnic Institute and State University

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Symposium 30

Finding Voice Through Writing: Expressive Writing Interventions and Exercises as Accessible, Evidence-based Care for LGBTQ+ Individuals

CHAIR:
Kelly Harper, Ph.D., Boston VA Healthcare System

DISCUSSANT:
Zachary Soulliard, Ph.D., Miami University

Basic level of familiarity with the material

Primary Category: Context - Stigma and Oppression

Key Words: *Population - LGBTQIA+ People, Context - Stigma and Oppression, Treatment - Cultural Adaptations*

RECLAIM: A Novel Expressive Writing Intervention to Improve Mental Health Among Trans and Gender Expansive Adults in the US
Elliot Tebbe, Ph.D., University of Wisconsin-Madison
Annesa Flentje, Ph.D., Stanford University School of Medicine
Roger Brown, Ph.D., University of Wisconsin-Madison

Expressive Writing on Identity-based Stressors for Sexual Minority Veterans: Results from an Open Trial

Kelly Harper, Ph.D., Boston VA Healthcare System
Katherine Kelton, PhD, VA Boston Healthcare System
Maria Ting, MS, National Center for PTSD, Behavioral Science Division, VA Boston healthcare system
Nicholas Livingston, Ph.D., Boston University School of Medicine & National Center for PTSD
Katherine Iverson, Ph.D., National Center for PTSD
Brian Marx, PhD, National Center for PTSD

Troubling Oppression-based Experiences That LGBTQ+ People Seek to Process and the Resolution of Related Anxiety Through Expressive Writing Exercises

Nicholas A. Pierorazio, M.A., University of Massachusetts Boston
Ally Hand, M.A., University of Massachusetts Boston
Kelsey Kehoe, M.A., University of Massachusetts Boston
Adrien Blanshei, M.S., University of Massachusetts Boston
Heidi M. Levitt, Ph.D., University of Massachusetts Boston

Expressive Writing or Cognitive Reappraisal? Sexual Orientation as a Potential Moderator of Emotion Regulation Outcomes

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University
Robert Fite, Ph.D., Indiana University

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Symposium 31

Weight Stigma: Correlates and Consequences in an Appearance-focused World

CHAIR:
Taryn A. Myers, Ph.D., Virginia Wesleyan University

DISCUSSANT:
Jasper S. Lee, Ph.D., Harvard Medical School

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Eating Disorders

Key Words: *Symptoms / Disorders - Eating Disorders, Context - Stigma and Oppression, Context - Health Psychology / Behavioral Medicine*

The Impact of Weight Loss Approach on Stigma
Kerstin Blomquist, Ph.D., Furman University
Lauren Stutts, Ph.D., Davidson College
Taryn A. Myers, Ph.D., Virginia Wesleyan University

From Satiety to Sensitivity: Exploring Eating Disorder Symptoms and Interoception in GLP-1 Medication Users
Olivia M. Clancy, M.S., Auburn University
Taylor Stanley, M.A., Auburn University
Lauren Harris, Ph.D., Auburn University
Lauren Pictor, M.S., Auburn University
April Smith, Ph.D., Auburn University

Prospective Bidirectional Associations Between Internalized Weight Stigma and Emotion Dysregulation Domains in Iranian Adolescents
Reza Nahid Sahlan, M.S., The State University of New York at Buffalo
Kathryn G. Pasquariello, M.S., Suffolk University
Wesley R. Barnhart, Ph.D., Suffolk University
Caitlin A. Martin-Wagar, Ph.D., University of Montana
Jinbo He, Ph.D., Xi'an Jiaotong-Liverpool University

Assessing Need, Readiness, and Preferences for Weight Bias Reduction Trainings Among School-based Professionals
Sammy Plezia, B.A., University of Oregon
Bonnie Schrag, M.S., University of Oregon
Isabelle Long, University of Oregon
Elizabeth L. Budd, M.P.H., Ph.D., University of Oregon
Nichole Kelly, Ph.D., University of Oregon

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Symposium 32

Suicide Prevention in the Digital Age: State-of-the-art Technologies to Support Suicide Care

CHAIRS:

Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst
Brooke Ammerman, Ph.D., University of Wisconsin Madison

DISCUSSANT:

Heather Schatten, Ph.D., Butler Hospital & Brown University

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Suicide

Key Words: *Symptoms / Disorders - Suicide, Intervention - Digital Health/Tele-Mental Health, 2026 Theme - Compassion in the Mental Health Workforce*

Advancing Student Suicide Interventions with Scalable Technologies

Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst
Brooke Ammerman, Ph.D., University of Wisconsin Madison
Linda A. Dimeff, Ph.D., Evidence-Based Practice Institute
Sarah E. Huffman, B.A., University of Massachusetts Amherst
Irene Xu, M.S., University of Wisconsin-Madison
Veronika Kobrinsky, M.A., M.S., University of Wisconsin-Madison
Connor M. O'Brien, B.S., University of Wisconsin, Madison

Elijah R. Lawrence, B.S., University of Massachusetts Amherst
Dominic M. Denning, M.S., University of Massachusetts Amherst
Daniel Coppersmith, Ph.D., University of Massachusetts Amherst

The Cat's out of the Bag: Lessons Learned Implementing Computerized Adaptive Testing for Suicide Risk in Primary Care Clinical Workflows
Rachel Davis-Martin, Ph.D., University of Massachusetts
Bengisu Tulu, Ph.D., Worcester Polytechnic Institute
Candice Huang, M.S., Worcester Polytechnic Institute
Doaa Alefraei, Ph.D., Worcester Polytechnic Institute
Ashwin Sukumar, M.S., Worcester Polytechnic Institute
Ancella Roy, M.S., UMass Chan Medical School
Sharon Johnson, Ph.D., Worcester Polytechnic Institute
Soussan Djamasbi, Ph.D., Worcester Polytechnic Institute

Building a Better Computerized Adaptive Test for Suicide Risk Screening and Measurement Through Iterative User Input
Edwin Boudreaux, Ph.D., University of Massachusetts Chan Medical School
Hyein S. Lee, B.S., University of Massachusetts Chan Medical School
Rachel Davis-Martin, Ph.D., University of Massachusetts

Initial Support for the Healthy Minds Program as a Digital Mindfulness-based Intervention for Individuals Experiencing Suicidal Thoughts
Brooke Ammerman, Ph.D., University of Wisconsin Madison
Connor M. O'Brien, B.S., University of Wisconsin, Madison
Katherine L. Dixon-Gordon, Ph.D., University of Massachusetts Amherst
Wendy Lau, Ph.D., University of Wisconsin Madison
Cecilia Nam, M.A., University of Wisconsin Madison
Tammi Kral, Ph.D., Humin
Raquel Tatar, PhD, Humin
Richard Davidson, Ph.D., University of Wisconsin - Madison
Ross Jacobucci, Ph.D., University of Wisconsin-Madison
Simon Goldberg, Ph.D., University of Wisconsin - Madison

A Just-in-time Adaptive Intervention to Promote Psychological Skill Use: Results from a Pilot Study of Youth Hospitalized for Suicidal Behavior
Lia Follet, M.S., University of Georgia
Merryn Daniel, B.S., Stanford University
Flynn Kelly, M.S., University of Tennessee Knoxville
Kendall Tinianov, B.A., Harvard University
Sydney M. Tucker, B.A., Harvard University
Alex Millner, PhD, Harvard University & Franciscan Childrens
Matthew K. Nock, Ph.D., Harvard University
Kelly L. Zuromski, Ph.D., Harvard University

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Symposium 33

Multisystemic Approaches to Understanding and Addressing the Mental Health Needs of Minoritized and Marginalized Groups

CHAIR:
Breanna Dede, Ph.D., Duke University

DISCUSSANT:
Sierra Carter, Ph.D., University of Georgia

Moderate to Advanced level of familiarity with the material

Primary Category: Context - Mental Health Disparities

Key Words: *Context - Mental Health Disparities, Population - African Americans / Black Americans, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Intersectional Care for Black Women Graduate Students Navigating Interlocking Systems of Oppression
Briana Spivey, Ph.D., Duke University School of Medicine
Justin Lavner, Ph.D., University of Georgia
Natalie N. Watson-Singleton, Ph.D., Spelman College

Effects of Mandating Psychiatric or Substance Use Intervention During Post-release Community Supervision on Suicide, Drug Overdose Mortality, and Reincarceration

Monica E. Swilley-Martinez, M.P.H., University of North Carolina at Chapel Hill
Jessie Edwards, Ph.D., University of North Carolina at Chapel Hill
Brian Pence, Ph.D., University of North Carolina at Chapel Hill
Ganga Bey, Ph.D., University of North Carolina at Chapel Hill
Lauren Brinkley-Rubinstein, Ph.D., Duke University
Shabbar Ranapurwala, PhD, MPH, BHMS, University of North Carolina at Chapel Hill

Understanding the Needs of Black Families: Interactions Between Discrimination, Protective Factors, and Emotional Wellbeing

Breanna Dede, Ph.D., Duke University
Iheoma Iruka, PhD, University of North Carolina

Measuring the Impacts of Structural Racism on Young Black Children's Mental Health

Olutosin Adesogan, Ph.D., University of North Carolina at Chapel Hill
Micaela Rodriguez, M.S., University of North Carolina Chapel Hill
Lucy Lurie, M.S., University of North Carolina Chapel Hill
Michelle Shipkova, M.S., University of North Carolina Chapel Hill
Andrea Pelletier-Baldelli, Ph.D., University of North Carolina Chapel Hill, Child and adolescent anxiety and mood program
Adam Bryant Miller, Ph.D., University of North Carolina Chapel Hill, Child and adolescent anxiety and mood program
Margaret Sheridan, Ph.D., University of North Carolina at Chapel Hill

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Symposium 34

Delivering Compassionate Care Through Digital Acceptance and Commitment Therapy: Transdiagnostic Applications and Outcomes

CHAIR:
Stephanie C. Nettleton, B.A., Utah State University

DISCUSSANT:
Brandon Gaudiano, Ph.D., Alpert Medical School of Brown University

All levels of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Intervention - Digital Health/Tele-Mental Health, Treatment - Acceptance & Commitment Therapy (ACT), 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Digital Acceptance and Commitment Therapy for Parents of Children with Disabilities: Results from a Waitlist-controlled Trial
Michael Levin, Ph.D., Utah State University
Ty Aller, Ph.D., Utah State University
Keaton Soileau, M.S., Utah State University
Juyoung Yun, B.A., Utah State University
Benjamin Covington, Ph.D., Iris Analytical Consulting
Heather Kelley, Ph.D., Utah State University

From Values to Action: Examining a Values Clarification vs. Self-reflection Mobile App Intervention for Increasing Exercise Motivation
Natalie Tadros, B.A., Mississippi State University
Jason Lillis, Ph.D., Brown University Medical School
Jennifer Krafft, Ph.D., Le Moyne College
Abbey Warren, M.S., Mississippi State University

Centering Lived Experience in Suicide Prevention Digital Interventions: The Development, Feasibility, and Acceptability of the My Values Program (MVP)
Kristy Dalrymple, Ph.D., Brown Health Medical Group and the Alpert Medical School of Brown University
Michael Levin, Ph.D., Utah State University
Madeline Sim, B.S., Rhode Island Hospital
Michael Antonelli, B.S., Rhode Island Hospital
Brooke Hoang, B.S., Rhode Island Hospital

Digital Component Engagement and Outcomes of a Multi-modal Psychotherapy Intervention in Advanced Cancer
Benjamin Giber, M.A., University of Colorado Boulder
Stephanie C. Nettleton, B.A., Utah State University
Michael Levin, Ph.D., Utah State University
Joanna Arch, Ph.D., University of Colorado Boulder

Supporting Veterans with PTSD to Improve Their Social Functioning: Implementation Considerations for the Actsocial App
Megan Kelly, Ph.D., VA Bedford Healthcare System/UMass Chan Medical School
Scott Reece, B.A., VA Bedford Healthcare System
Tracy Claudio, AAS, VA Bedford Healthcare System
Kendra Pugh, Ph.D., VA Bedford Healthcare system

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Panel Discussion 13

Culturally Responsive Cognitive and Behavioral Approaches for Empowering Asian American Clients

MODERATORS:

Aimee C. Chan, M.A., Clark University
Kevin Narine, Psy.D., Mclean Hospital/Harvard Medical School

PANELISTS:

Colleen A. Sloan, Ph.D., VA Boston HCS and Boston University School of Medicine
Akanksha Das, Ph.D., Mid-Atlantic MIRECC
Janie Hong, Ph.D., Stanford University School of Medicine
Ramya Ramadurai, Ph.D., University of Massachusetts
Cindy Chang, Psy.D., VA San Diego Healthcare System

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Context - Stigma and Oppression, Treatment - Cognitive Behavior Therapy (CBT), 2026 Theme - Treatment - Compassion-focused Approaches*

Asian Americans (AA; generally inclusive of East, Southeast, and South Asians) experience mental health disparities, including elevated suicidal ideation among youth (Lui et al., 2024), PTSD among Southeast Asian refugees (Kinzie et al., 1990), and depression among low-income AA (Tendulkar et al., 2012). AA are the least likely to seek mental health treatment (Abe-Kim et al., 2007) while experiencing the highest rates of psychotherapy attrition (Green et al., 2020). Identity-based stress and trauma (IBST) is associated with anxiety and depression among AA individuals (Liu & Suyemoto, 2016), and the impact of IBST has been exacerbated by COVID-related discrimination (Yang et al., 2023). AA clients may experience unique forms of IBST due to the intersection of multiple

social identities and associated social positioning (e.g., LGBTQ identity, migration status, or socioeconomic status; Ching et al., 2018). CBT approaches can be culturally adapted to address IBST for AA. Growing evidence suggests that culturally-adapted CBT is more effective than non-culturally-adapted CBT for AA clients (Hwang, 2026). Thus, panelists will discuss culturally-affirming and responsive cognitive and behavioral approaches to working with AA clients. Panelists were chosen based on their research and clinical expertise on working with AA clients, as well as their diverse sociocultural identities and career stages. The panel will first focus on current research on the effects of IBST on AA communities, as well as on effective CBT interventions for AA clients, including traditional and third-wave modalities (e.g., CBT, ACT, DBT). Secondly, the panel will focus on strategies for using culturally-affirming cognitive and behavioral approaches when working with AA clients. Lastly, the panel will discuss strategies for increasing identity empowerment in AA clients to cultivate joy, compassion, and community and connection in the presence of IBST. This panel's focus on cognitive and behavioral approaches for working with AA clients will yield important insights into how clinicians can optimize culturally-affirming, evidence-based treatments that recognize AA clients' collective strengths and increase identity empowerment.

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Panel Discussion 14

Community-engaged Approaches to Centering the Lived Experience of Serious Mental Illness in Training and Research

MODERATOR:

Salman S. Ahmad, Ph.D., University of Pennsylvania School of Medicine

PANELISTS:

Katrina S. Rbeiz, B.S., B.A., M.S., Vanderbilt University
Calvary R. Fielden, B.S., University of Kansas
Maya L. Wong, Ph.D., University of California, San Francisco/San Francisco VA Medical Center
Olivia Altamirano, Ph.D., Stanford University
Merranda M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard Medical School

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Symptoms / Disorders - Schizophrenia / Psychotic Disorders, 2026 Theme - Context - Health Care System / Public Policy / Advocacy*

Despite advances in recovery-oriented practices, perspectives of people with lived experience (LE) of serious mental illness and other mental health concerns (SMI/MHC) are undervalued and deprioritized in mental health systems, research, and training. This perpetuates the deleterious impacts of structural oppression and stigma, widens research-practice gaps, and limits the real-world impact of SMI interventions. Community-engaged research (CEnR) and structured inclusion of LE are recognized as essential methods for integrating collective action with community stakeholders and developing implementable training and research programs built on mutual trust and respect. Further, trainees with LE are uniquely positioned to address these gaps. Guiding principles of LE partnership, such as equity, non-tokenism, transparency, and fair compensation, provide a promising foundation for empowering people with LE to change these systems. We cover innovative

community-engaged strategies to integrate LE voices into training and research infrastructure. Panelists describe: 1) a research initiative centering contributions of trainees with LE of SMI/MHC, 2) strategies to form and sustain research advisory boards with people with LE of SMI/MHC to inform study design, dissemination, and implementation, 3) adaptation of mental health training curricula based on LE community input to best align with recovery principles and real-world service needs, and 4) ways to embed LE perspectives into community practice implementation. Drawing on ongoing CEnR studies with LE advisory boards and novel SMI course curricula, we illustrate how structured community engagement simultaneously integrates compassion into research and training while also enhancing scientific rigor and implementation feasibility. Panelists include SMI researcher-clinicians across the psychology training pipeline without LE of SMI/MHC who partner directly with individuals with LE.

Earn 1.5 continuing education credits

Poe A/B, Second Fl., Hilton

Symposium 35

Conditions & Disorders Characterized by Repetitive Thoughts & Behaviors: phenomenology, Treatment Outcomes, and Predictors/ moderators

CHAIR:
Martin E. Franklin, Ph.D., Rogers Behavioral Health

DISCUSSANT:
Douglas W. Woods, Ph.D., Loyola University Chicago

Moderate level of familiarity with the material

Primary Category: Treatment - Cognitive Behavior Therapy (CBT)

Key Words: *Treatment - Cognitive Behavior Therapy (CBT), Treatment - Acceptance & Commitment Therapy (ACT), Symptoms / Disorders - Self-Injury*

Multimodal Treatment Response in Pediatric OCD: predictors, Moderators, & Concomitant Pharmacotherapy Outcomes
Martin E. Franklin, Ph.D., Rogers Behavioral Health

Longitudinal Interplay Between OCD and Eating Disorder Symptoms from the Beginning to End of Intensive Eating Disorder Treatment
Hana Zickgraf, Ph.D., Rogers Memorial Hospital

Digital Unified Protocol: program Development and Initial Results

Laura Long, Ph.D., Boston University
Daniella Spencer-Laitt, M.A., Boston University
Audrey J. Hey, M.A., Boston University
Madison R. Boschulte, B.S., Boston University
Daniel Teplow, M.A., Boston University
Julian D. Moreno-Villamizar, M.A. in Clinical Psychology, Boston University
Alexander L. Williams, Ph.D., Center for Anxiety and Related Disorders, Boston University
Elizabeth Eustis, Ph.D., Boston University
Claudia Trudel-Fitzgerald, Professor, Université du Québec à Trois-Rivières
Todd J. Farchione, Ph.D., Boston University Center for Anxiety and Related Disorders

Between-session Homework Adherence as a Predictor of Long-term Outcomes in Acceptance-enhanced Behavior Therapy for Trichotillomania

Kathryn Barber, M.S., Marquette University
Douglas W. Woods, Ph.D., Loyola University Chicago
Michael P. Twohig, Ph.D., Utah State University
Stephen Saunders, Ph.D., Marquette University
Scott N. Compton, M.A., *Ph.D.*, Northwestern University
Martin E. Franklin, Ph.D., Rogers Behavioral Health

Predicting Nonsuicidal Self-injury Episodes Before They Occur Using Smartphone Data

Matthew K. Nock, Ph.D., Harvard University
Hope Neveux, M.S., Harvard University
Christian I. Cortes, B.S., Harvard University
Evan Kleiman, Ph.D., Rutgers University

Peale A/B/C, First Fl., Hilton

ABCT Award Ceremony

Career/Lifetime Achievement
Thomas Joiner, Ph.D., Florida State University

Outstanding Mentor Award
David DiLillo, Ph.D. University of Nebraska–Lincoln

Sobell Innovative Addictions Research Award
Carla J. Rash, Ph.D. Calhoun Cardiology Center, University of Connecticut

Distinguished Friend to Behavior Therapy
Kaiser Permanente Northern California Mental Health Training Programs

The Francis C. Sumner Excellence Award
Taylor McGuire, M.A., Harvard University

Anne Marie Albano Early Career Award
Jessica Schleider Ph.D., Northwestern University

Outstanding Service to ABCT
Elliott Weinstein, Ph.D., MPH, Massachusetts General Hospital / Harvard Medical School

Outstanding Clinician
C. Andres Bedoya, Ph.D., Massachusetts General Hospital & Harvard Medical School

Outstanding Clinical Supervisor
Andrew M. Sherrill, Ph.D., Emory University School of Medicine

Virginia Roswell Student Dissertation Award
"Toward the Responsible Integration of Large Language Models into Youth Psychotherapy: The Case of Exposure Therapy Homework" -Joshua Steinberg, M.A, Harvard University

Leonard Krasner Student Dissertation Award
"Impact Of A Mobile App-Based Waitlist Intervention On Readiness For Eating Disorder Treatment: A Randomized Controlled Trial' - Amané Halicki-Asakawa, M.A., University of British Columbia Okanagan (UBCO)

President's New Researcher Award
Shirley Wang, Ph.D., Yale University

Graduate Student Research Grant
"Uncovering Distinct Neurocognitive Pathways to Depression in the Aging Brain"
Hannah Monette, M.S. Virginia Commonwealth University

Graduate Student Research Grant
"Optimizing Rumination-Focused CBT for Autistic Adults: Collaborative Development and Initial Evaluation of an Autism-specific Toolkit to Supplement RFCBT "
Alexis Faith Khuu, M.A. (Honorable Mention), Rowan University

Spotlight on Mentors Award
Alisha Wray, Ph.D., ABPP
Diana Rancourt, Ph.D.
Nicholas Crimarco, Ph.D.

Student Travel Award
"From Pathology to Partnership: A Qualitative Meta-Analysis of Autistic Adults' In-Session Experiences of Psychotherapy"
Elizabeth Kilgallon M.A., University of Massachusetts Boston

Student Travel Award
"Longitudinal Impact of Poverty, Threat, and Family Dysfunction on Black Youth Attention Problem Trajectories"
Ifunanya Ezimora, B.A., San Diego State University

Elsie Ramos First Author Student Poster Award
"Attentional Biases Predict Social Fears in Daily Life: A Pilot Eye Tracking and Ecological Momentary Assessment Study"
Alexandra Adamis, M.S., Vanderbilt University

Elsie Ramos First Author Student Poster Award
"Can Hope Be Changed in 30 Minutes? The Development, Refinement, and Pilot Testing of a Hope-Based Digital Single-Session Intervention for High School Students"
Aileen Kangavary, M.A., University of South Florida

Elsie Ramos First Author Student Poster Award
"Quality of Care and Hospital-based Educational Opportunities Predict Post-discharge School Outcomes in Adolescents"
Emma Burris, B.A., Barnard College of Columbia University

Fellows Class of 2026
Amitai Abramovitch, PhD, Texas State University
Gregory Chasson, PhD, The University of Chicago
Daniel Cheron, PhD, Center for Behavioral Health Solutions
Jonathan Comer, PhD, Florida International University
Brandon Gaudiano, PhD, Brown University
Wei-Chin Hwang, PhD, Claremont McKenna College
Heather Jones, PhD, Virginia Commonwealth University
Barbara Kamholz, PhD, Boston University
Lynn Martin, MA, LPC, Academy of Cognitive and Behavioral Therapies
Galena Rhoades, PhD, University of Denver
Jennifer Sayrs, PhD, ABPP, Evidence Based Treatment Centers of Seattle (EBTCS)
Stephen Schueller, PhD, University of California, Irvine
Jenny Taitz, PsyD, Evidence Based Treatment Centers of Seattle (EBTCS)
V. Robin Weersing, PhD, San Diego State University

2026 ABCT Champions
Amanda Borja Hughes, CNMI Public School System
Cherilyn Inouye, PhD, Compassionate Ko'olau
Kimberly McDonald, PsyD, Hawaii State Department of Education
Kelli Peterman - DOHMH, Bureau of Children, Youth, and Families
Bevone Ritchie, M.S. - The Children's Trust

ABCT Youth Community Leader Award
Jia Sachdev

MJ Eimer Student Scholarship Winners
Rebecca R. Mendoza, George Mason University
Nilson Morales-Dias, George Mason University
David Guangyu Diao, University of Limerick, Limerick, Ireland
Rafaela Franco de Freitas, Catholic University of Santos, Santos, SP, Brazil
Alexys Lavis, San Diego State University
Chungnyeong Lee, Seoul National University, Seoul, Republic of Korea
Maura O'Sullivan, The University of North Carolina at Chapel Hill, TEACCH Autism Program

Kaitlyn San Martin, Yale University
Alexandra S. Aringer, University of Oregon
Kace Boland, Massachusetts General Hospital, Harvard University
Kelly Christenson, University of Pittsburgh
Alexandra Porras, University of Miami
Shannen Recio, Touro University
Bryer Holloway, University of North Texas
Maya L. Hubbard, University of Texas Southwestern Medical Center
Sumesh P V, Krishna Mohan University, Mathura, Uttar Pradesh, India
Maria Saleem, Binghamton University, State University of New York (SUNY)
Collin S. Williams, Georgia Southern University
Atlas Sanogo, Yale School of Public Health
Kaylene Yee, McLean Hospital, Pitzer College

6:00 p.m. – 8:30 p.m.

Holiday Ballroom, Second Fl., Hilton

ABCT SIG Expo and Reception

Come join your colleagues and friends at the biggest official networking event at the convention. Enjoy this terrific opportunity to find like-minded colleagues at the Special Interest Group tables. Each SIG selects poster presentations submitted by their members on their topic or population. You will get to speak with young researchers doing the most up-to-the-minute studies. See the program schedule-at-a-glance, distributed at the Convention Registration Desk for a complete listing of titles and authors. Everyone attends, so be on the lookout for that friend from grad school-or that interesting person you met at a previous ABCT conference. The first 30 minutes is quiet viewing of the posters. Beverage service will begin at 6:30 PM.

Saturday, November 14, 2026

8:00 a.m. – 9:15 a.m.

Earn .5 continuing education credit

Holiday 6, Second Fl., Hilton

Plenary 2A

Science Having an Impact: Tough Questions to Consider Before Our Research Can Create Real Change

Mitch J. Prinstein, Ph.D., University of North Carolina at Chapel Hill

Basic level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme – Community Engagement, Workforce – Professional / Interprofessional Issues*

Psychology is the only scientific discipline with findings that have the potential to affect every human's thoughts, behaviors, decisions, and beliefs every minute of every day. So why do so few people know about our work? Why is our work not having larger impact? This talk will briefly review the external barriers our discipline continues to confront as well as our own internal struggles that have kept the public from maximally benefitting from our scientific discoveries. This talk will address changes in the rate of peer-reviewed publications among academics, changes in the rate of academics agreeing to review potential publications, changes in attitudes among academics towards public outreach work, and changes in the appetite for science within the public. There are several ways that every researcher and every professional association can do something today to change the impact of psychological science. Several specific strategies will be discussed.

At the end of this session, the learner will be able to:

- Explain public perceptions of psychology as a science.
- Design activities that can enhance the public's appreciation for the scientific basis of psychology.
- Identify steps that individuals and the field can take to educate the public.

Recommended Readings: Eaton, A. A., Grzanka, P. R., Schlehofer, M. M., & Silka, L. (2021). Public psychology: Introduction to the specialissue. American Psychologist, 76(8), 1209–1216. https://doi.org/10.1037/amp0000933Lewis, N. A., Jr. (2021). What counts as good science? How the battle for methodological legitimacy affects public psychology. American Psychologist, 76(8), 1323–1333. https://doi.org/10.1037/amp0000870Ozer, E. J., Langhout, R. D., & Weinstein, R. S. (2021). Promoting institutional change to support public psychology: Innovations and challenges at the University of California. American Psychologist, 76(8), 1293–1306. https://doi.org/10.1037/amp0000877

Earn .5 continuing education credits

Holiday 6, Second Fl., Hilton

Plenary 2B

Why Social Justice Matters to Cognitive Behavioral Science and Practice

Monnica T. Williams, ABPP, Ph.D., University of Ottawa

All levels of familiarity with the material

Primary Category: Individual Factors - Ethnicity / Race / Nationality

Key Words: *Cultural Factors, Mental Health Disparities, Stigma and Oppression*

Mental health is impacted by social determinants such as race, gender, socioeconomic status, and other dimensions of identity, which can contribute to disparities in well-being through systemic oppression and inequitable access to resources. Embedding social justice principles into policies, training, clinical practice, and research can foster environments that validate diverse lived experiences, amplify underrepresented voices, and promote culturally responsive care. Increasingly, problems such as racism have been recognized as urgent public health concerns due to their pervasive effects on psychological and physical well-being. Despite this recognition, there remains a significant shortage of research examining effective interventions for oppression-based stress and trauma, including historical, cultural, ethnic, racial, and other forms of identity-related trauma. Greater investment is needed to develop, evaluate, and disseminate evidence-based treatments that address these experiences. Embracing social justice is essential to advancing equitable access to care, promoting inclusion, and dismantling systemic barriers that disproportionately affect marginalized communities. Clinicians, researchers, and professional organizations must actively oppose all forms of oppression because of their pervasive and well-established negative consequences for mental health and well-being. Outline 1 Opening: Why Does Social Justice Matter to CBT? 2 How Inequitable Systems Create Mental Health Disparities 3 Mental Health Impact of Oppression 4 Bringing Social Justice into CBT Science and Practice 5 From Awareness to Action: What Can We Do? 6 Closing: A Call to Action

At the end of this session, the learner will be able to:

- Explain how inequitable systems create mental health disparities.
- Describe oppression-based trauma.
- Provide examples of how social justice can improve mental health outcomes.
- Long-term Goal: Promote psychological well-being by recognizing and addressing the impact of oppression, discrimination, and structural inequities on mental health.
- Long-term Goal: Contribute to the advancement of equity and cultural responsiveness across mental health systems, professional organizations, training programs, and research institutions.

Recommended Readings:

Bartlett, A., Faber, S., Williams, M., & Saxberg, K. (2022). Getting to the root of the problem: Supporting clients with lived-experiences of systemic discrimination. Chronic Stress, 6, 1-10. h0ps://doi.org/10.1177/24705470221139205Buchanan, N. T. & Wiklund, L. O. (2020). Why clinical science must change or die: Integrating intersectionality and social justice. Women & Therapy, 43(3-4), 309-329. h0ps://doi.org/10.1080/02703149.2020.1729470Faber, S. C., Osman, M., & Williams, M. T. (2023). Access to mental health care in Canada. International Journal of Mental Health, 52 (3), 312-334. h0ps://doi.org/10.1080/00207411.2023.2218586Holmes, S. C., Zare, M., & Haeny, A., & Williams, M. T. (2024). Racial stress, racial trauma, and evidence-based strategies for coping and empowerment. Annual Review of Clinical Psychology, 20, 77-95. h0ps://doi.org/10.1146/annurev-clinpsy-081122-020235Williams, M. T., Faber, I., & Faber, S. (2025). Correcting misconceptions about social justice in mental health. The Behavior Therapist, 48(3), 514-524.

ticket

Earn 3 continuing education credits

Brent, 3rd Floor, Hilton

Workshop 9

Psychedelic-assisted Cbts: Research and Clinical Foundations

Brian C. Pilecki, Ph.D., Portland Psychotherapy
Jason B. Luoma, Ph.D., Portland Institute for Psychedelic Science
Chandra Estelle Khalifian, Ph.D., Enamory
Kayla Knopp, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *CBT, Treatment, Psychotherapy Process*

Psychedelic-assisted therapy (PAT) shows promise as a highly effective mental health treatment and appears poised to become a major new form of mental health care. Patients often describe PAT sessions as among the most meaningful experiences in their life. These interventions don't just reduce suffering—they increase life fulfillment, interpersonal relationship connection, and compassion for self and others. Psychedelics enhance empathy and prosocial attitudes, making them well-suited to CBT approaches emphasizing compassion and connection. This workshop, led by researchers and clinicians currently running PAT clinical trials, will provide CBT professionals an evidence-based overview of this new clinical area, including examples of psychedelic-assisted CBTs (PA-CBTs). First, the workshop will provide a didactic overview of PA-CBT, including summarizing evidence from rigorous pilot studies and clinical trials, describing the basic model of PAT, and explaining the role of CBTs in preparation and integration. Discussion will address the legal status of psychedelics and diversity and equity issues, including lack of access for underserved populations and the risks of cultural appropriation. The second half of the workshop will describe specific PA-CBTs for treating social anxiety, PTSD, and relationship distress. Findings will be reviewed from several completed and ongoing clinical studies, including

MDMA-assisted therapy for social anxiety disorder, MDMA-assisted therapy for PTSD, and ketamine-assisted couple therapy. This workshop will help clinicians understand the current state of psychedelic science and have informed, evidence-based conversations with clients about potential risks and benefits, emphasizing compassion as a therapeutic mechanism and outcome.

Recommended Readings:

Luoma, J. B., Lear, M. K., Yi, K., & Pilecki, B. (2025). Utilizing in Vivo and Imaginal Exposure in the Context of MDMA-Assisted Therapy for Social Anxiety Disorder: A Case Report. Cognitive and Behavioral Practice.

Mitchell, J. M., Bogenschutz, M., Lilienstein, A., Harrison, C., Kleiman, S., Parker-Guilbert, K., ... & Doblin, R. (2021). MDMA-assisted therapy for severe PTSD: a randomized, double-blind, placebo-controlled phase 3 study. Nature medicine, 27(6), 1025-1033.

Khalifian, C., Rashkovsky, K., Mitchell, E., Bismark, A., Wagner, A. C., & Knopp, K. C. (2024). A novel framework for ketamine-assisted couple therapy. Frontiers in Psychiatry, 15, 1376646.

Yaden, D. B., Earp, D., Graziosi, M., Friedman-Wheeler, D., Luoma, J. B., & Johnson, M. W. (2022). Psychedelics and psychotherapy: cognitive-behavioral approaches as default. Frontiers in psychology, 13, 873279.

Monson, C. M., Wagner, A. C., Mithoefer, A. T., Liebman, R. E., Feduccia, A. A., Jerome, L., ... & Mithoefer, M. C. (2020). MDMA-facilitated cognitive-behavioural conjoint therapy for posttraumatic stress disorder: an uncontrolled trial. European journal of psychotraumatology, 11(1), 1840123.

At the end of this session, the learner will be able to:

- Describe the theory and practice of psychedelic-assisted therapy.
- Summarize research findings and identify the clinical applications with the most empirical support.
- Discuss the current legal status of psychedelic assisted psychotherapy at a state and federal level.
- Describe the role of CBT in preparation for and integration of psychedelic experiences.
- List at least 3 current problems in the literature relating to diversity and equity in psychedelic science and practice.

ticket

Earn 3 continuing education credits

Douglass, 3rd Floor, Hilton

Workshop 10

Thriving in College with ADHD: A CBT Skills Approach

Cynthia M. Hartung, Ph.D., University of Wyoming
Kate Flory, Ph.D., University of South Carolina
Laura Knouse, Ph.D., University of Richmond
Will H. Canu, Ph.D., Appalachian State University

Moderate level of familiarity with the material

Primary Category: ADHD - Adult

Key Words: *ADHD, College Students, Treatment*

Attention-Deficit/Hyperactivity Disorder (ADHD) is a chronic disorder characterized by inattention and/or hyperactivity-impulsivity that impacts functioning across the lifespan. Some of the most profound impacts of ADHD arise in educational settings, extending to higher education. In college students, the disorder is associated with lower GPAs and graduation rates as well as elevated rates of comorbid disorders (Anastopoulos et al., 2018; DuPaul et al., 2009, 2021). Fortunately, research over the past two decades has demonstrated that cognitive-behavioral therapy (CBT) that is specifically tailored to the needs of adults with ADHD can be efficacious for ADHD symptom reduction (Liu et al., 2023). Because treatment satisfaction is associated with the extent to which the CBT approach is tailored to the specific needs of adult clients with ADHD (William et al., 2024), a few research groups have endeavored to develop CBTs that are even more adapted to the unique needs of emerging adults (Knouse &Fleming, 2016; LaCount et al., 2019)—specifically, college students—with the disorder (Anastopoulos et al.,2021; Fleming et al., 2015; Hartung et al., 2022). Over the past several years, we have developed and tested a tailored CBT approach for college students withADHD (Canu et al., 2023; Hartung et al., 2022). Like most efficacious CBTs for adult ADHD (Safren et al., 2010; Solanto et al., 2010), our approach is firmly grounded in helping students acquire organization, time management, and planning (OTMP) skills to support their deficits in executive functioning, supported by cognitive strategies (Ramsay, 2020) and integrating skill areas appropriate to this developmental period and setting including academic skills, relationship navigation, healthy

lifestyles, and "adulting." Using didactics, practice exercises, and demonstration videos, this workshop will ground participants in the theoretical and empirical basis of the approach and help them to acquire the skills needed to begin to implement this treatment approach in their practice. The workshop will also give clinicians guidance in implementing this flexible approach in both group or individual format as well as how to tailor the treatment to the unique needs of each client.

Recommended Readings:

Hartung, C. M., Lefler, E. K., Canu, W. H., Stevens, A. E., Jaconis, M., LaCount, P. A., Shelton, C. R., Leopold, D.R., & Willcutt, E. G. (2019). DSM-5 and other symptom thresholds for ADHD: Which is the best predictor of impairment in college students? Journal of Attention Disorders, 23(13), 1637-1646. doi:10.1177/1087054716629216

LaCount, P. A., Hartung, C. M., & Canu, W. H., & Knouse, L. E. (2019). Interventions for adolescents with ADHD transitioning to emerging adulthood: Developmental context and empirically-supported treatment principles.Evidence-Based Practice in Child & Adolescent Mental Health, 4, 170-186. doi:10.1080/23794925.2018.1518120

DuPaul, G. J., Gormley, M. J., Anastopoulos, A. D., Weyandt, L. L., Labban, J., Sass, A. J., Busch, C. Z., Franklin, M. K., & Postler, K. B. (2021). Academic trajectories of college students with and without ADHD: Predictors of four-year outcomes. Journal of Clinical Child & Adolescent Psychology, 0(0), 1–16. https://doi.org/10.1080/15374416.2020.1867990

Liu, C., Hua, M., Lu, M., & Goh, K. K. (2023). Effectiveness of cognitive behavioural-based interventions for adults with attention-deficit/hyperactivity disorder extends beyond core symptoms: A meta-analysis of randomized controlled trials. Psychology & Psychotherapy: Theory, Research & Practice, 96(3), 543–559.

At the end of this session, the learner will be able to:

- Explain the diagnostic criteria for ADHD and areas of functional impairment that impact college students with ADHD.
- Articulate important principles of educating college students about ADHD and applying the CBT model.
- Support clients in applying self-regulation skills to areas of impairment including organization and time management skills.
- Support clients in applying cognitive skills to increase motivation and promote emotional resilience, coping, and use of self-regulation skills.
- Evaluate pre- and post-clinical data to determine response to treatment and develop recommendations for continued client support.

ticket

Earn 3 continuing education credits

Peale A, 1st floor, Hilton

Workshop 11

Transdiagnostic Brief Behavior Therapy (BBT) for Youth Anxiety and Depression

V. Robin Weersing, Ph.D., San Diego State University
Pauline Goger, Ph.D., Fairfield University

Basic to Moderate level of familiarity with the material

Primary Category: Transdiagnostic

Key Words: *Anxiety, Depression, Child*

Anxiety and depression are collectively the most common mental health concerns in childhood and adolescence and co-occur with each other at staggering rates. Transdiagnostic interventions aim to address core processes common to anxiety and depression, and may therefore be more efficient in regards to time, clinician effort, and youths' skill-building as compared to sequencing separate treatments for anxiety and depression. One such transdiagnostic intervention, Brief Behavioral Therapy (BBT; Weersing et al., 2021), has demonstrated efficacy for youth ages 8-16 with anxiety and/or depression when implemented by Master's-level clinicians in pediatric primary care. BBT is brief (8-12 sessions), results in functional improvement and symptom reduction (Weersing et al., 2017) with effects sustained over the course of 32-week follow-up (Brent et al., 2020), and is cost- saving compared to community mental health treatment (Lynch et al., 2021). Recent preliminary data also support a video-visit version of BBT to increase intervention access for youth in low-resource settings (R56MH125159); this work in particular may be especially relevant in current times of national and world-wide physical and mental health crises. This clinician-focused workshop aims to introduce BBT as a treatment option for youth with anxiety, depression, or their co-occurrence. Following an introduction to the scientific evidence and theoretical underpinnings of this transdiagnostic approach, clinicians are presented with a step-by-step guide to BBT session content. Specific foci of the workshop targeting anxious avoidance an d depressive withdrawal with "graded engagement" or increased approach and reduced behavioral avoidance, and use of the intervention's

problem-solving module to address symptoms, familial communication, and treatment non-compliance. Case examples and sample intervention materials are utilized throughout to supplement attendee experience.

Recommended Readings:

Weersing, V. R., Brent, D. A., Rozenman, M. S., Gonzalez, A., Jeffreys, M., Dickerson, J. F., Lynch, F. L., Porta, G., & Iyengar, S. (2017). Brief behavioral therapy for pediatric anxiety and depression in primary care: A randomized clinical trial. JAMA Psychiatry, 74, 571-578

Goger, P., Rozenman, M., Gonzalez, A., Brent, D., Porta, G., Lynch, F. L., Dickerson, J. F., & Weersing, V.R. (2023). Early indicators of response to transdiagnostic treatment of pediatric anxiety and depression. Journal of Child Psychology and Psychiatry, 64(12), 1689-1698

Schwartz, K. T. G., Kado-Walton, M., Dickerson, J. F., Rozenman, M. S., Brent, D. A., Porta, G., Lynch, F. L., Gonzalez, A., & Weersing, V. R. (2023). Brief behavioral therapy for anxiety and depression in pediatric primary care: Breadth of intervention impact. Journal of the American Academy of Child and Adolescent Psychiatry, 62(2), 230-243.

Weisz, J. R., Fitzpatrick, O. M., Venturo-Conerly, K. E., Sternberg, A., Steinberg, J. S., & Ng, M. Y. (2023). Research Review: The internalizing paradox–youth anxiety and depression symptoms, psychotherapy outcomes, and implications for research and practice. Journal of Child Psychology and Psychiatry, 64(12), 1720-1734.

Walkup, J. T., Mathews, T., & Green, C. M. (2017). Transdiagnostic behavioral therapies in pediatric primary care: Looking ahead. JAMA psychiatry, 74(6), 557-558.

At the end of this session, the learner will be able to:

- Describe theoretical and empirical rationale for why a transdiagnostic approach may be well-suited to treating youth anxiety and depression.
- Become familiar with and describe how core treatment techniques might be packaged and implemented using a behavioral transdiagnostic approach.
- Describe youth characteristics and symptoms that may be particularly well-suited for the Brief Behavioral Therapy protocol.
- Describe and understand the session content and sequencing of skills in the Brief Behavioral Therapy protocol.
- Discuss implementation considerations when using Brief Behavioral Therapy with internalizing youth.

9:30 a.m. – 11:00 a.m.

Earn 1.5 continuing education credits

Tubman A/B, Third Fl., Hilton

Mini Workshop 9

Coercive Control in Intimate Relationships

Patti A. Timmons. Fritz, Ph.D., University of Windsor

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Anger / Aggression / Violence

Key Words: *Intimate Partner Aggression, Couples / Close Relationships, Violence / Sexual Assault*

Coercive control is a pattern of abusive behaviors used to intimidate, threaten, manipulate, and ultimately control an intimate partner. It has been described as a liberty crime wherein victim-survivors eventually lose personal freedom and become entrapped in their relationships. Although less well studied than physical intimate partner violence (IPV), controlling forms of IPV have been found to have particularly deleterious effects. Despite this fact, many individuals admit that they have either not heard of coercive control or have heard of it but do not know what it is. In this workshop, we will define coercive control and discuss its subcomponents, Dutton and Goodman's (2005) model of coercive control, the manner by which it is often carried out, and its relation to other forms of IPV. We will also introduce a newly developed screening measure of coercive control and provide participants with opportunities to practice identifying different manifestations of coercive control in descriptions of romantic relationships.

Recommended Readings:

Dutton, M. A., & Goodman, L. A. (2005). Coercion in intimate partner violence: Toward a new conceptualization. Sex Roles, 52, (11/12), 743-755. https://doi.org/10.1007/s11199-005-4196-6

Hamberger, K., Larsen, S., & Lehrner, A. (2017). Coercive control in intimate partner violence. Aggression and Violent Behavior, 37(1), 1-11. https://doi.org/10.1016/j.avb.2017.08.003

Tolmie, J., Smith, R., & Wilson, D. (2023). Understanding intimate partner violence: Why coercive control requires a social and systemic entrapment framework. Violence Against Women, 30(1), 54-74. https://doi.org/10.1177/10778012231205585

At the end of this session, the learner will be able to:

- Describe and define coercive control.
- Recognize key aspects or warning signs of coercive control.
- Identify coercive control in descriptions of relationships.
- Use a newly developed coercive control screening tool.

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 13

Doing Exposure and Response Prevention: A Live Demonstration with a Focus on OCD with Identity Themes

Jeffrey M. Cohen, Psy.D., Columbia University
Jenny Shen, Ph.D., UCLA Semel Institute for Neuroscience and Human Behavior

Basic to Moderate level of familiarity with the material

Primary Category: Obessive Compulsive and Related Disorders

Key Words: *OCD (Obsessive Compulsive Disorder), CBT, LGBTQ+*

Obsessive Compulsive Disorder (OCD) is characterized by intrusive thoughts or images that cause anxiety or distress, along with behaviors or mental acts aimed at reducing that distress. Symptoms may include fears of unwanted personal transformation (e.g., becoming a different identity) or persistent self-doubt (Cervin et al., 2022). Exposure and Response Prevention (ERP) is the gold standard evidence-based treatment for OCD, yet many individuals do not receive care due to underdetection or misdiagnosis of symptoms. Of individuals who do receive ERP, up to half may show limited response (Cuijpers et al., 2024). Many therapists report challenges implementing ERP in practice (Ramsey et al., 2024). Bridging gaps in OCD care requires greater awareness of overlooked or misunderstood presentations and specialized training in the delivery of ERP, particularly for novel OCD presentations. Identity-OCD is an overlooked presentation in which individuals experience fears of unwanted thoughts or doubts related to identity, including sexual orientation, gender identity, age, or ability status. While ERP could be effective across OCD symptom dimensions, clinicians may need additional training to treat identity-related obsessions. This presentation will demonstrate how ERP principles, including self-monitoring of obsessions and compulsions and exposure with response prevention,

can be applied. Application of these strategies to Identity-OCD, including assessment, idiographic case formulation and treatment planning, and tailored exposures that honor the individual's values while targeting compulsive behaviors, will also be demonstrated. Attendees will gain broad knowledge on how to deliver ERP, as well as specific knowledge on using ERP to treat Identity-OCD. Attendees will learn how to develop culturally sensitive case conceptualizations to inform the delivery of evidence-based and affirming care through case examples and live demonstrations. Practical challenges and solutions, including strategies to overcome barriers such as stigma and therapy-interfering behaviors, as well as ethical and values-informed considerations, will also be addressed.

Recommended Readings:

Bragdon, L. B., Harvey, J. R., & Moldow, R. (2024). Cognitive-behavioral therapy for obsessive-compulsive disorder: a brief review. Psychiatric Annals, 54(3), e75-e79.

, C. M. (2025). Identity–OCD. Journal of Obsessive-Compulsive and Related Disorders, 100962.

Pinciotti, C. M., Upshaw, B. M., Spencer, S. D., Park, J. M., Franklin, M. E., Wadsworth, L. P., ... & Storch, E. A. (2025). Preferences for Justice-Based exposure and response prevention among individuals with Identity-Related Obsessive-Compulsive disorder. Behavior Therapy, 56(4), 753-767.

At the end of this session, the learner will be able to:

- Describe core features of OCD, including Identity OCD, and understand the rationale for using ERP as treatment.
- Apply ERP principles to Identity OCD, including assessment, case formulation, and self monitoring of obsessions and compulsions.
- Create tailored exposures that are culturally sensitive and aligned with patient values.

Earn 1.5 continuing education credits

Peale C, First Fl., Hilton

Clinical Round Table 1

Adapting Approaches to Improve Systems of Support for Autistic Adults

MODERATOR:

Matthew D. Lerner, Ph.D., Drexel University

PANELISTS:

Daina Tagavi, Ph.D., University of Washington School of Medicine
Ava N. Gurba, M.S., Drexel University
Dena L. Gassner, Ph.D., AJ Drexel Autism Institute Drexel University
Allison S. Nahmias, Ph.D., Drexel University
Valerie L. Gaus, ABPP, Ph.D., Stanford University/Private Practice
Laura G. *Klinger, Ph.D.*, University of North Carolina at Chapel Hill

Primary Category: 2026 Theme - Compassion in the Mental Health Workforce

Key Words: *Population - Autism, Population - Adults, Workforce - Development / Training / Supervision*

Autistic adults frequently interact with multiple service systems, including family supports, mental health providers, primary care and medical specialists, and social service systems, yet many providers report limited training in how to adapt evidence-based interventions for this population (Maddox et al., 2020). These gaps are particularly evident for autistic adults with co-occurring mental health conditions, intellectual disability, or significant behavioral support needs. The primary goal of this clinical roundtable is to discuss strategies for adapting existing evidence-based intervention and training approaches to better support autistic adults with diverse support needs across systems of care. This round-

table will bring together researchers, clinicians, and individuals with lived experience to discuss programs that illustrate these adaptations in practice. Panelists will highlight examples of programs that adapt well-established evidence-based interventions, with emerging evidence from feasibility studies, program evaluations, and early trials supporting their use with autistic adults, including: (1) a family-based intervention designed to support independent skills and externalizing behaviors, (2) a psychoeducational training focused on increasing knowledge and understanding of the science and lived experience of autistic adults, (3) a training program focused on increasing mental health provider confidence and competence adapting cognitive behavioral therapy (CBT) and treating mental health concerns in autistic individuals with and without intellectual disability, (4) a continuing education course for mental health providers across disciplines focused on increasing awareness of the unique ways mental health concerns present in autistic adults and how to adapt CBT to offer individualized treatment, and (5) an initiative examining how community mental health clinicians adapt CBT and mindfulness based therapy (MBT) to fit the needs of autistic adults. Consistent with this year's ABCT theme of compassionate care in the mental health workforce, panelists will discuss how adapting evidence-based interventions across systems of care can support compassionate, autism-informed care for autistic adults.

Earn 1.5 continuing education credits

Johnson A, First Fl., Hilton

Clinical Round Table 14

The Accommodation Paradox: Reimagining School-based Treatment for Childhood Emetophobia to Improve Access

MODERATOR:

David Yusko, Psy.D., Center for Anxiety & Behavior Therapy

PANELISTS:

Catherine Schuler, Psy.D., Center for Anxiety & Behavior Therapy
Anna Thompson, M.S., Philadelphia College of Osteopathic Medicine, Center for Anxiety & Behavior Therapy
Nancy Lagunas, M.S., MFT, San Francisco State University
Elizabeth Fullerton, B.A., Bia
William Schaller, B.S., Bia

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Symptoms / Disorders - Anxiety and Fear, Population - Children / Adolescents, Context - Community*

Emetophobia, the fear of vomit and/or vomiting, is a debilitating and under-recognized condition that typically begins in childhood (Meule et al., 2025). Research on emetophobia is lacking, but burgeoning evidence, including an in-process thematic analysis of 87 interviews with emetophobics conducted by this presentation team, suggests that those with the condition often do not obtain a diagnosis or appropriate treatment until adulthood, despite significant impacts during childhood. School refusal, eating disorders, and social avoidance often occur in childhood as a consequence of emetophobia, and many adults with emetophobia alter their lives significantly due to emetophobia (e.g., choose to

delay or forgo having children; Kerkeni et al., 2024; Veale & Lambrou, 2006). In this clinical roundtable, we will discuss the impact of emetophobia on children and adults, how to differentiate emetophobia from other similar disorders, review recommendations for treatment (cognitive behavioral therapy (CBT) with exposure therapy), and how to implement treatment effectively in the school setting (Boschen, 2007; Mobach et al., 2020). The presentation team is composed of three clinicians and the co-founders of Bia, a self-guided exposure tool built by recovered emetophobics. The primary goal of this clinical roundtable is to emphasize the importance of evidence-based therapy and collaboration with school-based providers as a part of emetophobia treatment, both because children spend so much time within the schools and because many children do not have access to mental health care outside of the school system. The presenters will also address barriers to the implementation of exposure-based therapy, including both provider and patient misconceptions about this evidence-based intervention, which can have significant repercussions for access to appropriate care (Frank et al., 2023; Becker-Haimes et al., 2023). Using their experience working across the lifespan and levels of care, data collection from interviews and the Bia website, as well as work collaborating with international researchers, the presenters will discuss emerging research and clinical strategies to deepen and optimize the evidence-based therapy for childhood emetophobia.

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Clinical Round Table 15

One Size Doesn't Fit All: Strategies to Enhance Compassion in Eating Disorder Assessment Within a Measurement-based Care Framework

MODERATOR:

Hannah Wolfe, MSW, Within Health

PANELISTS:

Caitlin B. Shepherd, Ph.D., Within Health
Zoe Zachs, LCSW, LICSW, Within Health
Maria Bazo Perez, Ph.D., Galen Hope
Susan Murray, Ph.D., Penn Medicine Princeton Medical Center
Christine M. Peat, Ph.D., Spring Health
Mel Simone, M.A., Ph.D., University of Colorado Denver

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Eating Disorders, Research Methods - Self-Report Measures, Context - Mental Health Disparities*

CBT for eating disorders (EDs) emphasizes structured assessment to inform treatment planning and progress monitoring, with tools like the Eating Disorder Examination Questionnaire recommended to measure core psychopathology. However, because most assessment tools were developed and validated using narrow (i.e., Skinny White Affluent Girl) populations and limited diagnostic frameworks, they often fail to capture the unique presentations of marginalized groups, thereby perpetuating health disparities and

potential harm. Thus, this clinical roundtable calls for the use of a measurement-based care (MBC) (i.e., systematic use of patient-reported outcome measures to guide treatment) approach to transform assessment into an ongoing clinical intervention to facilitate more inclusive, client-centered, and compassionate care. First, presenters will focus on the "Collect" phase of MBC, emphasizing the limitations of commonly utilized measures and identifying situations where they may not adequately or accurately reflect clients' experiences (e.g., developmental differences, weight bias, gendered assumptions). Moving beyond a "check-box" approach, presenters will illustrate how to collaborate with clients, offering practical strategies for selecting appropriate measures, modifying or adapting tools, and tailoring administration and delivery to better align with clients' needs while ensuring optimal measure validity. Second, the roundtable will address the "Share" and "Act" phases of MBC, highlighting collaborative exploration, interpretation, and treatment planning. Presenters will underscore the importance of inviting clients into a dialogue about measures and results rather than simply taking scores at face value and using them for care without their involvement. Guidance will be provided for discussing how scores resonate with a client's lived reality and for collectively appraising progress, including contextualizing results and supplementing with additional data (e.g., clinical interviews). To conclude, presenters will advocate for continuing to improve equity in assessment, suggesting ways to reform existing tools and create more representative measures to be incorporated into MBC practices in the future.

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Clinical Round Table 12

Applications of Religiously/spiritually Integrated CBT Across Diverse Clinical Populations

MODERATORS:

Salman S. Ahmad, Ph.D., University of Pennsylvania School of Medicine
Nicholas Kim, B.S., OCD Institute, McLean Hospital

PANELISTS:

Sarah G. Salcone, Ph.D., Weill Cornell Medicine Department of Psychiatry
Merranda M. McLaughlin, Ph.D., Massachusetts General Hospital and Harvard Medical School
Katrina S. Rbeiz, B.S., B.A., M.S., Vanderbilt University
Esther Kim, M.A., University of South Alabama
Nicholas Kim, B.S., OCD Institute, McLean Hospital

Primary Category: Context - Spirituality and Religion

Key Words: *Context - Spirituality and Religion, Treatment - Cultural Adaptations, Treatment - Cognitive Behavior Therapy (CBT)*

Religion and spirituality (R/S) are central to many individuals' identities and an important source of both healing and distress. Meta-analyses show that evidence-based treatments that incorporate R/S are equally or more effective than standard treatments among high R/S individuals (Bouwhuis-Van Keulen et al., 2024; Captari et al., 2023). However, there is limited training and emphasis on learning to work with R/S in Cognitive Behavioral Therapy (CBT), with the underutilization of resources that can support clinicians. Despite growing recognition that constructs such as spiritual struggles (i.e., tension and conflicts around sacred matters) and moral injury can profoundly shape mental health outcomes, and that certain psychopathological states (e.g., psychosis, OCD) may directly incorporate R/S in the clinical presentation, many clinicians report limited preparation for integrating these concerns into evidence based care. As R/S are core areas of diversity for many individuals seeking psychotherapy, it is essential for clinicians to develop compe-

tencies in integrating R/S considerations into CBT to provide culturally responsive care and enhance treatment outcomes. This clinical roundtable will use a CBT framework to examine how R/S can be thoughtfully incorporated into assessment, case conceptualization, and treatment planning across diverse religious, cultural, and clinical populations. Drawing from their clinical and research expertise, panelists will discuss how salient R/S experiences (e.g., maladaptive beliefs, compulsive/avoidant behaviors, and feelings of guilt/shame) can be addressed while maintaining fidelity to the structural components of CBT (e.g., progress monitoring, skill building, shared decision-making). Emphasis will be placed on obsessional disorders, trauma-related disorders, serious mental illness, and work with marginalized communities. Through case vignettes and moderated discussion, the clinical roundtable will highlight existing gaps in training, explore practical strategies for R/S assessment and intervention, share relevant empirical literature and resources (e.g., trainings) for clinicians, and invite the audience to participate in applying CBT tools in spiritually integrated ways.

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Clinical Round Table 13

Maintaining Fidelity While Expanding Access: Operationalizing Core CSC Elements Across Diverse Systems

MODERATOR:

Mary B. Pacheco, M.A., Stanford Health Care

PANELISTS:

Emma Parrish, Ph.D., VA San Diego Healthcare System/ University of California, San Diego
Emeka Chima, None, Students with Psychosis
Iruma Bello, Ph.D., Columbia University/New York State Psychiatric Institute
Margaret Latt, M.S., Stanford Health Care

Primary Category: Dissemination & Implementation Science

Key Words: *Intervention - Early Intervention, Population - Lived Experience / Patient Stakeholders, Dissemination & Implementation Science*

Coordinated Specialty Care (CSC) is the evidence-based standard for early psychosis treatment. As CSC expands across academic medical centers, statewide initiatives, federal systems, and community settings, maintaining fidelity to its core components becomes increasingly complex. Workforce shortages, reimbursement variability, and structural constraints create pressure to streamline services, raising critical questions about which elements are non-negotiable and how they can be protected while expanding access. This Clinical Round Table brings together leaders representing diverse service systems to examine how CSC principles are operationalized and sustained under varying structural conditions. Panelists include representatives from: (1) a high-fidelity academic medical center program; (2) a statewide intermediary organization supporting 29 CSC teams' training, technical assistance and fidelity monitoring; (3) a VA system implementing CSC-informed practices without a fully formalized CSC infrastructure; and (4) a peer specialist perspective grounded in lived experience and recovery-oriented practice. Discussion will focus

on translating fidelity standards into daily workflows; using data and structured fidelity assessments to guide quality improvement at scale; adapting CSC components within constrained funding and staffing environments; and operationalizing peer roles as structural, rather than symbolic, elements of coordinated care. Emphasis will be placed on practical strategies programs can implement to sustain 1) a team-level practice of recovery orientation and use shared decision making; 2) CBT-informed interventions that support participant engagement and individualized goal attainment; 3) promotion of family engagement and provision of family psychoeducation; and 4) delivery of supported employment and education. Through brief structured remarks followed by moderated dialogue and audience engagement, this session will provide implementation-focused guidance for adhering to evidence-based psychosis care while expanding equitable access across diverse systems.

Holiday 6, Second Fl., Hilton

Doctoral Internships in Health Service Psychology

Shona N. Vas, Ph.D., ABPP, University of Chicago Medicine
Amy Silberbogen, Ph.D., ABPP, VA Boston Healthcare System
Lauren M. Weinstock, Ph.D., Brown University
Kimberly Hill, Ph.D., PGSP-Stanford PsyD Consortium
Anna Wiese, M.S., Virginia Commonwealth University & The University of Chicago

Primary Category: Workforce - Development / Training / Supervision

The event is designed to help students learn about the internship application and selection process, including what to look for when applying to or selecting an internship, how to prepare for internship interviews, and how to find a good internship "fit." The program will consist of two parts. The first 90 minutes will feature a panel discussion by behaviorally oriented internship directors who will also share information from the Association of Psychology Postdoctoral and Internship Centers (APPIC). These presenters will address both the training director and the student perspectives of the application process, including site selection, preparing application materials, interviewing, and ranking. Questions from the audience will be accepted at the end of the segment. The second section will consist of informal meetings between internship site representatives and prospective internship applicants. A list of participating sites will be published in the program addendum distributed at the convention registration desk. If you are a student, and are either just beginning to learn about internships and the application process or are in the process of applying for internship now, we encourage you to attend. Internship sites that would like to be represented at this event should contact Stephen Crane at the ABCT Central Office: meetings@abct.org. This session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

Carroll B, Third Fl., Hilton

Symposium 36

Balancing Compassion and Research Rigor in the Implementation of Rcts

CHAIRS:

Thomas J. Power, PhD, ABPP, Children's Hospital of Philadelphia; University of Pennsylvania
Jenelle D. Nissley-Tsiopinis, Ph.D., Perelman School of Medicine at the University of Pennsylvania & Children's Hospital of Philadelphia

DISCUSSANT:

Amala Davis, B.S., PASS

All levels of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, Symptoms / Disorders - ADHD, Population - Children / Adolescents*

Research Partnership to Reduce Disparities in Services for ADHD: Balancing Compassion and Rigor

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia
Siobhan Leavy, Ed.D., Chester County Intermediate Unit
Alex Holdaway, Ph.D., Virginia Commonwealth University
Thomas J. Power, Ph.D., ABPP, Children's Hospital of Philadelphia; University of Pennsylvania

Conducting School-based Organizational Skills Training Research in the Aftermath of COVID: Adaptations Made to Balance Compassion and Rigor

Jenelle D. Nissley-Tsiopinis, Ph.D., Perelman School of Medicine at the University of Pennsylvania & Children's Hospital of Philadelphia
Phylicia Fleming, Ph.D., Children's Hospital of Philadelphia
Richard Gallagher, Ph.D., New York University School of Medicine
Joshua M. Langberg, Ph.D., Rutgers, The State University of New Jersey
Howard Abikoff, Ph.D, New York University Grossman School of Medicine
Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia
Thomas J. Power, Ph.D., ABPP, Children's Hospital of Philadelphia; University of Pennsylvania

Collaborating with Mexican Public Schools During a Trial of the CLS-A-FUERTE School Clinician Training and ADHD Intervention Program for Children Across Mexico

Lauren Haack, Ph.D., University of California San Francisco
Joshua Langfus, Ph.D., University of California San Francisco
Jacqueline Villegas Contreras, B.A., University of California San Francisco
Linda J. Pfiffner, Ph.D., University of California San Francisco
Karla Villaseñor Palma, Ph.D., Benemérita Universidad Autónoma de Puebla; BUAP
Eva Araunjo Jimenez, PhD, University Autonomous of Sinaloa; UAS

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Symposium 38

When Policy Becomes Personal: The Impacts of the Sociopolitical Environment on Marginalized Communities

CHAIR:

Rebecca L. Smith, B.A., Binghamton University

DISCUSSANT:

Christina Balderrama-Durbin, Ph.D., Binghamton University

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Context - Sociopolitical Conflicts

Key Words: *2026 Theme - Context - Sociopolitical Conflicts, 2026 Theme - Context - Health Care System / Public Policy / Advocacy, Context - Stigma and Oppression*

Quantifying the Embodiment of Transphobic Marginalization: A Multilevel Mediation Model of Structural, Interpersonal, and Internalized Gender Minority Stress Processes

Norik Kirakosian, M.S., University of Miami
Trey Santorine, University of Miami
Zachary T. Goodman, Ph.D., UC San Diego School of Medicine
Amelia M. Stanton, Ph.D., Boston University
Maria M. Llab, Ph.D., University of Miami

It's Hard Not to Feel Scared and Helpless: Effects of the Sociopolitical Landscape on Sexual and Gender Minority Americans
Sarah Whitton, Ph.D., University of Cincinnati
Gregory Swann, M.A., M.S., Northwestern University Feinberg School of Medicine
Daniel Ryan, M.S., Northwestern University Feinberg School of Medicine
Michael E. Newcomb, Ph.D., Northwestern University Feinberg School of Medicine
Brian Mustanski, Ph.D., Northwestern University

We Are the Political Football: Lived Experiences of Sexual and Gender Minority Women in the 2025 Sociopolitical Landscape
Rebecca L. Smith, B.A., Binghamton University
Melissa V. Gates, M.S., Medical University of South Carolina
Ryan League, B.S., Binghamton University
Fiona Sleight, M.S., University of Massachusetts Chan Medical School
Shelby B. Scott, Ph.D., the University of Texas at san antonio
Christina Balderrama-Durbin, Ph.D., Binghamton University

Emotional and Relational Consequences of Daily Sociopolitical Stress Among Diverse U.S. Couples: A Dyadic Daily Diary Design
Stephan Brandt, Ph.D., Stony Brook University
Emily S. Bibby, M.A., Stony Brook University
Daphne Liu, Ph.D., University of Missouri - St. Louis
Joseph Hillesheim, M.A., Stony Brook University
Joanne Davila, Ph.D., Stony Brook University

Barriers to Maternal Health and Mental Health Services Among Spanish-speaking Immigrant Women
Galena Rhoades, Ph.D., University of Denver
Julia Roncoroni, Ph.D., University of Denver

9:30 AM – 11:00 AM

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Symposium 39

Voices of Care: Autism Service Access and Unmet Needs Across Diverse Global and U.S. Communities

CHAIRS:

Le Thao Vy Vo, M.S., St. John's University
Lauren J. Moskowitz, Ph.D., St. John's University

DISCUSSANT:

Jordan Albright, Ph.D., University of South Alabama

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Compassionate Dialogues across Divides

Key Words: *2026 Theme - Compassionate Dialogues across Divides, 2026 Theme - Community Engagement, Population - Autism*

Needs Assessment of Parent Training Programs for Vietnamese Parents of Children with Autism

Le Thao Vy Vo, M.S., St. John's University
Lauren J. Moskowitz, Ph.D., St. John's University

Collective Action for Diagnostic Equity: A Multi-informant Examination of Barriers to Care for Black Families

Morgan A. Patterson, B.S., University of South Alabama
London Bowers, B.A., University of South Alabama
Juanita Charleston, B.A., University of South Alabama
Laila Crockett, B.A., University of South Alabama
Amanda Neal, B.A., University of South Alabama
Rian Maxwell-Williams, M.A., University of South Alabama
Meredith Tittler, Ph.D., University of South Alabama
Jordan Albright, Ph.D., University of South Alabama

Addressing the Services Gap for Late-diagnosed and Low-support Needs Autistic Adolescents: A Community-informed Guide

Ingrid Tien, Ph.D., Centre for Addiction and Mental Health
Ingrid Tien, Ph.D., Centre for Addiction and Mental Health

Parent Perspectives on Regional Center Utilization for Autistic School-aged Children in California

Hilary P. Wu, M.A., University of California Los Angeles
Robin L. Dodds, Ph.D., Cal State LA

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Symposium 40

Models for Disseminating and Implementing Evidence-based Interventions in Community Settings to Prevent Youth Suicide

CHAIR:

Christianne Esposito-Smythers, Ph.D., George Mason University

DISCUSSANT:

Anthony Spirito, ABPP, Alpert Medical School of Brown University

All levels of familiarity with the material

Primary Category: Dissemination & Implementation Science

Key Words: *Symptoms / Disorders - Suicide, Dissemination & Implementation Science, 2026 Theme - Community Engagement*

Leveraging Academic-community Partnerships to Support Behavioral Health Workforce Training in Youth Suicide Prevention

Christianne Esposito-Smythers, Ph.D., George Mason University
Peter Steinberg, LCSW, Healthy Minds Fairfax
David B. Goldston, Ph.D., Duke University
Joan Asarnow, Ph.D., University of California Los Angeles
Katherine M. Harris, M.A., George Mason University
Lauren Seibel, M.A., George Mason University
Micaela Maron, M.A., George Mason University
MacKenzie C. Feeken, M.A., George Mason University
Abigal Fry, M.A., George Mason University

Sarah Fischer, Ph.D., George Mason University
Amanda Sanchez, Ph.D., George Mason University
Natasha A. Tonge, Ph.D., George Mason University

SAFETY-A in Schools: Assessing Impacts of Implementing Trauma-informed Strengths-based Acute Suicide Prevention in Four School Districts Serving Immigrant Communities
Anna S. Lau, Ph.D., University of California Los Angeles
Prerna Martin, Ph.D., MPH, Ballmer Institute; University of Oregon
Sylvanna Vargas, Ph.D., San Diego State University
Zaenab Ayotola Onipede, M.A., University of California Los Angeles
Laurel Bear, Ed.D., Los Angeles County Department Of Mental Health
Han Du, Ph.D., University of California, Los Angeles
Tamar Kodish, Ph.D., The University of Colorado at Boulder
Tae Hwan Son, B.A., University of California, Los Angeles
Nancy Hernandez, B.A., University of California Los Angeles
Summer Pascual, M.A., University of California Los Angeles
Joan Asarnow, Ph.D., University of California Los Angeles
David B. Goldston, Ph.D., Duke University

Outcomes from SOGIE SAFE: A Community-partnered Initiative to Support LGBTQ+ Youth at Risk for Suicide
Lucas Zullo, Ph.D., Thomas Jefferson University
Cordray McCann, B.A., Thomas Jefferson University
Matthew Wintersteen, Ph.D., Thomas Jefferson University

Disseminating Evidence-based Suicide Prevention for Justice-involved Youth: Training Community Clinicians in the COPES Intervention
Jennifer Wolff, Ph.D., Warren Alpert Medical School of Brown University
Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University
Tim Janssen, Ph.D., Center for Alcohol and Addiction Studies, Brown University
Jenna A. Schopen, B.A., Alpert Medical School of Brown University
Eileen Salazar Vega, B.A., Rhode Island Hospital/Alpert Medical School of Brown University
Jordan Cambre, B.S., Brown University Health
Crosby Modrowski, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Kathleen Kemp, Ph.D., Warren Alpert Medical School of Brown University

Safeside CARE: Improvements in Suicide Prevention Knowledge and Self-efficacy Following a Blended Learning Workshop in Youth-serving Settings
Annamarie Defayette, Ph.D., University of Rochester Medical Center / SafeSide Prevention
Sarah Donovan, PsyD, SafeSide Prevention
Kristina Zurich, BA, SafeSide Prevention

Earn 1.5 continuing education credits

348, Level 300, Convention Center

Symposium 41

Advancing the Study of Racial Trauma: New Directions in Conceptualization, Mechanisms, and Intervention

CHAIRS:

Chardée A. Galán, Ph.D., The Pennsylvania State University
Donte Bernard, Ph.D., University of Missouri-Columbia

DISCUSSANT:

Alex L. Pieterse, Ph.D., Boston College

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Oppression-Based Stress

Key Words: *Symptoms / Disorders - Oppression-Based Stress, Symptoms / Disorders - Trauma and Stressor Related Disorders, Context - Stigma and Oppression*

Beyond Traditional Trauma Frameworks: Evidence for the Distinct Nature of Racism-Based Traumatic Stress

Chardée A. Galán, Ph.D., The Pennsylvania State University
Donte Bernard, Ph.D., University of Missouri-Columbia
Tongyao Ran, M.S., Washington University in St. Louis
Lillian Polanco-Roman, Ph.D., New York University Steinhardt
Henry Artez Willis, Ph.D., University of Maryland- College Park
Mohammad Hashim, B.S., University of Minnesota, Twin Cities
Sean Lane, PhD, University of Missouri

Examining Pathways Linking Racial Discrimination and Trauma Symptoms: The Role of Rumination and Vigilance
Donte Bernard, Ph.D., University of Missouri-Columbia

Interoceptive Awareness as a Potential Pathway in the Link Between Racial Discrimination and Traumatic Stress Symptoms
Lillian Polanco-Roman, Ph.D., New York University Steinhardt
Chantel Ebrahimi-Azadegan, Ph.D., California Lutheran University,
Scott McKernan, M.A., The New School
Erik Benau, Ph.D., Long Island University
Wendy D'Andrea, Ph.D., The New School

Adapting Trauma-focused Cognitive Behavioral Therapy to Address Interpersonal and Racial Trauma: Applying the ADAPT-ITT Model to Integrate Racial Socialization
Isha W. Metzger, Ph.D., Other, Georgia State University

Earn 1 continuing education credit

349, Level 300, Convention Center

Symposium 42

Cultivating Community Contexts in Which Youth Mental Health and Psychotherapy Outcomes Flourish

CHAIRS:

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University
Joshua S. Steinberg, M.A., Harvard University

DISCUSSANT:

John R. Weisz, ABPP, Ph.D., Harvard University

Basic to Moderate level of familiarity with the material

Primary Category: Population - Children / Adolescents

Key Words: *Population - Children / Adolescents, Context - Community, Treatment - Cognitive Behavior Therapy (CBT)*

Community Resources Moderate the Effectiveness of Youth Psychotherapies: A Spatial-temporal Meta-analysis

Joshua S. Steinberg, M.A., Harvard University
Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University
Jae Ji, BA (anticipated), Harvard University
Jingxuan Sun, M.S., Harvard University
Charlotte Paley, B.A. (Anticipated), Harvard University
Rhiannon Stewart, Harvard University
Stephanie Zaragoza, B.A., Harvard University
John R. Weisz, ABPP, Ph.D., Harvard University
Mark Hatzenbuehler, Ph.D., Harvard University

Impact of Neighborhood Disadvantage on Youth Emotional Symptoms and Transdiagnostic Cognitive-behavioral Treatment Outcomes
Lauren Milgram, M.S., University of Miami
Elizabeth Halliday, Ph.D., Columbia University Medical Center
Jill Ehrenreich-May, Ph.D., University of Miami

Longitudinal Effects of Green, Blue, and Gray Spaces on Adolescent Mental Health in the United States
Shannon Shaughnessy, M.S., University of Miami
Daniel Messinger, Ph.D., University of Miami
Spencer Evans, Ph.D., University of Miami

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Symposium 83

Tools for Building Collective Action: Compassionate Adaptation of CBT interventions for SGM populations

CHAIRS:

Hyo Jin (Jenny) Shin, M.P.H., M.A., Boston University
Elliott R. Weinstein, Ph.D., Massachusetts General Hospital

DISCUSSANT:

Amelia M. Stanton, Ph.D., Boston University

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Population - LGBTQIA+ People, Treatment - Cognitive Behavior Therapy (CBT)*

Promoting Recovery in Diverse Experiences Quitting Tobacco: Adapting a smoking cessation intervention for transgender and gender expansive individuals
Hyo Jin (Jenny) Shin, M.P.H., M.A., Boston University
Elliott R. Weinstein, Ph.D., Massachusetts General Hospital
Elizabeth Loynd, B.A., Fenway Health
Devisi A. Ashar, B.A., Boston University
Seheni Kariyawasan, B.A., Boston University
Abby Smiley, B.A., Boston University
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital
Amelia M. Stanton, Ph.D., Boston University

Expanding LGBTQ+-Affirmative Treatment to Eating Disorders
Tiffany A. Brown, Ph.D., Auburn University
Jennifer Finkelstein, MRes, Auburn University
Aaron Blashill, PhD, San Diego State University

Testing evidence-based treatments for posttraumatic stress disorder symptoms among LGBTQIA+ individuals in real world conditions by leveraging existing treatments
Annesa Flentje, Ph.D., Stanford University School of Medicine
Marylene Cloitre, Ph.D., New York University Silver School Of Social Work
Debra Kaysen, ABPP, Ph.D., Stanford University
Elliot Marrow, Ph.D., University of California San Francisco
Martha Shumway, Ph.D., University of California San Francisco
Nadra E. Lisha, Ph.D., University of California San Francisco
James W. Dilley, M.D., University of California, San Francisco
Tiffany Artime, Ph.D., Pacific Lutheran University
Antonia Clifford, MSW, Stanford University
Madeline Price, B.A., Stanford University
William Hua, Ph.D., University of California San Francisco Alliance Health Project

Adapting Evidence-Based Mental Health Treatments for Latino and Brazilian Immigrant SGM Populations: Pilot Data from a Minority Stress and Substance Use Brief Intervention (ACCESO)
Maria Jose Bustamante Wiess, Ph.D., Harvard Medical School
Maria Jose Bustamante, M.A., M.S., Boston University
Lauren B. Bernier, M.A, Boston University
Tibor P. Palfai, PhD, Boston University

9:30 AM – 11:30 AM

Earn 2 continuing education credits

Johnson B, First Fl., Hilton

Individual Oral Group 15

Technology and AI in Mental Health

The Preliminary Effectiveness of a Generative Artificial Intelligence Powered Mental Wellness Chatbot for College Student Mental Wellness
Jazmin Reyes-Portillo, Ph.D., Montclair State University
Amy So, M.A., Montclair State University
Kelsey McAlister, Ph.D., Fit Minded
Christine Nicodemus, B.S., Wayhaven
Ashleigh Golden, Psy.D., Wayhaven
Colleen Jacobson, Ph.D., Continuum Psychiatric Services, LLP
Jennifer Huberty, Ph.D., Fit Minded

Differences in AI Usage, Parental Support, and Emotional Risks and Benefits for Adolescents Across Income Levels
Madison E. Taylor, M.A., University of California, Irvine
Stephen M. Schueller, Ph.D., University of California, Irvine
Candice Odgers, Ph.D., University of California, Irvine

Naturalistic Engagement Patterns and Expressed Needs of Pregnant and Postpartum Individuals Using AI Mental Health Support
Caitlin A. Stamatis, Ph.D., Slingshot AI
matteo Malgaroli, Ph.D., New York University School of Medicine
Thomas Hull, Ph.D., Slingshot AI

A Novel Smartwatch Platform for Automated Detection of Real-world Social Interactions: Social Anxiety Symptom Severity Does Not Predict Interaction Characteristics
Kaitlyn D. Petz, B.A., University of Virginia
Md Sabbir Ahmed, B.S., PhD student
Tanvi Lakhtakia, B.A., University of Virginia
Emma Palermo, B.A., Harvard University
Aayushi Sangani, M.A., University of Virginia
Laura E. Barnes, Ph.D., University of Virginia
Bethany Teachman, Ph.D., University of Virginia

Interpersonal Distance in the Real World: A Novel Wearable Sensor Reveals Context-sensitive Alterations in Psychosis
Moriah S. Stendel, Ph.D., Massachusetts General Hospital/Harvard Medical School
Dong Li, Ph.D., University of Maryland, Baltimore County
Francesca de Marneffe, B.S., Massachusetts General Hospital
Elizabeth Eberlin, B.S., M.A., Michigan State University
Daniel Johnson, B.S., University of Michigan
Jie Xiong, Ph.D., Nanyang Technological University
Sunghoon Ivan Lee, Ph.D., University of Massachusetts Amherst
Daphne J. Holt, M.D., Ph.D., Harvard Medical School, Massachusetts General Hospital

Prompt Structure Influences AI Diagnostic Accuracy: False-positive PTSD Identification in Spinal Cord Injury Veteran Vignettes
Connor J. Bazar, B.S., University of Houston – Clear Lake
Sean A. Lauderdale, B.A., M.A., Ph.D., University of Houston – Clear Lake

9:30 AM – 11:30 AM

Earn 2 continuing education credits

Peale B, First Fl., Hilton

Individual Oral Group 16

Autism

Developing Meaningful Online Group Experiences for Autistic and LGBTQIA+ People

Laura Graham Holmes, Ph.D., Hunter College, City University of New York
Erin McKenney, Ph.D., Hunter College, City University of New York
Liliana Valvano, MSW, Graduate College, City University of New York
Emily Rothman, Other, Boston University
Susan White, ABPP, Ph.D., University of Alabama

Clinic-based Executive Function and Self-determination Intervention Improves Flexibility and Adaptive Skills in Autistic Teens

Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Childrens National Hospital
Jennifer R. Bertollo, Ph.D., Children's National
Alyssa Verbalis, Ph.D., Children's National Hospital
Monica Werner, M.A., Children's National Hospital
Lauren Baczewski, Ph.D., Curry College
Andrea Lopez, B.S., Indiana University Bloomington
Alejandro Todd, B.S., Children's National
Tara Anderson, B.A., Children's National Hospital
K Sharp, B.A., Children's National
Hannah Behar, B.S., Children's National
Katie C. Alexander, M.S., The Occupational Therapy Institute
Cara E. Pugliese, Ph.D., Children's National
Laura G. Anthony, Ph.D., University of Colorado Anschutz Medical Campus
Caitlyn J. Cap, Psy.D., Children's National
Chandan Vaidya, Ph.D., Georgetown University
Susan Mikulich, Ph.D., University of Colorado Anschutz Medical Campus

A Machine Learning Approach to Characterizing Executive, Emotional, and Social Functioning in Autism and Internalizing Disorders

Nisha Jagannathan, Ph.D., Baylor College of Medicine
Erik Enriquez, Ph.D., Department of Computer Science, The University of Texas Rio Grande Valley
Rachel E. Lee, B.A., Menninger Department of Psychiatry and Behavioral Sciences, Baylor College of Medicine
Caitlyn J. Kim, B.A., Center for Autism Research, Children's Hospital of Philadelphia
Calliana Faulk, B.A., A.J. Drexel Autism Institute, Drexel University
Yuen Yvonne Yu, B.S., Graduate School of Applied and Professional Psychology, Rutgers University
Rebecca Greenberg, B.A., Department of Clinical and Health Psychology, University of Florida
Meg Lyons, B.A., Center for Autism Research, Children's Hospital of Philadelphia
Jessica Foy, M.S., Department of Psychology, University of Connecticut
Samantha X.L. X.L. Tan, Ph.D., Menninger Department of Psychiatry and Behavioral Sciences, Baylor College of Medicine
Adam Garcia, B.S., College of Education, University of Houston
Te Qi, M.A., Department of Psychological and Behavioral Health Sciences, University of Houston-Clear Lake
Marianna C. Messerli, M.A., M.Ed., Menninger Department of Psychiatry and Behavioral Sciences, Baylor College of Medicine
Robert Zhou, Ph.D., Baylor College of Medicine
Caroline Barron, B.A., University of Houston-Clear Lake
Lauren K. Steinbeck, Psy.D., Center for Autism Research, Children's Hospital of Philadelphia
Casey J. Zampella, Ph.D., Center for Autism Research, Children's Hospital of Philadelphia
Leandra Berry, Ph.D., Meyer Center for Developmental Pediatrics and Autism, Texas Children's Hospital
Robin Kochel, Ph.D., Meyer Center for Developmental Pediatrics and Autism, Texas Children's Hospital
Andrew D. Wiese, Ph.D., Menninger Department of Psychiatry and Behavioral Sciences, Baylor College of Medicine
Julia Parish-Morris, Ph.D., Center for Autism Research, Children's Hospital of Philadelphia
John D. Herrington, Ph.D., The Children's Hospital of Philadelphia
Eric A. Storch, Ph.D., Baylor College of Medicine

Executive Function Compensation and Its Relationship to Masking, Mental Health, and Quality of Life in Autistic Individuals

Tara Anderson, B.A., Children's National Hospital
Jennifer R. Bertollo, Ph.D., Children's National
Elizabeth R. Black, B.S., Children's National Hospital
ACE Consortium, None, University of Virginia
Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Children's National Hospital
Goldie McQuaid, Ph.D., George Mason University
Gregory L. Wallace, Ph.D., The George Washington University

Loneliness Mediates the Relationship Between Alexithymia and Depression in Autistic and Non-autistic Young Adults
Elizabeth R. Black, B.S., Children's National Hospital
Caroline Candy, B.S., Montclair State University
Kristin Walker, M.A., Stony Brook University
Brady Nelson, Ph.D., Stony Brook University
Matthew D. Lerner, Ph.D., Drexel University
Alan H. Gerber, Ph.D., Children's National Hospital

Identifying and Reducing Autism Stigma in Underrepresented Communities - How Providers and Others Can Support Black and Latinx Parents of Autistic Youth
Mary Isaac I. Cargill, Ph.D., New York University's Child Study Center
Aeshna S. Ware Huff, Montclair
Erin Kang, Ph.D., Montclair State University

Trauma Symptom Expression in Youth with PTSD: The Role of Co-occurring Autism and ADHD Diagnoses
Tara Anderson, B.A., Children's National Hospital
Allison Ratto, Ph.D., Children's National Hospital
Sonya Leikin, B.A., Children's National Hospital
Kirsty Coulter, Ph.D., Children's National Hospital

Earn 2 continuing education credits

Tilghman, Third Fl., Hilton

Individual Oral Group 37

LGBTQIA+ Mental Health

Relationship Satisfaction Among Transgender and Nonbinary Adults: An Evaluation of Individual, Dyadic, and Minority Stress Factors
Shelby B. Scott, Ph.D., University of Texas at San Antonio
Harmony G. Huttegger, M.S., University of Texas at San Antonio
Casper Haight, B.A., UT San Antonio
Alexandra D. Graelles, B.A., University of Texas at San Antonio
Lex Pulice-Farrow, Ph.D., Muhlenberg College
Kimberly F. Balsam, Ph.D., Palo Alto University

Support During Medical Transition: Comparing TGD Individuals' Needs and Romantic Partners' Perceptions
Charlie Giraud, M.S., University of Cincinnati
Jamie D. Hardy-Besaw, M.A., University of Cincinnati
Shanna D. Stryker, M.P.H., M.D., University of Cincinnati College of Medicine
Abby L. Fischbach, B.A., University of Cincinnati
Mika Sevilla Morales, University of Cincinnati
Emily Devlin, M.A., University of Cincinnati
Sarah Whitton, Ph.D., University of Cincinnati

(IOP37) Neighborhood Disadvantage as a Risk for Intimate Partner Violence, Couple Marginalization, and Health Problems in Gender and Sexual Minorities Assigned Female at Birth
Judith Biesen, Ph.D., University of South Florida
August jenkins, D. Phil., M.S., Auburn University
Bennett Moscato, B.A., Mass General Brigham McLean
Sarah Whitton, Ph.D., University of Cincinnati

(IOP37) A Mixed-methods Exploration of Racial and Ethnic Differences in Intraminority Stress Among Gay and Bi+ Men
Benjamin F. Shepherd, Ph.D., Yale School of Public Health
David B. Rivera, M.A., University of California, Santa Barbara
Jahn Jaramillo, M.P.H., University of Miami
Troy A. Kearse, Jr., Ph.D., Towson University

Psychometric Validation of the Perceived Stress Scale (PSS-10) Among Sexual and Gender Minorities in the All of Us Research Program
Juan A. Esquivel Mendoza, M.P.H., University of Miami
Lisa Y. Hu, M.S., University of Miami
Chloe Sarff, B.S., University of Miami
Daniel J. Feaster, Ph.D., University of Miami
Audrey Harkness, Ph.D., University of Miami

Trans-cending Cisgender Sexual Minority Men: Confirmatory Factor Analysis of the Gay Community Stress Scale Among Transgender Men
Lauren Wilkins, B.A., Miami University
Zachary Soulliard, Ph.D., Miami University

Interpersonal Stress, Self-hatred, and NSSI: A Daily Diary Study of Adolescent Risk and Minority Stress
Sara K. Kimble, B.S., Fordham University
Peggy Andover, Ph.D., Fordham University

Earn 1.5 continuing education credits

Latrobe, First Fl., Hilton

Research & Professional Development 1

Attending ABCT with Self-compassion and Intention

PANELISTS:

Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston

Aish Lovett, B.A., University of Massachusetts Boston

All levels of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Professional Development, Compassion / Empathy, Acceptance*

Attending academic conferences, such as ABCT, can be an important and sometimes transformative part of one's professional life. It is a place to exchange new ideas, network with potential colleagues, discover job opportunities, and find like-minded people who are excited about the same ideas as you are or who understand your experiences. However, conferences can also be challenging environments, particularly for those who may not always feel like they belong in academic/professional settings (i.e., those with marginalized identities, those who are the first in their families to attend college, those with social anxiety, those who are neurodivergent, and those who are attending a conference for the first time). Conferences can also be challenging because it may feel as though there is a right way to do it (i.e., networking), many people attending are feeling insecure (which brings up social comparisons), and it is easy to NOT do what you want at a conference (i.e., by being pulled into "shoulds" or distractions). However, using self-compassion and acceptance-based skills can help us have more intentional and meaningful conference experiences. This session will use group and individual exercises to help attendees think through how they want to engage in the conference in authentic, values-consistent ways using a combination of acceptance and self-compassion exercises. Through interactive activities including values identification, goal setting, and discussions about how identities and mental health experiences may shape the experiences of participation and belonging at conferences, this session aims to empower attendees to attend ABCT with self-compassion and intention.

Recommended Reading:

Caraciotto, L., & Block-Lerner, J. (2016). The person of the professor: Application of mindfulness and acceptance for faculty well-being and vitality. In J. Block-Lerner & L. Cardaciotto (Eds.) The mindfulness-informed educator: Building acceptance & psychological flexibility in higher education. Routledge.

Roemer, L., Eustis, E. H., Williston, S. K., & Hayes-Skelton, S. A. (2016) Acceptance-based behavior therapy-informed clinical professional training practices (i.e., Outside the classroom). In J. Block-Lerner & L. Cardaciotto (Eds.) The mindfulness-informed educator: Building acceptance & psychological flexibility in higher education. Routledge.

Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. Self and Identity, 2(2), 85-101. https://doi.org/10.1080/15298860309032

At the end of this session, the learner will be able to:

- Identify 2-3 intentions for themselves at the conference.
- Apply acceptance and self-compassion strategies during the conference.
- Develop a plan for intentionally building conference community.

Earn 1.5 continuing education credits

Carroll A/B, Third Fl., Hilton

Panel Discussion 15

Multilevel Mentoring: Providing and Seeking Effective Mentorship to Support Academic Productivity and Well-being Across Career Stages

MODERATOR:

Clarissa Ong, Ph.D., University of Louisville

PANELISTS:

Anu Asnaani, Ph.D., University of Utah
Courtney Beard, Ph.D., Mass General Brigham/McLean Hospital/Harvard Medical School
Rowan A. Hunt, M.S., University of Pittsburgh
Jessica LoPresti, Ph.D., Suffolk University
Yara Mekawi, Ph.D., University of Louisville

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, Workforce - Development / Training / Supervision*

Academia is notoriously stressful, with 82% of Ph.D. students reporting moderate to severe stress and 70% reporting moderate to severe burnout (Evans et al., 2018). Clinical psychology graduate students paradoxically experience multiple barriers to accessing mental health resources, including cost and stigma (Klein et al., 2023), putting them at risk for negative health and academic outcomes. Moreover, graduate students are in a uniquely vulnerable position given the inordinate power that faculty, especially doctoral mentors, have over their career trajectories and the potential of labor exploitation without corresponding protections (e.g., union membership; Kroeger et al., 2018). On the mentor side, clinical psychology faculty are similarly under stress due to their various responsibili-

ties, which may include mentoring, seeking funding opportunities, publishing, providing supervision, teaching classes, engaging in administrative duties, taking on service roles, and completing peer reviews. Stress due to these baseline responsibilities is likely exacerbated by current changes in higher education that require faculty to monitor their behavior more closely to avoid termination (Pratt, 2025), cuts to federal funding for research (Crockett, 2025), and changing legislation leading to increased scrutiny over professional activities (An Act Relating to Initiatives Regarding Diversity, Equity, and Inclusion, 2025). As such, faculty—key mentors for graduate students—are also under significant stress and at risk for chronic burnout, compromising their ability to be effective mentors. Given the positive association between mentorship quality and mental health outcomes (Evans et al., 2018), it seems especially important to consider ways to support effective mentorship relationships across career stages, from graduate students mentoring undergraduates, to senior faculty mentoring junior faculty. The proposed panel aims to share perspectives and guidance on how to provide and seek effective mentorship at various career stages, focused on the context of academia in the current sociopolitical climate. Panel members include faculty at different career stages and a graduate student who value quality mentorship and academic integrity.

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Panel Discussion 16

Neurodiversity-affirming Training and Mentorship of Graduate Students

MODERATOR:

Zoe R. Smith, Ph.D., University of Denver

PANELISTS:

Annie A. Garner, Ph.D., Saint Louis University
Kira Banks, Ph.D., Saint Louis University
Jewell A. Dehon, B.S., M.S., Saint Louis University
Keely Alexander, Ph.D., University of Missouri-Columbia
Raquel Cabral, Ph.D., Washington University in St. Louis

Primary Category: 2026 Theme - Compassion in the Mental Health Workforce

Key Words: *2026 Theme - Compassion in the Mental Health Workforce, Workforce - Development / Training / Supervision, Symptoms / Disorders - ADHD*

A concerted effort has been made to diversify graduate programs by recruiting individuals from diverse backgrounds, including people from underrepresented and minoritized racial/ethnic, sexual orientation, and socioeconomic backgrounds. This effort has been essential to meeting the needs of a diversifying U.S. population. However, the inclusion of neurodivergent individuals and the impact of neurodivergence on graduate student supervision and mentoring needs is often neglected in diversity discussions. We argue that substantial work must be done to ensure that programs, supervisors, and educators are affirming in their training and supervision practices of neurodivergent trainees. The panel consists of the Directors/Associate Directors of Training of three APA-accredited clinical and counseling psychology doctoral programs in the Midwest that have been making efforts to increase support of neurodivergent graduate students. The panel will also include a graduate student who is autistic and has ADHD and whose research focuses on the lived experience of neurodivergent graduate students. The initial discussion will focus on how the APA Guidelines on Equitable and Respectful Treatment of Students in Graduate Psychology Programs can be used as a foundation for supporting the needs of neurodivergent graduate students. Second, the panelists will discuss efforts that they have undertaken and challenges that they have experienced in their programs and departments

to raise awareness of neurodivergent graduate students' education and clinical training experiences. Third, the impact of neurodiversity-related microaggressions on student well-being and training will be discussed. Fourth, challenges with implementing accommodations in the context of clinical service and questions about the potential conflict between neurodiversity-affirming supervision practices and clinical and research competencies will be explored. Finally, concrete examples of neurodiversity-affirming supervision and program support/structure will be shared.

Earn 1.5 continuing education credits

338, Level 300, Convention Center

Panel Discussion 17

Centering Equity in Digital Mental Health: Designing, Implementing, and Disseminating Technology with and for Underserved Communities

MODERATORS:

Yexinyu Yang, M.A., University of North Carolina at Chapel Hill
Elizabeth Eustis, Ph.D., Boston University

PANELISTS:

Page L. Anderson, ABPP, Ph.D., Georgia State University
Giovanni Ramos, Ph.D., University of California, Berkeley
Kofoworola Williams, M.P.H., Ph.D., Drexel University Dornsife School of Public Health
Henry Artez Willis, Ph.D., University of Maryland- College Park

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Intervention - Digital Health/Tele-Mental Health, Dissemination & Implementation Science*

As technology advances, digital mental health interventions (DMHIs) can expand access to evidence-based mental health care. However, marginalized communities remain underrepresented in DMHI research, and many DMHIs are not designed to meet the needs of populations who could benefit most. Aligned with the convention's theme, this panel addresses mental health in communities lacking healthcare access and facing broader sociopolitical threats, calling for community partnerships to advance equitable CBT

implementation. Bringing together four scholars working at the intersection of DMHIs and health equity, the panel examines how equity can be centered across the lifespan of DMHIs—design, testing, and implementation—in real-world settings. The panel will begin with speakers sharing perspectives from their work designing, testing, and implementing DMHIs with historically underserved communities, including racially and ethnically minoritized groups. Drawing on panelists' co-design efforts, usability testing, pilot and feasibility studies, randomized trials, and community-engaged approaches, panelists will discuss the potential of DMHIs to expand access to care while reflecting on key challenges like misalignment between academic and industry incentives and equity goals, persistent barriers to engagement among populations historically underserved by mental health systems, and how to pursue ethical and equitable AI use in DMHI research and clinical practice. Next, the panel will highlight specific methods to center equity in the development, testing, and implementation of DMHIs, including justice-centered co-design, stakeholder-engaged research, human-centered design, community-based systems dynamics, and cultural adaptation. Panelists will discuss how partnerships with stakeholders and those with lived experience can ensure DMHIs are responsive to community needs and improve their relevance, uptake, and sustained engagement. Finally, the discussion will turn to lessons learned and future directions for advancing equity in DMHIs, including the importance of collaboration with community partners throughout the DMHI life cycle and advocating for systems and policies that support equitable access to care.

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Panel Discussion 18

Kinky Krossroads: Cultural and Ethical Considerations for Working with Kink-involved People Holding Multiple Marginalized Identities

MODERATOR:

Shveta Mittal, Ph.D., Independent Practice

PANELISTS:

Shveta Mittal, Ph.D., Independent Practice
Syre Saniyah, Ph.D., Liberation Centered Healing, LLC
Kiana S. Cummings, LPC, Other, American Counseling Association
Julie Norman, M.A., LPC, Liberty University

Primary Category: Population - LGBTQIA+ People

Key Words: *Population - LGBTQIA+ People, Context - Stigma and Oppression, 2026 Theme - Compassionate Dialogues across Divides*

Research on and clinical work with BDSM/kink has grown exponentially in the past 10 years. Contention remains on whether or not these groups should be considered sexual minority communities, despite evidence of the impact on relationship diversity, health disparities, and sexual identity development (Hammack, Frost, & Hughes, 2019; Williams, & Sprott, 2022). This discussion will pay special attention to how the uncertain sexual minority status of these communities, their stigmatized, hidden nature, and the interplay with other underrepresented, marginalized identities can impact individual and community functioning. Panelists will be asked to explore and discuss the challenges kink-involved individuals who also belong to other marginalized, underrepresented and/or oppressed communities face within themselves and in various shared communities (including sex-positive, kink/BDSM-affirming spaces). This will be followed by a larger discussion with the audience on the experiences of stigma and oppression that sexually

diverse people with multiple marginalized identities have to navigate in psychotherapy. Guidelines for providing culturally humble, affirming care will also be provided. Questions to be explored during the session include: -What identities do wellness professionals and Kink researchers bring to their work as they serve Kink and BDSM communities? -What identities do BDSM practitioners bring to wellness professionals and how do these identities affect what they need/want from wellness professionals? -What practices and knowledge are essential for health practitioners to have in order to best serve Kink and BDSM communities in terms of diversity and intersectionality? -What changes need to come about to better serve Kink and BDSM communities in terms of diversity and intersectionality?

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Panel Discussion 19

Bytes and Breakthroughs: Digital Therapeutics as Force Multipliers for Complex Clinical Presentations

MODERATORS:

Christopher D. Hughes, Ph.D., Alpert Medical School of Brown University
Jesse Finklestein, Psy.D., Therahive

PANELISTS:

Jesse Finklestein, Psy.D., Therahive
Heather Schatten, Ph.D., Butler Hospital & Brown University
Brandon Gaudiano, Ph.D., Alpert Medical School of Brown University
Allison K. Ruork, Ph.D., Evidence-Based Practice Institute
Linda A. Dimeff, Ph.D., Evidence-Based Practice Institute
Alicia Smart, Psy.D., Guidepost DBT

Primary Category: 2026 Theme - Context - Health Care System / Public Policy / Advocacy

Key Words: *Treatment - Design and Development, Intervention - Digital Health/Tele-Mental Health, Research Methods - Technology*

The gap between need for evidence-based treatment and real-world availability is pronounced with complex presentations characterized by emotional dysregulation, high treatment burden, and elevated dropout risk. Digital therapeutics — including app-based skills tools, AI-assisted psychoeducation, and interactive web-based platforms — represent promising adjunctive interventions that can extend the reach of Evidence Based Treatments for these populations. Panelists with direct experience designing and implementing digital tools will examine how these technologies function as force multipliers for evi-

dence-based treatment: reinforcing skill acquisition between sessions, providing support across transitions in care, delivering psychoeducation in engaging formats, and supporting generalization to real-world contexts. The panel will also address an underexplored application: using technology to support non-clinicians — family members, coaches, and community stakeholders — in delivering validated psychoeducational content, extending evidence-based practice beyond the therapy room. Practical and ethical considerations including engagement, equity of access, integration into existing protocols, and appropriate boundaries of use will be addressed throughout. Vignettes will illustrate both the promise and pitfalls of incorporating digital tools with patients and participants whose presentations involve complexity, comorbidity, and high emotional reactivity.

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Panel Discussion 36

Don't Forget the Humanity: Proposing a Decision-making Framework Incorporating Compassion with Ethics for Collateral Risk Involving Youth

MODERATOR:

Casey O'Brien, Psy.D., Columbia University Irving Medical Center

PANELISTS:

Casey O'Brien, Psy.D., Columbia University Irving Medical Center
Zachary K. Blumkin, ABPP, Psy.D., Columbia University Medical Center
Lauren Bonavitacola, Psy.D., Rutgers University
Aditi Vijay, Ph.D., Kean University
Andrew White, ABPP, Ph.D., Portland DBT Institute

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, Symptoms / Disorders - Suicide, Symptoms / Disorders - Self-Injury*

IIn the high-stakes realm of clinical practice, some of the most challenging dilemmas emerge not only from direct clinical needs of the patient but also from potential risk expressed by their loved ones. When patients indicate that a third party may be at risk, especially when either the patient or third party is a child or adolescent, clinicians are tasked with balancing the preservation of the therapeutic alliance, legal and ethical mandates, and the moral imperative to prevent external harm. Synthesizing these competing considerations can be associated with confusion and fear (Schürmann & Reiter-Theil,

2024). With rates of youth suicidality increasing over the last 18 years (Curtin & Garnett, 2023) and informal disclosure to family and friends being most common (Fox et al., 2022), clinicians are likely to face these ambiguous and stressful situations with increasing frequency. Despite this, and based on panelists' experience across clinical, supervisory, research, administrative, and community training work, there appears to be little empirical guidance on how to navigate these collateral risk situations with both ethical precision and compassion. To address this gap, panelists will use case examples to discuss common barriers and propose a decision-making model that moves beyond simplistic binary reporting checklists. This effort aims to radically accept the human value of compassion and acknowledge that gaps in knowledge, barriers to consultation, and deviations from theoretical models are to be expected rather than viewed as a flaw. With the goal of developing compassionate action plans that uphold the highest standards of ethics and clinical care, the proposed step-by-step framework evaluates third-party risk, identifies specific ethical and legal obligations when the individual at risk is not the patient, and employs compassionate transparency to maintain the therapeutic framework. Debriefing to collect information useful for future risk mitigation is also involved. Panelists will offer administrative and supervisory strategies including cultivating safe-to-fail clinical cultures, specific documentation techniques for "grey area" risk scenarios, and non-judgmental iterative assessment of structures and supports.

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Panel Discussion 20

Helpful Crosstalk: Tackling Eating Disorders' "image" Problem to Reduce Barriers Across the Field and Communities

MODERATORS:

Lauren B. Yadlosky, Ph.D., Montefiore Medical Center
Danielle L. Kahn, M.A., Montefiore Medical Center

PANELISTS:

Catherine R. Drury, Ph.D., Montefiore Medical Center/ Albert Einstein College of Medicine
Ally Duvall, B.S., Equip Health
Cheri Levinson, Ph.D., University of Louisville
Shireen L. Rizvi, ABPP, Ph.D., Montefiore Medical Center

Primary Category: 2026 Theme - Compassionate Dialogues across Divides

Key Words: *Symptoms / Disorders - Eating Disorders, Workforce - Development / Training / Supervision, Treatment - Design and Development*

The eating disorders (EDs) field seems plagued by barriers to entry: for clinicians to effective interventions; trainees to training; researchers to funding; patients to care; and communities to healing. These barriers are interrelated and connected to intersecting systems of oppression (e.g., structural sexism, classism, racism). These gaps in evidenced-based practice were discussed in an ABCT 2025 panel that revealed a common theme: the EDs field may have a larger public relations (PR) problem that exacerbates these issues. EDs are presented as extremely dangerous, which they are; exceedingly difficult to treat, which they can be; and requiring precise, expensive, and time-consuming treatment, which they often do. Media portrayals of EDs continue to falsely overrepresent images of thin, young, affluent, White women. These stereotypes leave communities alienated; patients without sufficient treatment options; clinicians too scared to accept EDs clients; and chronically

underfunded research grants. National Institute of Mental Health data consistently show that relative to the cost EDs generate, EDs receive the least amount of research funding compared to all other diagnoses. This panel brings together experts from across the EDs field: tenured researchers, clinicians, supervisors, community advocates, and experts by experience. For additional perspective, one panelist – a clinical scientist and training director – will share an expert viewpoint from a field with a similarly complex public image: suicide and borderline personality disorder. Panelists will consider what this "PR" problem looks like in their settings and communities and how we got here. Underrepresented voices from those with lived experience will also be integrated. Panelists will explore how to better integrate science and compassion to empower the CBT community with an evidence-based understanding of EDs, enhance training, and improve care access. Audience discussion and collaborative problem solving are strongly encouraged. While a better conceptualization of the EDs field's PR problem will not eradicate the complex barriers within it, the novel ideas generated and consciousness raised by this discussion will be a helpful, actionable place to start a paradigm shift.

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Mini Workshop 14

Evidence-based, Compassion-centered Care: An Integrative, Acceptance-based Approach to Treating Pediatric Bfrbs

Marla W. Deibler, ABPP, Psy.D., The Center for Emotional Health
Jennifer Gola, Psy.D., The Center for Emotional Health
Renae Reinardy, Psy.D., Lakeside Center for Behavioral Change

All levels of familiarity with the material

Primary Category: Obessive Compulsive and Related Disorders

Key Words: *ACT (Acceptance & Commitment Therapy), CBT, Trichotillomania*

Treating Body-Focused Repetitive Behaviors (BFRBs), including hair pulling, skin picking, and nail biting, in children presents unique clinical challenges that require careful attention to developmental, emotional, behavioral, and family systems factors. This mini-workshop will equip clinicians with practical, evidence-based strategies for the assessment and treatment of pediatric BFRBs, drawing from established behavioral, ACT, and CBT-informed approaches. Attendees will learn how to help children identify patterns and triggers associated with their behaviors and develop effective intervention skills through engaging, developmentally appropriate activities designed to enhance motivation and skill acquisition. The workshop will also focus on collaborative work with parents, emphasizing clear, supportive communication to improve understanding of BFRBs, reduce stigma and shame, and promote consistent, supportive responses at home. Throughout the session, emphasis will be placed on tailoring interventions to the individual child and family, with attention to developmental level and cultural contexts. By integrating empirically supported strategies with thoughtful clinical application, this mini-workshop aims to enhance clinician confidence and competence in delivering effective, inclusive care for children with BFRBs.

Recommended Readings:

Woods, D. W., & Houghton, D. C. (2016). Evidence-based psychosocial treatments for pediatric body-focused repetitive behavior disorders. Journal of Clinical Child & Adolescent Psychology, 45(3), 227–240. https://doi.org/10.1080/15374416.2015.1055860.

Tolin, D. F., Franklin, M. E., Diefenbach, G. J., Anderson, E., & Meunier, S. A. (2007). Pediatric trichotillomania: Descriptive psychopathology and an open trial of cognitive behavioral therapy. Cognitive Behaviour Therapy, 36(3), 129–144. https://doi.org/10.1080/16506070701223230.

Rahman, O., McGuire, J., Storch, E. A., & Lewin, A. B. (2017). Preliminary randomized controlled trial of habit reversal training for treatment of hair pulling in youth. Journal of Child and Adolescent Psychopharmacology, 27(2), 132–139. https://doi.org/10.1089/cap.2016.0085.

At the end of this session, the learner will be able to:

- Identify strategies for promoting a healthy self-image in children with BFRBs by addressing any underlying feelings of shame, fostering self-acceptance and building resilience.
- Describe age-appropriate, engaging interventions to help children understand their BFRBs, identify triggers, strategies, and skills, while ensuring interventions are tailored to individual needs and developmental stages.
- Describe strategies to enhance communication with parents to foster understanding of BFRBs, reduce stigma, and promote a supportive, culturally sensitive environment that encourages collaboration in effectively managing BFRBs.

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Panel Discussion 21

Centering Caregiver Expertise to Improve Access to Mental Health Care for Youth of Color

MODERATORS:

Andrea Young, Ph.D., Johns Hopkins School of Medicine
Eleanor Wu, Ph.D., Johns Hopkins School of Medicine

PANELISTS:

Deajah Berry, Johns Hopkins School of Medicine
Michelle Hinojosa-Melencio, Johns Hopkins School of Medicine
Yvonne Gentry-Cottrell, Johns Hopkins School of Medicine

Primary Category: 2026 Theme - Evidence-Based Collective Action

Key Words: *2026 Theme - Evidence-Based Collective Action, 2026 Theme - Community Engagement, 2026 Theme - Context - Health Care System / Public Policy / Advocacy*

Youth of color face some of the greatest mental health needs yet remain among the least likely to receive timely, adequate mental health care. Caregivers play a central role in facilitating youths' connection to and engagement in treatment. Reducing persistent service disparities requires engaging caregivers as equal partners in identifying barriers across the mental health care continuum and co-developing culturally responsive, contextually appropriate solutions. This panel centers the expertise of three caregivers serving on the steering committee co-designing the NIH R34-funded Caregiver-Informed Treatment Engagement (CITE) Program. CITE is a short-term, group-based intervention intended to help caregivers overcome access barriers and engage meaningfully in youth mental health treatment. Panelists are caregivers of youth of color who bring lived experience navigating the youth mental health care system on behalf of their children. The discussion will begin with panelists sharing their personal journeys navigating the youth mental health care system, including barriers encountered, moments when systems and supports worked well, and lessons learned through the process. Panelists will also share reflections for clinicians and mental health systems leaders for guiding practice and policy toward greater service accessibility. The conversation will then turn to their experiences serving on the CITE steering committee, including motivations for joining, unexpected aspects of the co-design

process, and factors that supported group collaboration and momentum. The panel will conclude with a discussion of ongoing challenges to meaningfully involving caregivers in equity-focused mental health services research, along with panelists' ideas for overcoming these barriers. Moderators will include two psychologists who have partnered with caregivers on the CITE steering committee to help facilitate a safe space for open dialogue. This panel exemplifies the conference theme by elevating lived experience as a critical source of knowledge and demonstrating the value of stakeholder partnership in increasing access to mental health services for youth of color and their caregivers.

Holiday 1-3, Second Fl., Hilton

Internship Meet & Greet

Primary Category: Workforce - Development / Training / Supervision

For description see "Doctoral Internships in Health Service Psychology' at 9:30 a.m. Albert Einstein - Montefiore Medical Center Alpert Medical School of Brown University Ann + Robert H. Lurie Children's Hospital of Chicago Children's Mercy Kansas City Cincinnati Children's Hospital Medical Center Cognitive & Behavioral Consultants Colorado State University Corporal Michael J. Crescenz VA Medical Center Dartmouth Health Dr. Inzinna Psychological Services Froedtert & The Medical College of Wisconsin Harvard Psychiatry at Cambridge Health Alliance Institute of Living/Anxiety Disorders Center Kaiser Permanente Mental Health Training Program Massachusetts General Hospital/Harvard Medical School McLean Hospital/Harvard Medical School Mercy Health St. Rita's Medical Center Northeastern Oklahoma Psychology Internship Program (NOPIP) Penn State Milton S. Hershey Medical Center Stony Brook University Consortium Postdoctoral Program Tennessee Valley Healthcare System Psychology UC San Diego Eating Disorders Center University of Chicago University of Colorado School of Medicine University of Tennessee Knoxville University of Wisconsin School of Medicine & Public Health Utah State Hospital VA Boston HCS VA Connecticut Healthcare System

Earn 1.5 continuing education credits

Latrobe, First Fl., Hilton

Research & Professional Development 2

Designing and Scaling Evidence-based Behavioral Health Integration: Psychologists as Leaders of Team-based Primary Care

PANELISTS:

John T. Parkhurst, Ph.D., Northwestern University Feinberg School of Medicine
Holly J. Roberts, Ph.D., Munroe-Meyer Institute / University of Nebraska Medical Center
Andrew R. Riley, Ph.D., Oregon Health and Science University
Cody A. Hostutler, Ph.D., Nationwide Children's Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: *Integrated Care, Service Delivery, Professional Development*

Integrated primary care has become a central population health strategy to improve mental health outcomes and equity through team-based care. In the last decade, health systems, state agencies, and for-profit organizations have rapidly expanded integration, particularly in primary care settings. Evidence-based integration models, such as Primary Care Behavioral Health (PCBH) and collaborative care (CoCM) are not always matched to unique clinical and system challenges. As a result, psychologists leading integration are often asked to "do" but have little guidance on how to apply models or adjust the psychologist role within integrated approaches. Psychologists play two essential roles in integrated primary care systems, as the designer of integration and as members of integrated teams. These roles require distinct and complementary skills. Psychologist leaders

must define the problem that integration is meant to solve, then identify activities, roles, and workflows to address the need. As a team member, psychologists' roles can range from expert consultant, to evidence-based treatment provider, or population-based treatment collaborator. This mini-workshop will describe existing integration models (i.e. PCBH, CoCM) and introduce a practical decision framework that can be used to design integration approaches based on clinic needs, context, patient population, workforce capacity, and system priorities. Presenters will use real-world examples from urban, rural, academic settings to demonstrate how psychologists' function differently across approaches Through interactive exercises, participants will collaboratively apply the framework to their settings, population, and systems to consider which integration approaches may be most relevant to their context. Attendees will leave with an understanding of integration models and greater clarity about the essential role psychologists play in designing, implementing, financing, and advancing behavioral health integration within primary care teams.

Recommended Readings:

Hostutler, C. A., Shahidullah, J. D., Rybak, T. M., Stephenson, K. G., Freeman, K. A., LaLonde, L., Danzo, S., Koval, E. T., Hughes, H., & Riley, A. R. (2025). Integrated primary care and mental health service utilization: A meta-analysis. Pediatrics. Publisher (40659355). https://doi.org/10.1542/peds.2025-071275

Parkhurst, J. T., Garcia-Goetting, C., Peist, E., Ballard, R., Romba, C., & Lavigne, J. V. (2023). Pediatric collaborative care outcomes in a regional model. Frontiers in Psychiatry, 14, 1252505. https://doi.org/10.3389/fpsyt.2023.1252505

Riley, A. R., Paternostro, J. K., Walker, B. L., & Wagner, D. V. (2019). The Impact of Behavioral Health Consultations on Medical Encounter Duration in Pediatric Primary Care: A Retrospective Match-Controlled Study. Families, Systems & Health : The Journal of Collaborative Family Healthcare, 37(2), 162–166. https://doi.org/10.1037/fsh0000406

At the end of this session, the learner will be able to:

- Identify ways Co-located, PCBH, and CoCM models differ based on problems they were designed to solve.
- Describe how psychologist roles shift across integration models, including consultation, co-management, population-based care, and system-level collaboration.
- Apply a decision framework to select an integration approach based on clinic context, patient population, and workforce capacity.

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Clinical Round Table 2

Adapting Cognitive Behavioral Therapies to Meet the Current Political Moment

MODERATOR:

Sheila E. Crowell, Ph.D., University of Oregon

PANELISTS:

Lorenzo Lorenzo-Luaces, Ph.D., Indiana University
Sierra Carter, Ph.D., University of Georgia
Blanche Wright, Ph.D., University of Oregon
Sienna Nielsen, M.S., University of Michigan

Primary Category: 2026 Theme - Context - Sociopolitical Conflicts

Key Words: *2026 Theme - Context - Sociopolitical Conflicts, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, 2026 Theme - Treatment - Compassion-focused Approaches*

Evidence-based therapies are designed to be applied adaptively to meet the therapist's case formulation and the clinical needs of the client. However, the current political situation is evolving rapidly, requiring both dynamic and stable adaptations to existing protocols. This clinical round table unites a unique panel of clinical scholars who work at the intersection of research and practice. Many of the panelists are conducting clinical trials or actively adapting evidence-based treatments for groups who are being targeted politically. Other panelists are engaged in dissemination and implementation research that requires creative problem-solving approaches to meet the current political moment. This panel is unique because it unites scholars with distinct areas of expertise, yet who are facing similar challenges. The following applications cognitive behavioral therapies will be discussed as part of this panel: (1) enriching trauma protocols to address racism-related stress, (2) addressing immigration-related problems as barriers to care in school- and community-based practice, (3) adapting therapy to meet the needs of sexual and gender minority clients, (4) meeting the unique needs of leftist organizing communities, and (5) adjusting treatment to support those with unwanted or stressful pregnancies. Panelists will be prepared to discuss ways in which they are formally adapting treatment protocols for current clinical trials as well as more dynamic modifications made to informed consent, therapeutic style,

presentation of content, or charting practices. This panel is consistent with the ABCT theme of integrating compassion and science by supporting clinicians and researchers who are seeking meaningful and politically conscious adaptations to treatments while remaining adherent to the core principles of CBT. The resulting discussion will also empower attendees to engage in both individual and collective action to improve mental health for those who are most affected by the current political and social climate.

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Clinical Round Table 16

Cultivating Compassion: Building a Training Program to Support Clinicians and Enhance Care Across an Organization

MODERATOR:

Jennifer M. Serico, Ph.D., Kennedy Krieger Institute

PANELISTS:

Jennifer M. Serico, Ph.D., Kennedy Krieger Institute
Kate McCalla, Ph.D., Center for Developmental Behavioral Health, Kennedy Krieger Institute
Melanie Pinkett-Davis, PhD, MSW, LCSW-C, HEC-C, Ph.D., MSW, Other, Kennedy Krieger Institute
Leanna J. Herman, Ph.D., Kennedy Krieger
Patricia Shepley, LCSW, MSW, Other, Kennedy Krieger Institute
Hayley Kantziper, M.S., None
Daniel P. Durgin, M.A., Kennedy Krieger Institute

Primary Category: 2026 Theme - Compassion in the Mental Health Workforce

Key Words: *2026 Theme - Compassion in the Mental Health Workforce, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, Workforce - Development / Training / Supervision*

The goal of this clinical roundtable is to describe the development of a compassionate care training for the Kennedy Krieger Institute workforce. Located in the Baltimore-Washington, D.C., region, Kennedy Krieger Institute is internationally recognized for improving the lives of tens of thousands of children, adolescents, and adults with neurological, rehabilitative, and developmental needs through inpatient and day hospital programs, outpatient clinics, home and community services, education, and research. Approximately 10 departments within the organization provide mental health services,

utilizing a variety of evidence-based, cognitive behavioral interventions for youth, adults and families. In the current sociopolitical climate, providers across organizations are at increased risk for burnout (Grumbach & Willard-Grace, 2025). The panelists include mental health clinicians, faculty members, and administrators who collaboratively developed an organizational approach to cultivating compassion across the organization. This panel will identify components of an organizational training in compassionate care, reference the existing clinical and theoretical literature on the impact of compassionate care on patient and organizational outcomes (Nielsen et al., 2025; Reiss, 2017; Trzeciak, Mazzarelli, & Booker, 2019), identify how compassion can be an antidote to burnout, and share practical skills for enhancing compassion in the workplace.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Clinical Round Table 17

What to Do When Your Client Wants to Lose Weight: A Weight-neutral Framework for CBT Clinicians

MODERATOR:

Melodie Simmons, M.S., LPC, Equip

PANELISTS:

Ally Duvall, B.S., Equip Health
Shannon Patterson, Ph.D., Equip Health
Rachel M. Butler, Ph.D., University of Louisville
Jennifer Averyt, ABPP, Ph.D., US Department of Veteran Affairs, Phoenix

Primary Category: 2026 Theme - Compassionate Dialogues across Divides

Key Words: *2026 Theme - Compassionate Dialogues across Divides, Context - Stigma and Oppression, Symptoms / Disorders - Eating Disorders*

CBT clinicians are increasingly encountering patients seeking weight loss, fueled by GLP-1 marketing, diet culture, and social media, yet training rarely prepares them to respond without inadvertently reinforcing weight stigma or missing underlying eating pathology. When weight loss is framed as a therapeutic goal, clinicians may unknowingly validate the assumption that thinner bodies are healthier or more worthy, contributing to body dissatisfaction, shame, self-criticism, and worsened disordered eating behaviors. A growing body of evidence demonstrates the unsustainability of intentional weight loss, the psychological & physical costs of weight cycling, and the cascade of adverse effects of weight stigma on overall well-being (Wang et al., 2025). These harms disproportionately burden fat, BIPOC, LGBTQ+, and lower-income individuals. Critically, threshold and sub-threshold eating pathology are frequently missed in generalist CBT settings, making intentional screening a foundational clinical priority this panel will address directly. Panelists will demonstrate a CBT case formulation framework that repositions weight-related concerns as clinically meaningful entry points rather than treatment targets. Panelists will

demonstrate how weight loss goals reliably map onto behavioral patterns and core beliefs underlying depression, anxiety, perfectionism, and body image distress. This reorientation transforms the clinical picture: what presents as a weight concern becomes a window into the client's broader psychological functioning. Using case examples and guided discussion, panelists will equip clinicians with concrete tools such as cognitive restructuring of weight-based beliefs, values-consistent behavioral activation, and non-scale behavioral experiments. Panelists will also provide structured approaches for clinicians to examine their own assumptions about weight and how these shape therapeutic stance. In line with the critical mission of disseminating ethical, evidence-based CBT and promoting collective action, this roundtable builds clinician capacity to engage weight concerns compassionately, rigorously, and without harm.

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Clinical Round Table 18

Risk and Resilience Online: Translating Social Media and Youth Mental Health Research into Culturally Responsive Clinical Practice and Collective Action

MODERATOR:

Shannon M. Bennett, Ph.D., Weill Cornell Medicine

PANELISTS:

Brianna Pastro, M.A., Fordham University
Aidan Schmitt, Ph.D., Wellness Road Psychology
Sara Fruchter, Ph.D., Gordon Therapy Group
Melissa J. Dreier, M.S., Rutgers University
Simone Imani Boyd, M.A., M.S., Rutgers University
Madeline Levitt, Ph.D., Weill Cornell Medicine

Primary Category: Population - Children / Adolescents

Key Words: *Population - Children / Adolescents, Intervention - Digital Health/Tele-Mental Health, 2026 Theme - Evidence-Based Collective Action*

Youth are spending more time online, with children and teens accessing platforms earlier and more frequently than ever. Approximately 40% of teens report being online "almost constantly," with higher rates of use among Black, Hispanic/Latine, and low-income youth. Adolescent psychosocial development aligns with the socio-emotional affordances of social media, creating sensitivity to its risks and benefits in youth. Research documents both positive and negative effects of social media on teen mental health, and effects are particularly salient for outcomes including depression, anxiety, disordered eating, and suicidal ideation. The current sociopolitical climate has introduced additional

stressors shaping how marginalized youth engage online. Policy shifts affecting LGBTQ+ youth, reductions in DEI infrastructure, and immigration-related uncertainty have created an environment of elevated threat for many adolescents, with documented impacts on mental health. Online spaces can amplify these harms through harassment and exclusion. Yet they also offer affirming communities, opportunities for advocacy and collective action, and peer support that is increasingly scarce offline. Current efforts which aim to take "collective action" toward adolescent social media use tend to focus exclusively on risks. However, given these complexities, evidence-based interventions and community collective actions must account for both risks and protective potential of social media for all youth, with particular attention to those facing compounded stressors. This clinical roundtable brings together researchers and clinicians to: 1) describe the current landscape of social media use and its impact on mental health and wellbeing in youth broadly, with focused attention on marginalized populations; 2) examine opportunities and challenges in translating this research into clinical and community practice, including how providers can adapt current evidence to meet the needs of diverse youth, and 3) discuss how clinicians can use culturally responsive, strengths-based and evidence-based approaches to address problematic social media use while also leveraging social media as a tool for resilience, identity affirmation, and community-building.

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Clinical Round Table 19

Providing Evidence-based Interventions to Diverse Populations in the Acute Care Setting

MODERATORS:

Sophia E. Glinski, M.A., Yeshiva University - Ferkauf Graduate School of Psychology
Carly M. Gillen, M.A., Hofstra University

PANELISTS:

Victoria M. Wilkins, Ph.D., Weill Cornell Medicine
Theodora Kanellopoulos, Ph.D., Weill Cornell Medicine
Nadine A. Chang, Ph.D., Gracie Square Hospital
Melissa I. Klein, Ph.D., Weill Cornell Medical College
Patricia Marino, Ph.D., Weill Cornell Medicine

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Population - Adults, Symptoms / Disorders - Trauma and Stressor Related Disorders, Symptoms / Disorders - Addictive Behaviors*

The inpatient psychiatric setting offers a unique opportunity to deliver cognitive behavioral therapy (CBT) to individuals in acute distress while simultaneously training clinicians to apply CBT effectively in high acuity environments. Inpatient units typically manage both diagnosis specific presentations and transdiagnostic approach, requiring flexible and culturally responsive intervention strategies. This panel will illustrate how CBT is adapted for diverse patient populations receiving short term, intensive treatment for severe mental health symptoms. Special attention will be given to modifications of CBT and dialectical behavior therapy (DBT) interventions that support their implementation within the constraints of brief inpatient stays. Dr. Kanellopoulos will discuss treatment of addiction and psychiatric comorbidities on a voluntary inpatient recovery unit, where CBT and DBT are integrated within a motivational interviewing framework. Moti-

vational enhancement is paired with skills focused interventions delivered in both group and individual formats. Dr. Marino will present on the Young Adult College Track program, which provides specialized, developmentally informed care to meet the rising mental health needs of young adults through a DBT informed milieu. Dr. Chang will address cultural considerations in providing CBT to Asian American patients with serious mental illness, emphasizing culturally responsive adaptations that improve engagement and treatment effectiveness. Dr. Wilkins will describe the development of flexible CBT and DBT based group interventions for a women's inpatient psychiatric unit. These groups target suicidality, self harm behaviors, trauma-related concerns, and reproductive mental health. The curriculum is designed so modules can be linked for longer stays or delivered as stand alone groups to accommodate rapid patient turnover. Dr. Klein will discuss treatment on an inpatient eating disorder unit and emphasize the importance of incorporating exposure therapy focused on independent food decision-making prior to discharge. Eating disorder treatment is primarily CBT based with a strong emphasis on ERP.

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

Carroll A, Third Fl., Hilton

Symposium 43

Disparities, Risk, and Treatment Engagement in South Asian Mental Health Across Global Contexts

CHAIRS:

Pankhuri Aggarwal, Ph.D., University of Cincinnati
Monica Shah, Psy.D., Behavioral Wellness of NYC; St. John's University

DISCUSSANT:

Anu Asnaani, Ph.D., University of Utah

Basic to Moderate level of familiarity with the material

Primary Category: Context - Global Mental Health

Key Words: *Individual Factors - Ethnicity / Race / Nationality, Context - Strengths / Growth / Resilience, Workforce - Development / Training / Supervision*

Exploring the Association Between Racial and Cultural Discrimination and Mental Health in Domestic and International Students: A Look at the South Asian Experience in the Healthy Minds Study 2024-2025
Sarah Shahriar, B.S., University of Cincinnati
Blessing S. Johnson, B.S., University of Cincinnati
Pankhuri Aggarwal, Ph.D., University of Cincinnati

Engagement and Treatment Outcomes of South Asian Clients in the Ontario Structured Psychotherapy Program in the Brampton-halton-mississauga Regions of Ontario, Canada
David G. Diao, B.A., Toronto Metropolitan University
Naomi Ennis, Ph.D., Carepoint Health
Nancy Bahl, Ph.D.
Angel Ali, B.S., Carepoint Health
Luciana Rodrigues, M.S., Carepoint Health
Fiona C. Thomas, Ph.D., Toronto Metropolitan University

Non-suicidal Self-injury and Suicidal Behavior Among College Students in India: Prevalence, Associations, and Sociodemographic Risk Factors
Nikhil Singh, M.A., Miami University
Nadia Al-Dajani, Ph.D., University of Louisville
Yamini Negi, M.S. Mental Health Research, Curtin University Dubai
Vaishali V. Raval, Ph.D., Miami University

Risk and Protective Factors Related to Domestic Violence Against Married Women in India: A Scoping Review
Sanjana Conroy, M.A., Miami University
Sanjana Conroy, M.A., Miami University
Vaishali V. Raval, Ph.D., Miami University

Young Adult Alcohol Use in the U.S. and India: The Role of Socio-emotional Functioning, Depression and Mindfulness
Christian C. Garcia, Ph.D., University of Cincinnati
Pankhuri Aggarwal, Ph.D., University of Cincinnati
Blessing S. Johnson, B.S., University of Cincinnati
Anuradha Sathiyaseelan, Ph.D., CHRIST Deemed to be University
Rose Marie Ward, Ph.D., Northwest Missouri State University

Earn 1.5 continuing education credits

Paca, Third Fl., Hilton

Symposium 44

What Works for Whom in Pediatric OCD: Causally-interpretable Meta-analysis of 25 Clinical Trials

CHAIRS:

David H. Barker, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University

DISCUSSANT:

Martin E. Franklin, Ph.D., Rogers Behavioral Health

All levels of familiarity with the material

Primary Category: Treatment - Cognitive Behavior Therapy (CBT)

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, Population - Children / Adolescents, Treatment - Exposure and Response Prevention (ERP)*

Causally-interpretable Meta-analysis in Pediatric OCD: Methodology, Data Harmonization and Variable Selection

David H. Barker, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Ariella Rosen, B.A., Emma Pendleton Bradley Hospital
Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University

Comparing Apples to Oranges: Qualitative Coding of Treatment Protocols in Exposure-based CBT for Pediatric OCD

Joshua Kemp, Ph.D., Alpert Medical School of Brown University
David H. Barker, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Lesley A. Norris, Ph.D., Alpert Medical School of Brown University
Ariella Rosen, B.A., Emma Pendleton Bradley Hospital
Christopher Georgiadis, Ph.D., Alpert Medical School of Brown University
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University

What Works for Whom in Pediatric OCD: Primary Outcomes of the HARMONY Project

Kristen Benito, Ph.D., Alpert Medical School, Brown University
David H. Barker, Ph.D., Rhode Island Hospital/Alpert Medical School of Brown University
Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Symposium 45

Promoting LGBTQ+ Flourishing: Joy, Compassion, and Affirmation Across Multilevel Therapeutic Contexts

CHAIRS:

Eric K. Layland, Ph.D., University of Delaware
Kriti Behari, M.A., M.S., Syracuse University

DISCUSSANT:

Tim D. Lawlor, M.Ed., LPC, Temple University

All levels of familiarity with the material

Primary Category: Population - LGBTQIA+ People

Key Words: *Population - LGBTQIA+ People, Positive Psychology and Human Flourishing, 2026 Theme - Treatment - Compassion-focused Approaches*

Queer Joy Expressive Writing in a Novel Test of Concept for Improving Affect Among LGBTQ+ Adolescents and Adults
Eric K. Layland, Ph.D., University of Delaware
Ariel Cronin, B.A., Massey University
Ilana Seager van Dyk, Ph.D., Massey University

Effects of a Single-session Compassion Skills Training on Physiological and Subjective Stress Reactivity to Minority Stress: A Pilot Randomized Controlled Trial
Emily C. Helminen, Ph.D., Center for Alcohol and Addiction Studies, Brown University School of Public Health
Kriti Behari, M.A., M.S., Syracuse University
Jillian R. Scheer, Ph.D., The University of Rhode Island

Beyond Coping: Strengths-based Therapist Practices That Cultivate Healing and Growth Among LGBTQ+ Sexual Assault Survivors
Kriti Behari, M.A., M.S., Syracuse University
Jillian R. Scheer, Ph.D., University of Rhode Island
Emily C. Helminen, Ph.D., Center for Alcohol and Addiction Studies, Brown University School of Public Health

Improving Provider Knowledge and Comfort in Transgender and Gender Expansive Care: A Rapid Review of OB/GYN Training Curricula
Megan A. Milligan, M.S., Syracuse University
Kriti Behari, M.A., M.S., Syracuse University

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Symposium 46

It Takes a Village: Leveraging Partnerships with Community Interest-holders to Expand Access to Evidence-based Mental Health Interventions for Youth and Emerging Adults

CHAIR:

Gwendolyn M. Lawson, Ph.D., Children's Hospital of Philadelphia; University of Pennsylvania Perelman School of Medicine

DISCUSSANT:

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Dissemination & Implementation Science*

The Development of Resources to Support Caregivers in Implementing Evidence-based Behavioral Interventions for ADHD

Gwendolyn M. Lawson, Ph.D., Children's Hospital of Philadelphia; University of

Pennsylvania Perelman School of Medicine
Angela Green, MEd, School District of Philadelphia
Molly Kerstetter, M.P.H., Children's Hospital of Philadelphia
Steven Marcus, Ph.D., University of Pennsylvania
Peter F. Cronholm, M.D., MSCE, University of Pennsylvania
Thomas J. Power, Ph.D., ABPP, Children's Hospital of Philadelphia; University of Pennsylvania

Development of the Teacher Anxiety Program for Elementary Students: A Teacher Delivered Intervention for Students with Anxiety
Golda Ginsburg, Ph.D., University of Connecticut School of Medicine

The Power of Peers for Suicide Prevention: Community Engaged Design and Delivery of Digitally Augmented Peer-delivered Suicide Prevention Services
Lily A. Brown, Ph.D., University of Pennsylvania
Emilie Egger, Ph.D., University of Pennsylvania
Jennifer Tran, Ph.D., University of Pennsylvania
Marin M. Kautz, Ph.D., University of Pennsylvania
Jessica Webster, MS, LPC, University of Pennsylvania
Robert Gallop, Ph.D., West Chester University
Lindiwe Mayinja, M.S., University of Pennsylvania
Jennifer ben-Nathan, B.S., University of Pennsylvania
Alexander O'Connor, B.S., University of Pennsylvania
Amanda Arcomano, M.S., University of Pennsylvania
Gregory Brown, Ph.D., University of Pennsylvania, Perelman School of Medicine
David S. Mandell, Perelman School of Medicine at the University of Pennsylvania
Maria A. A. Oquendo, M.D., Ph.D., Perelman School of Medicine at the University of Pennsylvania
Jose Bauermeister, Ph.D., University of Pe

Implementation and Sustainment of the BRIDGE Teacher Consultation Model in a Large Urban School District
Courtney Benjamin Wolk, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Biiftu Duresso, B.A., University of Pennsylvania School of Medicine
Keiran Rump, Ph.D., University of Pennsylvania
Elise Cappella, Ph.D., New York University
Sophia Hwang, Ph.D., University of Maryland Baltimore County
Natalie L. Dallard, M.A., Philadelphia Department of Behavioral Health and Intellectual disAbility Services
Cherry Du, M.S., M.Ed., Philadelphia Department of Behavioral Health and Intellectual disAbility Services
Julie Worley, Ph.D., Perelman School of Medicine at the University of Pennsylvania

11:15 AM – 12:45 PM

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Symposium 47

Enhancing Community Support for Individuals with Hoarding Disorder: Advances in Assessment, Treatment, and Training

CHAIR:
Sofia Jägholm, M.S., Karolinska Institutet

DISCUSSANT:
Kiara Timpano, Ph.D., University of Miami

Advanced level of familiarity with the material

Primary Category: Symptoms / Disorders - Obsessive Compulsive and Related Disorders

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, Dissemination & Implementation Science, 2026 Theme - Community Engagement*

Augmenting Group CBT for Hoarding Disorder with Social Service Delivered In-home Decluttering: A Randomized Controlled Trial
Sofia Jägholm, M.S., Karolinska Institutet
Lorena Fernández de la Cruz, PhD, Karolinska Institutet
Erik Andersson, Ph.D., Karolinska Institutet
Sofia Asplund, MSc, Karolinska Institutet
David Mataix-Cols, Ph.D., Karolinska Institutet
Christian Rück, M.D., Ph.D., Karolinska Insitutet
Volen Z. Ivanov, Ph.D., Karolinska Institutet

Standardizing Assessment of Environmental Risk in Hoarded Homes: A Tool for the Community
Christiana -. Bratiotis, Ph.D., MSW, The University of British Columbia
Sheila Woody, Ph.D., The University of British Columbia

Does Clarifying What Matters to You Matter? Evaluating App-based Values Clarification for Hoarding
Jennifer Krafft, Ph.D., Le Moyne College
Natalie Tadros, B.A., Mississippi State University
Ashley Middleton, B.A., Mississippi State University
Caitlyn A. Nix, M.S., Mississippi State University
Mary E. Dozier, Ph.D., Mississippi State University

Strengthening Community Capacity to Support Older Adults with Hoarding and Clutter: Outcomes from a "blended" Workforce Training and in Home Intervention
Jordana Muroff, Ph.D., LICSW, Boston University
Jordana Muroff, Ph.D., LICSW, Boston University
Bronwyn Keefe, Ph.D., MSW, MPH, Boston University
Crystal Carrington, MSW, Boston University
Alicia Gomez, MSW. M.B.A., Boston Senior Home Care
Susan Tena, M.S.W., Boston Senior Home Care
Jennifer Miller Wazer, B.A., Boston University

What Provides Comfort and What Elicits Fear in Hoarding Patients? Patient-reported Anchor Points for Subjective Units of Distress and Association with Treatment Outcomes
Jarrod Williams, B.S., Mississippi State University
Mary E. Dozier, Ph.D., Mississippi State University

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Symposium 48

Implementing Dialectical Behavior Therapy (DBT) for People with Psychosis

CHAIRS:

Maggie Mullen, LCSW, Kaiser Permanente
Peter L. Phalen, Psy.D., University of Maryland, Baltimore

DISCUSSANT:

Maggie Mullen, LCSW, Kaiser Permanente

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Schizophrenia / Psychotic Disorders

Key Words: *Symptoms / Disorders - Suicide, Symptoms / Disorders - Self-Injury, Symptoms / Disorders - Transdiagnostic*

Feasibility, Acceptability, and Preliminary Outcomes of a DBT Skills Group in an Early Psychosis Clinic
Nicole K. Ciesinski, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center
Margo Menkes, Ph.D., U.S. Department of Veterans Affairs
Judy Liu, R.N., M.S., University of Maryland School of Medicine
Melanie E. Bennett, Ph.D., University of Maryland School of Medicine
Elaine Weiner, M.D., University of Maryland School of Medicine
Peter L. Phalen, Psy.D., University of Maryland, Baltimore

Implementing DBT for Individuals with Psychosis in a Psychiatric Inpatient Hospital Setting
Connor T. Adams, Psy.D., Stanford University

DBT Skills Training Outcomes Among Transdiagnostic Outpatients with Varying Levels of Psychotic Symptoms: A Pilot Study
Samantha J. Kirshon, Psy.D., The Mount Sinai Hospital

Patient Perspectives on the Application of DBT Skills to Psychosis
Peter L. Phalen, Psy.D., University of Maryland, Baltimore
Brian Brandler, M.A., University of Maryland
Wendy Potts, M.S., University of Maryland, Baltimore
Emily Grimm, B.A., University of Maryland
Arunadevi Saravana, M.S., University of Maryland, Baltimore
Rebecca Welsh, B.S., University of Maryland, Baltimore
Kenzie Fox, B.A., University of Maryland, Baltimore
Nicole K. Ciesinski, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center
Margo Menkes, Ph.D., Veterans Affairs
Alicia Lucksted, Ph.D., Univ of Maryland Baltimore School of Medicine
Melanie E. Bennett, Ph.D., University of Maryland School of Medicine

Suicidal and Self-injurious Behaviors in Schizophrenia Spectrum Disorders and Engagement with Dialectical Behavior Therapy
Madeline Ward, M.A., Case Western Reserve University
Jill R. Laquidara, M.A., Case Western Reserve University
Sarah Hope Lincoln, PhD, Northeastern University

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Symposium 49

Sleep When the Baby Sleeps? Integrating Compassion, Innovative Methods, and Evidence-based Care to Reclaim Sleep in the Perinatal Period

CHAIR:

Parisa R. Kaliush, Ph.D., University of North Carolina at Chapel Hill

DISCUSSANT:

Greta B. Raglan, Ph.D., University of Michigan

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Sleep / Wake Disorders

Key Words: *Population - Women, Symptoms / Disorders - Sleep / Wake Disorders, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

It Takes Two to Snooze: Partner Affection Predicts Night-to-night Sleep Variability in Pregnancy Using Real-world Wearable Data

Alexandra S. Aringer, M.S., University of Oregon
Bailey Speck, Ph.D., University of Oregon
Eric M. Matsunaga, M.S., University of Oregon
Nicolette C. Molina, B.A., M.S., University of Oregon
Elisabeth Conradt, Ph.D., Duke University
Sheila E. Crowell, Ph.D., University of Oregon

Intergenerational Sequelae Following Perinatal Sleep Disturbances: Understanding the Determinants and Consequences of Poor Prenatal Sleep
Claudia Lugo-Candelas, Ph.D., Columbia University

Mindfulness-imbued Insomnia Therapy Enhances Antidepressant Outcomes for Pregnant Women with Insomnia and Depression: A Comparative Effectiveness Randomized Controlled Trial of CBTI and PUMAS
Miranda H. Foster, M.A., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health, Detroit, MI USA.
David Kalmbach, Ph.D., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health
Heba Afaneh, M.S., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health
Philip Cheng, Ph.D., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health
Anthony N. Reffi, Ph.D., Henry Ford Sleep Research Center
Matthew Jennings, Ph.D., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health
Miranda H. Foster, M.A., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health, Detroit, MI USA.
Mika Hirata, M.S., Thomas Roth Sleep Disorders & Research Center, Henry Ford Health
Christopher Drake, Ph.D., Henry Ford Sleep Research Center
D'Angela Pitts, M.D., Maternal Fetal Medicine, Henry Ford Health
Jason Ong, Ph.D., Nox Health
David Fresco, Ph.D., University of Michigan
Leslie Swanson, Ph.D., University of Michigan
Louise O'Brien, Ph.D., University of Michigan

Preliminary Evidence for the Real-world Effectiveness of PUMAS for Treating Insomnia and Depression in a Diverse Clinical Sample of Pregnant and Postpartum Women
Parisa R. Kaliush, Ph.D., University of North Carolina at Chapel Hill
Tiffany Hopkins, Ph.D., University of North Carolina
Maria Scotti D'abbusco, B.S., university of North carolina at chapel hill
Jodie Lisenbee Turay, Ph.D., university of North carolina at chapel hill
Mariann Howland, M.A., University of North Carolina at Chapel Hill
Cecilia Sousa Pearson, B.S., University of North Carolina at Chapel Hill
Anisha Satish, M.A., University of North Carolina at Chapel Hill
Nadia Kako, M.A., University of North Carolina at Chapel Hill
Crystal Schiller, Ph.D., University of North Carolina at Chapel Hill
David Kalmbach, PhD, Thomas Roth Sleep Disorders & Research Center, Henry Ford Health

Earn 1.5 continuing education credits

Tubman A/B, Third Fl., Hilton

Mini Workshop 10

Cognitive Behavior Therapy for Jealousy

Robert L. Leahy, Ph.D., American Institute for Cognitive Therapy

Basic level of familiarity with the material

Primary Category: Symptoms / Disorders - Anxiety and Fear

Key Words: *Anger / Irritability, Cognitive Biases / Distortions, Worry*

Jealousy is a universal social emotion where another person is viewed as a threat to a valued relationship. We find jealousy in animals, infants, children and adults and in friendships, work relationships and in intimate relationships. Jealousy may be accompanied by anger, anxiety, sadness, resentment, worry about future threats, and rumination about the current relationship and past relationships that the distrusted partner experienced. In extreme forms sexual jealousy is the most common emotion associated with domestic homicide. There is wide cultural and historical variation in the manifestation of jealousy where jealousy has been viewed both a negatively and positively. Indeed, some couples commit to ethical non-monogamy, hoping to allow freedom of choice and freedom from jealousy. In this presentation on intimate partner jealousy, we will draw on an integrative model of jealousy, including Evolutionary Theory Attachment Theory, Cognitive Therapy Acceptance and Commitment Therapy, Metacognitive Therapy and Emotional Schema Therapy. The current presentation will focus on couples who ostensibly commit to monogamy. We will examine "safety behaviors" such as threat detection, reassurance seeking, interrogating, withdrawing, hedging, threatening and surveilling and how these behaviors reinforce jealousy. We will review the mixed motives to modify jealous coping, the core beliefs, assumptions and cognitive biases supporting jealousy, and the unwillingness to tolerate uncertainty and ambivalence. Participants will learn how to develop a case conceptualization, normalize and validate this intense emotion, link jealousy to values, examine how jealous behavior interferes with a valued relationship, distinguish between productive and unproductive worry, use detached mindfulness to accept intrusive thoughts while not acting on them, evaluate how personal schemas are related to jealou-

sy, and enhance independence and self-care. Finally, we will examine how loss may be decatastrophized, safety behaviors relinquished, acceptance embraced and personal roles elaborated for multiple meanings in life.

Recommended Readings:

Leahy, R. L., & Tirch, D. (2008). Cognitive behavioral therapy for jealousy. International Journal of Cognitive Therapy, 1, 18-32.

Richter, M., Schlegel, K., Thomas, P., & Troche, S. J. (2022). Adult attachment and personality as predictors of jealousy in romantic relationships. Frontiers in psychology, 13, 861481.

Đurić, M., Righetti, F., Zoppolat, G., Lohmer, C., & Schneider, I. K. (2024). Mixed signals: Romantic jealousy and ambivalence in relationships. Emotion.

At the end of this session, the learner will be able to:

- Develop a case conceptualization for jealousy.
- Help clients relinquish safety behaviors while working on enhancing positives in the relationship.
- Help clients make room for jealous thoughts and feelings without getting hijacked into problematic behavior.
- Use metaphors to assist in detached mindfulness of thoughts and feelings.
- Expand the range of both positive and negative emotions that are accepted in an intimate relationship.

11:15 a.m. – 12:45 p.m.

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Panel Discussion 22

Beyond Access: Sustaining BIPOC Pathways in Psychology from Undergraduate Training to Early Career

MODERATOR:

Madison D. Forde, B.A., New York University

PANELIST:

Iris M. Mann, B.A., New York University

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Workforce - Development / Training / Supervision, Workforce - Professional / Interprofessional Issues, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Efforts to diversify the field of psychology have expanded in recent years; however, students and scholars from historically marginalized backgrounds continue to encounter structural barriers throughout the breadth of their psychology training experiences. These barriers may emerge at the onset of students' academic trajectories and persist throughout graduate training and early career development. Barriers such as limited mentorship access, funding disparities, minority stress, and unsupportive institutional climates affect both entry into and retention within the field. Together, these factors perpetuate identity-based disparities among licensed clinicians and researchers. This panel examines the psychology training pipeline as a continuum, highlighting strategies that support BIPOC students and scholars from undergraduate interest in psychology through early career development. Consistent with the ABCT convention theme of integrating compassion and science, panelists will explore how compassionate mentorship, community partnership, and collective action within the field can strengthen pathways into psychology for historically marginalized trainees and support the dissemination of evidence-based mental health

care. Panelists representing different stages of training will discuss different trajectories that can lead to graduate education, navigating doctoral training, transitioning into early career roles, and sustaining equity-focused research and clinical work. Particular attention will be given to mentorship development, accessing research and funding opportunities, and incorporating lived experiences in order to improve engagement and access to evidence-based treatments such as CBT. The session will include brief presentations followed by an interactive discussion designed to generate practical strategies and resources for trainees seeking to build sustainable careers in psychology.

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Panel Discussion 23

Collective Action in Advocacy: Obstacles and Opportunities for Navigating Targeted Systemic Change

MODERATOR:

Gail N. Kemp, M.P.H., Ph.D., Mercer University, College of Health Professions

PANELISTS:

Erica D. Marshall - Lee, ABPP, Ph.D., Emory University
Tomina J. Schwenke, ABPP, Ph.D., Emory University School of Medicine
Chanda C. Graves, ABPP, Ph.D., Emory University School of Medicine

Primary Category: 2026 Theme - Context - Health Care System / Public Policy / Advocacy

Key Words: *2026 Theme - Context - Health Care System / Public Policy / Advocacy, 2026 Theme - Evidence-Based Collective Action*

Advocacy is increasingly recognized as a core professional competency for behavioral health professionals seeking to advance health equity and address systemic factors affecting mental health and access to care. Although many professionals express strong commitment to advocacy, barriers include limited time, lack of training models, uncertainty about effective strategies, and feelings of professional isolation. These obstacles may limit sustained efforts towards change, reducing practitioners' sense of advocacy agency and impact. This panel highlights strategies developed by the Atlanta Behavioral Health Advocates (ABHA) to help behavioral health professionals translate compassion for communities and commitment to equity into accessible and sustainable advocacy action. Grounded in professional responsibility and collaborative engagement, these initiatives aim to reduce barriers while strengthening advocacy confidence and collective impact. Panelists will first present a competency-informed advocacy framework that positions advocacy as a

developmental professional skill set, supporting the cultivation of advocacy identity, reflective practice, collaboration with community partners, and engagement with systems-level change. Next, presenters will describe the design and implementation of "Advocacy Action Hours," brief, structured opportunities that allow busy professionals and trainees to engage in targeted and tailored advocacy activities such as communicating with policymakers, sharing public messaging, and supporting behavioral health initiatives affecting vulnerable populations. Finally, panelists will discuss a statewide legislative advocacy effort addressing arts-integration into mental health initiatives, illustrating how relationship-building, bipartisan collaboration, and persistence can translate professional advocacy into policy action. Together, these initiatives demonstrate how collective efforts can reduce barriers, strengthen advocacy agency, and support sustainable engagement in systems-level change. Panelists will share lessons learned and invite discussion about how attendees can adapt strategies within their institutions, training programs, and communities.

Earn 1 continuing education credit

338, Level 300, Convention Center

Spotlight Research 3

The Future of Child Anxiety Treatment: Increasing Effectiveness, Efficiency, and Access Through Exposure

CHAIR:

John Smith, MSW, Association for Behavioral & Cognitive Therapies

PANELIST:

Stephen P. H. Whiteside, Ph.D., Mayo Clinic

Primary Category: Symptoms / Disorders - Anxiety and Fear

Key Words: *Treatment - Behavior Therapy, Treatment - Exposure and Response Prevention (ERP), Symptoms / Disorders - Obsessive Compulsive and Related Disorders*

Large funding agencies continue to support clinical trials of increasingly lengthy multi-component cognitive behavioral therapy (CBT) for childhood anxiety disorders (CADs). With over 40 randomized controlled trials spanning three decades CBT is the most researched and first line intervention for CADs. Despite the success of CBT more than 50% of patients remain symptomatic following treatment and CBT has not demonstrated superiority over medication or treatment as usual (TAU). Additionally, the lenght of traditional CBT exceeds the average number of sessions attended in real-world settings, questioning its clinical utility and applicability. As anxiety disorders are the most common psychiatric disorders in youth, with prevalence estimates as high as 15 to 20%, and are associated with sustained impairment, innovative treatments need to be developed that offer greater symptom relief more quickly.

This talk will present the empirical basis for improving the effectiveness and efficiency of CADs treatment through Parent-Coached Exposure Therapy (PCET). The talk will explicate the research supporting three points that are frequently resisted by the field. First, the talk will examine through meta-analyses (Ale et al., 2015; Whiteside et al., 2020) and systematic reviews (James et al., 2020) how the inefficiency of current multi-component CBT likely leads it to underperform its potential. Second, the talk will demonstrate that the content of PCET differs from research-based CBT as well as TAU in predicted

and significant (statistically and clinically) aspects based on coding of session recordings (Gloe et al., 2026; Whiteside et al., Under Review). Third, the talk will present the findings from a randomized controlled trial suggesting that compared to CBT, PCET leads to greater improvement, more rapidly, in anxiety symptoms, diagnostic status, and impairment, across subgroups, in fewer sessions (Cassidy, under review; (Gloe et al., 2025; Whiteside et al., 2024).

The talk will conclude with a discussion of the implications for future research to optimize child anxiety treatment. Specifically, the potential for improving outcomes through enhancing the delivery of exposure, rather than incorporating additional techniques or lengthening treatment.

At the end of this session, the learner will be able to:

- Describe empirical support for various components of treatment for childhood anxiety disorders.
- List two reasons that additional research is needed to improve child anxiety treatment.
- Identify how parent-coached exposure therapy differs from traditional CBT.

Recommended Readings:

Whiteside, S. P. H., Biggs, B. K., Geske, J. R., Gloe, L. M., Reneson-Feeder, S. T., Cunningham, M., Dammann, J. E., Brennan, E., Ong, M. L., Olsen, M. W., & Hofschulte, D. R. (2024). Parent-coached exposure therapy versus cognitive behavior therapy for childhood anxiety disorders. *Journal of Anxiety Disorders*, *104*, 102877. https://doi.org/10.1016/j.janxdis.2024.102877

James, A. C., Reardon, T., Soler, A., James, G., & Creswell, C. (2020). Cognitive behavioural therapy for anxiety disorders in children and adolescents. *Cochrane Database Syst Rev*, *11*(11), CD013162. https://doi.org/10.1002/14651858.CD013162.pub2

Rapee, R. M., Creswell, C., Kendall, P. C., Pine, D. S., & Waters, A. M. (2023). Anxiety disorders in children and adolescents: A summary and overview of the literature. *Behav Res Ther*, *168*, 104376. https://doi.org/10.1016/j.brat.2023.104376

344, Level 300, Convention Center

Graduate School in Psychology: Getting In & Making It Work

Lauren E. Browning, B.A., Temple University
Mitch J. Prinstein, Ph.D., University of North Carolina at Chapel Hill
Philip Kendall, ABPP, Ph.D., Temple University
Samuel Spencer, Ph.D., University of North Texas
Hilary B. Vidair, Ph.D., Long Island University, Post Campus

This session brings together the perspectives of faculty mentors to provide useful information about graduate school to prospective and early-career graduate students. The panelists include four representatives from U.S. clinical psychology Ph.D. and Psy.D. programs. Panelists will provide information about the graduate school application process, including how undergraduate students and other prospective applicants can: (a) select a graduate degree and program that meets their training and career goals, (b) prepare themselves to be successful applicants to graduate programs, and (c) navigate the application process. Panelists will describe the historical context of the graduate school admissions process and the ways in which it creates barriers to admission and completion for people of color and other underrepresented groups. Panelists will also discuss how, once enrolled in graduate school, students can gain skills and experiences that will prepare them for success at each step of their graduate training and career. The session will include time for questions from the audience. Attendees are also encouraged to attend the Graduate School Meet and Greet and other events at ABCT, such as the SIG Expo, to learn more about clinical research and network with others in the field. Student attendees are especially encouraged to consider joining the Student SIG. All participants are encouraged to visit www.abct.org and take advantage of ABCT's resources for students, including information on getting into graduate school and what to expect as a graduate student, internships, grants, mentorship, postdoctoral fellowships, featured labs, student awards, and more. This session does not qualify for continuing education credit.

At the end of this session, the learner will be able to:

- Describe the context of the graduate school admissions process and the ways in which identity and privilege play a role in admission to graduate school.
- Explain the processes of selecting graduate programs, submitting applications, completing a personal statement, and interviewing.
- Identify key actions and experiences to prepare for graduate school in psychology.
- Identify strategies for excelling during the first year in a graduate program.

Earn 2 continuing education credits

Johnson A, First Fl., Hilton

Individual Oral Group 23

Trauma and Violence I

Maltreatment-exposure Screening and Adolescent Mental Health: An Evidence-based Medicine Perspective on Accuracy and Fairness
Jae Wan Choi, M.S., University of Illinois at Urbana-Champaign
Joseph Cohen, Ph.D., University of Illinois Urbana–Champaign

The Longitudinal Impact of Violent Victimization on Youth Emotion Dysregulation Development: Consequences for Early Adult Internalizing and Externalizing Psychopathology
Miguel Villodas, Ph.D., San Diego State University

The Cost of Belonging and Leaving: Structure, Predictors, and Mental Health Outcomes of Costly Religious Exits
Yehudis Keller, M.A., Case Western Reserve University
Bridger Lisonbee, B.S., Brigham Young University
Sam Hardy, Ph.D., Brigham Young University
Julie J. Exline, Ph.D., University of Virginia
Daryl R. Van Tongeren, Ph.D., Hope College

Experiences of Microaggressions and Lifetime Sexual Violence in Association with Suicidality Among a Community Sample with Multiple Marginalized Identities
Chelsea D. Cawood, Ph.D., University of Michigan Dept of Psychiatry
Minden B. Sexton, Ph.D., University of Michigan, Dept of Psychiatry
Aria Wiseblatt, B.S., University of Buffalo
RaeAnn E. Anderson, Ph.D., University of Missouri-Kansas City

Assessing the Feasibility and Acceptability of Trauma Risk Management (TRiM) Training Among First Responders
Ghazal Naderi, B.A., University of California, Irvine
Margaret Canady, M.A., University of California, Irvine
Alyson K. Zalta, Ph.D., University of California, Irvine

Lessons Learned from the Implementation of TF-CBT Treatment in a Community Training Clinic

Elizabeth Hicks, B.A., St. John's University
Elissa J. Brown, Ph.D., Child HELP Partnership at St. John's University
Komal Sharma-Patel, Ph.D., Children's National Health System
Emilie Paul, M.A., St. John's University
Nicole Milani, M.A., St. John's University
Olivia S. Fiallo, M.A., Ph.D., Child HELP Partnership/St. John's University

Treatment Fidelity Across Different Modules in a Modular Cognitive-behavioral Therapy Intervention for Anxiety in Primary Care

Robyn L. Shepardson, Ph.D., VA Center for Integrated Healthcare
Emily M. Johnson, Ph.D., VA Center for Integrated Healthcare
Julie C. Gass, Ph.D., VA Center for Integrated Healthcare
Michael Wade, M.S., VA Center for Integrated Healthcare
Jennifer S. Funderburk, Ph.D., VA Center for Integrated Healthcare

Earn 2 continuing education credits

Johnson B, First Fl., Hilton

Individual Oral Group 24

Digital Health/tele-mental Health

KOKOROBO, a Japanese Digital Mental Health Platform for Prevention and Low-intensity Intervention: Findings from Community Settings and the Rationale for an Occupational Cluster Randomized Trial

Akira Iino, M.D., National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry, Tokyo, Japan. Brain Bioregulatory Science, Cooperative Graduate School, The Jikei University School of Medicine, Tokyo, Japan.
Hironori Kuga, M.P.H., M.D., Ph.D., National Center of Neurology and Psychiatry in Japan
Kazuyuki Nakagome, M.D., Ph.D., National Center of Neurology and Psychiatry
Fumikazu Hiyoshi, M.D., National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry, Tokyo, Japan. Brain Bioregulatory Science, Cooperative Graduate School, The Jikei University School of Medicine, Tokyo, Japan.
Takumi Kanata, B.A., M.S., Department of Clinical Data Science, Clinical Research & Education Promotion Division, National Center of Neurology and Psychiatry, Tokyo, Japan. Department of Biostatistics, School of Public Health, Graduate School of Medicine, The University of Tokyo, Tokyo, Japan.
kazuyoshi Takeda, M.D., Ph.D., Department of Clinical Data Science, Clinical Research & Education Promotion Division, National Center of Neurology and Psychiatry, Tokyo, Japan.
Mari S. Oba, Ph.D., Department of Clinical Data Science, Clinical Research & Education Promotion Division, National Center of Neurology and Psychiatry
Masaya Ito, Ph.D., National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry, Tokyo, Japan.
Toshitaka Hamamura, Ph.D., National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry, Tokyo, Japan.
Miyuki Makino, M.A., National Center for Cognitive Behavior Therapy and Research, National Center of Neurology and Psychiatry, Tokyo, Japan.

Katsutoshi Tanaka, M.D., Ph.D., Department of Occupational Mental Health, Graduate School of Medical Sciences, Kitasato University.
Toshiaki Kikuchi, M.D., Ph.D., Department of Neuropsychiatry Keio University School of Medicine, Tokyo, Japan.
Tomohiro Nakao, M.D., Ph.D., Department of Neuropsychiatry, Graduate school of Medical Science, Kyushu University.
Keitaro Murayama, M.D., Ph.D., Department of Neuropsychiatry Kyushu University Hospital Fukuoka Japan.

"Not Quite Big Brother-well-meaning Mother": Perceptions of a Digital Phenotyping App Among MSM with Moderate-severe Substance Use Disorder
Kiran Sundar, B.A., The Fenway Institute, Fenway Health
Elizabeth Loynd, B.A., Fenway Health
Jungyoon Huh, B.S., M.P.H., The Fenway Institute
Elizabeth Barrett, Fenway Health
Meghan J. Linder, B.S., Boston University School of Public Health, Department of Epidemiology and Biostatistics
Elliott R. Weinstein, Ph.D., Massachusetts General Hospital
Joanne Hokayem, B.A., Fenway Institute
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital
Krishna Venkatasubramanian, Ph.D., University of Rhode Island
Arlen Dumas, B.S., University of Rhode Island
Kenneth H. Mayer, M.D., Fenway Health/ Harvard Medical School
Peter R. Chai, M.D., M.S., Brigham and Women's Hospital / Harvard Medical School

Development and Implementation of an Online DBT Skills E-learning Program: A Multi-audience Digital Intervention
Alena Spálenská, B.A., National Institute of Mental Health

Does the Problem Matter? Treatment Outcomes Across Presenting Concerns in a Scalable Online Intervention for Low-income Couples
Madeline Jubran, M.S., Nova Southeastern University
Emily Georgia, Ph.D., Nova Southeastern University
Brian D. Doss, Ph.D., The University of MIami
Paula M. Brochu, Ph.D., Nova Southeastern University
Ashley Stripling, Ph.D., Nova Southeastern University

Enhancing Intervention Personalization in Digital Health Through User-centered Design and Reinforcement Learning: Implications for Reducing Disparities
Cassandra Gastelum Lugo, M.S., University of California, San Francisco
Stephanie H. Yu, Ph.D., University of California San Francisco
Marvyn R. Arévalo Avalos, Ph.D., University of California, Berkeley
Adú Matory, B.A., M.S., University of California at Berkeley
Jing Xu, Ph.D., Duke-NUS Medical School
Courtney Lyles, Ph.D., University of California, Davis
Joseph Williams, Ph.D., University of Toronto
Adrian Aguilera, Ph.D., University of California at Berkeley

Exploring Barriers to Mindfulness App Engagement Among Racially and Ethnically Minoritized Users

Shannon Hong, B.S., University of California, Berkeley
Yasmin Landa, B.A., University of California, Berkeley
Jennifer Rosario Arriaga, B.A., University of California, Irvine
Giovanni Ramos, Ph.D., University of California, Berkeley

The Rise of Specialty Mental Health Platforms: A Qualitative Study of Clinician Experiences

Briana S. Last, Ph.D., Stony Brook University
Laura K. Jans, M.A., Stony Brook University
Rafael Esteva Hache, B.A., Stony Brook University
Madeline E. Poupard, B.A., Stony Brook University
Hunter Baldwin, B.A., Stony Brook University
Jane Zhu, M.D., Oregon Health & Science University

Earn 2 continuing education credits

Peale B, First Fl., Hilton

Individual Oral Group 27

Alcohol and Substance Use

"Feeling a Little Easier in My Body": Expanding Drinking Motives Frameworks Among Transgender and Gender Expansive Adults
Leo Miller, M.A., George Mason University
Andrew Akerlund, B.A., University of Stockholm
Griffin Jonathan P. Perry, George Mason University
Rebecca R. Mendoza, M.A., George Mason University
Rachel Farr, Ph.D., University of Kentucky
Sarah Fischer, Ph.D., George Mason University

Community Connectedness and Drinking Related Norms, Motives, and Outcomes Among Transfemme People of Color
Liza A. Kolbasov, B.A., Illinois Institute of Technology
CRAFT Survey Community Advisory Board, Illinois Institute of Technology
Arryn A. Guy, Ph.D., Illinois Institute of Technology
Christopher Kahler, Ph.D., Brown University

Leave a Light On: Social Support and Traumatic Stress as Mechanistic Targets in the Link Between Treatment Satisfaction and Substance Use
Ashlin R. Ondrusek, M.A., University of Nebraska-Lincoln
Trace Kershaw, Ph.D., Yale School of Public Health
Jessica Muilenburg, Ph.D., Yale School of Public Health
Erin Nicholson, M.P.H., Yale School of Public Health
Sarah Noone, B.A., University of Nebraska-Lincoln
Patrick Duryea, M.A., University of Nebraska-Lincoln
Dennis E. McChargue, Ph.D., University of Nebraska-Lincoln

A Practice Element Analysis of Ho'ouna Pono, a Culturally Grounded Substance Use Prevention Program

Savannah L. Goshgarian-Miller, B.A., Perelman School of Medicine at the University of Pennsylvania
J. Maya Hernandez, Ph.D., Perelman School of Medicine , University of Pennsylvania
Reilynn N. Yamane, M.A., Perelman School of Medicine at the University of Pennsylvania
Tessa Palafu, B.A., University of Oregon, Department of Psychology
Cerila Rapadas, B.A., University of Hawai'i at Manoa
Maya M. Boustani, M.S., Ph.D., Loma Linda University
Paloma Almanza, M.S., University of Pennsylvania
Scott Okamoto, Ph.D., MSW, University of Hawai'i Cancer Center
Kelsie Okamura, ABPP, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Intersectional Oppression-based Stressors, Perceptions of Structural Cisheterosexism and Structural Racism, and Alcohol Use Outcomes Among Queer and Transgender Adolescents of Color

Ethan H. Mereish, Ph.D., University of Maryland- College Park
Jessica R. Abramson, M.S., University of Maryland, College Park
Tara R. Sullivan, B.A., University of Maryland, College Park
Hannah G. Vanlandingham, B.S., University of Maryland, College Park
Arushee Bhoja, Ph.D., UMass-Boston
Robert Miranda, Ph.D., ABPP, Brown University School of public health
Yang Liu, Ph.D., University of Maryland- College Park
Lisa Bowleg, Ph.D., The Intersectionality Training Institute
Jeremy Goldbach, Ph.D., Washington University in St. Louis

An Exploration of Site-tailored Implementation Blueprinting Methods to Support Measurement-based Care Implementation in Opioid Treatment Programs

Kelli Scott, Ph.D., Northwestern University Feinberg School of Medicine
Ani R. Lessley, B.A., Northwestern University Feinberg School of Medicine
Byrd Cook, M.P.H., Northwestern University Feinberg School of Medicine
Robert Ryan, LPC, University of Pittsburgh School of Medicine, Center for Research on Health Care
Shanté Talley, LCSW, University of Pittsburgh School of Medicine, Center for Research on Health Care
Heather Santa, M.S., University of Pittsburgh School of Medicine, Center for Health Services Research
Julia Duken, M.S., University of Pittsburgh School of Medicine, Center for Health Services Research
Arnie Aldridge, Ph.D., RTI International, Research Triangle Park
Renee Cloutier, Ph.D., University of Pittsburgh School of Medicine, Center for Health Services Research

Iterative Development of a Web-based Intervention to Reduce Cannabis Misuse: Integrating Focus Groups and Individual Interviews to Inform Program Content

Jennifer Cadigan, Ph.D., University of Washington, Seattle
Katherine Walukevich-Dienst, Ph.D., University of Washington School of Medicine
Jason R. Kilmer, Ph.D., University of Washington School of Medicine
Anne M. Fairlie, Ph.D., University of Washington
Devon A. Abdallah, Ph.D., University of Washington School of Medicine
Melissa A. Janson, Ph.D., University of Washington School of Medicine
Jessica Cavalli, Ph.D., University of Washington, Seattle
Christine Lee, PhD, University of Washington

ticket

Earn 2 continuing education credits

Peale C, 1st Floor, Hilton

Master Clinician Seminar 5

The Moving Target of What to Focus on When Your Patient's Eating Disorder Is One of Several Problems

Lucene Wisniewski, Ph.D., Case Western Reserve University

Moderate to advanced level of familiarity with the material

Primary Category: Treatment - Dialectical Behavior Therapy (DBT)

Key Words: *Treatment - Dialectical Behavior Therapy (DBT), Symptoms / Disorders - Eating Disorders,, Symptoms / Disorders - Comorbidity*

Rationale and summary of the Master Clinician training-hour training: The moving target of what to focus on when your patient's ED is one of several problems. The work of professionals who treat clients diagnosed with an eating disorder (ED) and significant other comorbidities such as depression, anxiety, suicidality, or BPD can be complicated. First and foremost, multi-diagnostic ED clients can be ambivalent about treatment and recovery. Professionals are often in the position of having to "sell" the treatment we believe is needed to individuals who often have not been helped by multiple previous interventions. Furthermore, EDs can be life threatening illnesses and professionals may become unclear about priorities when attempting to help a client who has more than one life-threatening condition: e.g., what if my client is self-harming and is purging– which do I deal with first? The work of the ED professional is further complicated by behaviors that can interfere with the treatment's delivery. Behaviors such as angry outbursts, failure to complete homework, lying about intake, water-loading, and cancelling sessions are considered therapy-interfering behaviors (TIBs) and can interfere with clients' abilities to benefit from treatment, remain in treatment, or both. Finally, the professional's own burn out and frustrations can interfere with treatment, as well. Mulitdiagnostic Eating Disorder- Dialectical Behavior Therapy (MED-DBT), provides a clear and systematic mod-

el for dealing with ambivalent, multiple-problem cases, as well as life-threatening, and therapy-interfering behaviors. In this two-hour, master-clinician seminar, participants will be exposed to MED-DBT theory and practice. Particular attention will be given to how to conceptualize and organize patient behavior in terms of priorities, and how to identify and address therapy-interfering behaviors on the part of the patient and therapist. Using lecture, case example and role plays, participants will have the opportunity to practice and observe MED-DBT treatment strategies for those diagnosed with an eating disorder. The current presentation will describe how a MED-DBT treatment model can effectively and comprehensively address eating disorder issues and their comorbidities across the DBT targets. Outline: Overview of a biopsychosocial DBT model that accounts for ED behaviors. Review of Targets in MED DBT (including how to address/know when the ED falls into target 1 behaviors) Addressing Target 1 ED behaviors (E.g., purging in the context of electrolyte imbalance) Addressing Target 2 ED behaviors (E.g., hiding food, water loading) within a MED DBT Framework Case example and practice of understanding Targets in the frame of MED DBT

At the end of this session, the learner will be able to:

- Describe how to categorize ED behaviors in the context of Targets I, II and III.
- Identify patient behaviors (eating disordered and otherwise) that interfere with treatment.
- Identify caregiver behaviors that interfere with treatment.
- Identify therapist behaviors that interfere with treatment.
- Formulate strategies to address suicidality, non-suicidal self-injury and TIB's in and outside of session.

Recommended Readings: Bhatnagar, K., Martin-Wager, C & Wisniewski, L. (2019). DBT for Eating Disorders: An Overview. In Swales, M. (Ed) The Oxford Handbook of Dialectical Behaviour Therapy. Oxford University Press. Wisniewski, L. & Anderson, L.K. (2018). Eating Disorders and Borderline Personality Disorder: Strategies for Managing Life-Threatening and Therapy-Interfering Behaviors. In Anderson, L. K., Murray, S. B., & Kaye, W. H. (Eds.). (2018). Clinical handbook of complex and atypical eating disorders. New York: Oxford. Brown, T., Wisniewski, L., & Anderson, L. (2020). Dialectical Behavior Therapy and Eating disorders: State of the Research and New Directions. Eating Disorders: The Journal of Treatment and Prevention, 28, 97-100. Ben-Porath, D., Duthu, F., Luo, T., Gonidakis, F., Compte, E., & Wisniewski, L. (2020). Dialectical behavioral therapy: an update and review of the existing treatment models adapted for adults with eating disorders. Eating Disorders: The Journal of Treatment and Prevention, 28, 101-121. https://www.tandfonline.com/doi/full/10.1080/10640266.2020.1723371Federici, A. & Wisniewski, L. (2025). Treating eating disorders with DBT: The MED-DBT protocol. Guilford Press.

Holiday 4-5, 2nd Floor, Hilton

ABCT Benefit Luncheon

ABCT Benefit Luncheon Join ABCT for our second annual Benefit Luncheon at the 60th Annual Convention in Baltimore, Maryland. This will be an exciting event, bringing together several hundred ABCT clinical practitioners, academics, and service providers for LIVE JAZZ, GOOD FOOD AND DRINKS, a SILENT AUCTION, and NETWORKING! Funds raised from this event will support new and existing ABCT programs benefiting early career members as well as those from under-represented groups, via the ABCT Strategic Impact Fund. You are able to purchase tickets when registering for the Annual Convention. If you have already registered for the convention you will be able to edit your registration to add a ticket.

Holiday 6, Second Fl, Hilton

Charting your Professional Path: Clinical and Research Postdoctoral Training

Shona N. Vas, Ph.D., ABPP, University of Chicago Medicine
Jessica Lohnberg, Ph.D., VA Palo Alto Health Care System
Molly Erickson, Ph.D., University of Chicago
Amy Silberbogen, Ph.D., ABPP, VA Boston Healthcare System
Samuel Battalio, M.S., Northwestern University Feinberg School of Medicine

Primary Category: Workforce Development / Training / Supervision

This event will address important considerations for applying for clinical and research postdoctoral fellowships. Topics include: reasons to do a fellowship, differences between clinical and research fellowships, values identification and implications for career development, applying for research funding, information regarding the national postdoctoral training landscape, and the application and interview process. There will be time for questions from the audience during the panel presentation. After the panel, prospective postdoctoral applicants will be able to meet with representatives from postdoctoral programs. A list of participating sites will be published in the program addendum distributed at the convention registration desk. Postdoctoral sites that would like to be represented in this event should contact Stephen Crane at the ABCT Central Office: meetings@abct.org. This session does not qualify for continuing education credit.

ticket

Earn 3 continuing education credits

Brent, 3rd Floor

Workshop 12

Working with Couples When You Are Not a Couples Therapist

Sarah P. Carter, Ph.D., Uniformed Services University of the Health Sciences
Jasara Hogan, Ph.D., New York University

Basic level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Couples / Close Relationships, Treatment, Evidence-Based Practice*

Many clinicians regularly encounter romantic partners in their work through collateral sessions, joint meetings, crisis situations, or the relational contexts shaping individual treatment. Yet many have little training or comfort conducting treatment when more than one partner is involved. This workshop is designed for clinicians who do not identify as couples therapists, but who want to work more effectively when romantic partners are involved. The focus is on practical strategies for engaging in treatment with more than one partner present while remaining grounded in an individual treatment framework. Participants will learn how to recognize situations in which involving a romantic partner may support individual treatment progress. The workshop will identify multiple concrete strategies for incorporating a romantic partner into individual-focused clinical work, including clarifying purpose and roles, setting expectations for partner involvement, and using relationship context to inform clinical decision-making. Attendees will also learn approaches for managing sessions when romantic partners are present. Emphasis is placed on session structure, communication management, and maintaining focus when multiple perspectives are in the room. This workshop also addresses common misconceptions about couples work and highlights how attending to relationship dynamics can enhance treatment outcomes across clinical settings. Through case examples and guided discussion, participants will gain tools to approach work with more than one partner with greater clarity and confidence without becoming a couples therapist.

Recommended Readings:

Halford, W. K., & Pepping, C. A. (2019). What every therapist needs to know about couple therapy. Behaviour Change, 36(3), 121-142. https://doi.org/10.1017/bec.2019.12

South, S. C. (2021). Pathology in relationships. Annual Review of Clinical Psychology, 17(1), 577-601. https://doi.org/10.1146/annurev-clinpsy-081219-115420

Capozzi, F. (2025). A research-driven flowchart to approach change in couples. Frontiers in Psychology, 15, 1438394. https://doi.org/10.3389/fpsyg.2024.1438394

Baucom, D. H., Belus, J. M., Adelman, C. B., Fischer, M. S., & Paprocki, C. (2014). Couple-based interventions for psychopathology: A renewed direction for the field. Family Process, 53(3), 445-461. https://doi.org/10.1111/famp.12075

Gurman, A. S., & Burton, M. (2014). Individual therapy for couple problems: Perspectives and pitfalls. Journal of Marital and Family Therapy, 40(4), 470-483.

At the end of this session, the learner will be able to:

- Recognize situations in which involving a romantic partner may support individual treatment progress.
- Identify at least three strategies for incorporating a romantic partner into individual-focused clinical work.
- Explain how therapeutic interactions and clinical interactions may differ when a romantic partner is present.
- Apply structured approaches for managing sessions with romantic partners present in ways that support individual clinical goals.
- Increase clinician confidence in managing sessions with more than one romantic partner present.

ticket

Earn 3 continuing education credits

Douglass, 3rd Floor, Hilton

Workshop 13

Integrating Compassion and Evidence: A Primary Care Platform for Behavior Therapy

Patricia J. Robinson, Ph.D., Mountainview Consulting Group Inc
Kirk D. Strosahl, Ph.D., HeartMatters Consulting LLC

All levels of familiarity with the material

Primary Category: Primary Care / Integrated Care

Key Words: *Evidence-Based Practice, Competence, Primary Care*

What if 500 ABCT members began to offer consultation services in primary care (PC) one day a week, and, in the process, they influenced ten of their new PC team mates to use evidence-based behavior therapies? Would this collective action improve access to behavior therapy in their community, particularly for underserved people? Science says, "yes". Numerous studies have evaluated the impact of using primary care clinics as platforms for delivery of behavior therapy. One model has emerged as offering important guidance for integration efforts and for delivering positive patient and implementation outcomes (Hunter, et al., 2017). This collection of strategies, known as the Primary Care Behavioral Health (PCBH) model (Robinson & Reiter, 2025), has also been associated with improved health equity outcomes when newly arriving behavioral health providers are prepared with training in Focused Acceptance and Commitment Therapy (FACT, Strosahl, Robinson, & Gustavsson, 2026) (see https://wellsouth.nz/about-us/about-us/news/view/southern-wellbeing-service-exceeding-expectations). Drs. Robinson and Strosahl ("Luminaries of Integrated Behavioral Health" award recipients, CFHA, 2025) introduce PCBH and FACT in this 5-hour, practical workshop. They use the acronym, GATHER (Generalist, Accessible, Team-based, High Impact, Educator, Routine) to introduce PCBH and another acronym, CAARE (Context, Approach, Avoidance, Redesign, Expand), to introduce Focused ACT. They will offer participants a tool kit to empower their expression of compassion and their efforts to spread the science of behavior therapy in their communities in new ways

Recommended Readings:

Arroll, B., Frischtak, H., Roskvist, R., Mount, V., Sundram, F., Fletcher, S., Kingsford, D., Buttrick, L., Bricker, J., & van der Werf, B. (2022). FACT effectiveness in primary care; a single visit RCT for depressive symptoms. International journal of psychiatry in medicine, 57(2), 91–102. https://doi.org/10.1177/00912174211010536

Funderburk, J. S., Pigeon, W. R., Shepardson, R. L., Wade, M., Acker, J., Fivecoat, H., Wray, L. O., & Maisto, S. A. (2021). Treating depressive symptoms among veterans in primary care: A multi-site RCT of brief behavioral activation. Journal of affective disorders, 283, 11–19.

Kanzler, K. E., Robinson, P. J., McGeary, D. D., Mintz, J, Kilpela, L. S., Finley, E., &McGeary, C. (2022). Addressing Chronic Pain with Focused Acceptance and Commitment Therapy in Integrated Primary Care: Findings from a Mixed Methods Pilot Randomized Controlled Trial. BMC Primary Care, 23(77). https://doi.org/10.1186/s12875-022-01690-2

Sheldrick, R. C., Bair-Merritt, M. H., Durham, M. P., Rosenberg, J., Tamene, M., Bonacci, C., Daftary, G., Tang, M. H., Sengupta, N., Morris, A., & Feinberg, E. (2022). Integrating Pediatric Universal Behavioral Health Care at Federally Qualified Health Centers. Pediatrics, 149(4), e2021051822. https://doi.org/10.1542/peds.2021-051822. https://pubmed.ncbi.nlm.nih.gov/35347338/

Sripada, R. K., Walters, H. M., Ganoczy, D., Avallone, K. M., Cigrang, J. A., & Rauch, S. (2022). Feasibility and Acceptability of Prolonged Exposure in Primary Care (PE-PC) for Posttraumatic Stress Disorder in Federally Qualified Health Centers: A Pilot Study. Administration and policy in mental health, 1–13. Advance online publication. https://doi.org/10.1007/s10488-022-01195-1. https://pubmed.ncbi.nlm.nih.gov/35445362/

At the end of this session, the learner will be able to:

- Explain how to use the GATHER acronym to identify strategies to use to create a strong platform for improving access to mental health services in your community.
- Describe evidence for use of PCBH and FACT to assist people struggling with mental health, substance use, and medical problems, such as chronic conditions.
- Explain how FACT practice tools can be applied to help patients with diabetes and patients with chronic pain who also have mood problems.
- List two reasons why use of a scientist practitioner approach is of fundamental importance to use of evidence-based care approaches.
- Describe the four domains on the 17-item Focused Acceptance and Commitment Therapy Competency Assessment Tool (FACT CAT).

ticket

Earn 3 continuing education credits

Peale A, 1st Floor, Hilton

Workshop 14

Body-focused Repetitive Behaviors (BFRBs): an Advanced, Integrative Framework for Evidence-based, Compassion-centered Assessment and Treatment

Marla W. Deibler, ABPP, Psy.D., The Center for Emotional Health
Renae Reinardy, Psy.D., Lakeside Center for Behavioral Change

All levels of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Trichotillomania, Habit Reversal, ACT (Acceptance & Commitment Therapy)*

Body-Focused Repetitive Behaviors (BFRBs), including trichotillomania (hair pulling) and excoriation (skin-picking) disorder, are complex and heterogeneous conditions within the obsessive-compulsive and related disorders spectrum. Although BFRBs are relatively prevalent, affecting an estimated 1 in 20 individuals, they remain under-identified and inconsistently treated in clinical practice. This gap is driven largely by the scarcity of accessible, up-to-date, evidence-based training and the limited availability of expert-led clinical consultation. This full-day Institute is designed to provide advanced clinical training in the assessment and treatment of BFRBs, emphasizing a cohesive, integrative behavioral framework grounded in empirical research and contemporary cognitive-behavioral models. A comprehensive, scientifically grounded overview of BFRBs will be presented, integrating the phenomenological literature with clinically relevant patterns of presentation and supplemented by video-based case material illustrating lived experience. Partici-

pants will engage in an in-depth examination of the functional processes that contribute to the persistence of BFRBs, with particular attention to patterns of reinforcement and experiential avoidance that sustain symptoms across affective, sensory, cognitive, and contextual domains. These considerations will be used to support formulation-driven case conceptualization, guide nuanced clinical judgment, and inform the strategic selection and sequencing of interventions tailored to individual presentations. The Institute will present an integrative, evidence-based clinical framework that synthesizes empirically supported, compassion-oriented behavioral and CBT-informed strategies into a unified model for flexible, individualized care. Emphasis will be placed on clinical decision-making, adaptation of interventions across diverse presentations, and management of common challenges including comorbidity, variable treatment response, relapse risk, and barriers to sustained change.

Recommended Readings:

Grant, J. E., Dougherty, D. D., & Chamberlain, S. R. (2020). Prevalence, gender correlates, and co-morbidity of trichotillomania. Psychiatry Research, 288, 112948. https://doi.org/10.1016/j.psychres.2020.112948

Grant, Valle, S., Aslan, I. H., & Chamberlain, S. R. (2021). Clinical presentation of body-focused repetitive behaviors in minority ethnic groups. Comprehensive Psychiatry, 111, 152272–152272. https://doi.org/10.1016/j.comppsych.2021.152272

Kwon, C., Sutaria, N., Khanna, R., Almazan, E., Williams, K., Kim, N., Elmariah, S., & Kwatra, S. G. (2020). Epidemiology and Comorbidities of Excoriation Disorder: A Retrospective Case-Control Study. Journal of clinical medicine, 9(9), E2703. https://doi.org/10.3390/jcm9092703

Lee, E. B., Homan, K. J., Morrison, K. L., Ong, C. W., Levin, M. E., & Twohig, M. P. (2018). Acceptance and Commitment Therapy for Trichotillomania: A Randomized Controlled Trial of Adults and Adolescents. Behavior Modification, 44(1), 70–91. https://doi.org/10.1177/0145445518794366

Carlson, E. J., Malloy, E. J., Brauer, L., Golomb, R. G., Grant, J. E., Mansueto, C. S., & Haaga, D. (2021). Comprehensive Behavioral (ComB) Treatment of Trichotillomania: A Randomized Clinical Trial. Behavior therapy, 52(6), 1543–1557. https://doi.org/10.1016/j.beth.2021.05.007

At the end of this session, the learner will be able to:

- Identify empirically supported phenomenological features of body-focused repetitive behaviors (BFRBs) that are relevant to accurate assessment, diagnosis, and case conceptualization across developmental stages.
- Describe assessment tools to inform individualized treatment planning.
- Discuss how patterns of reinforcement and experiential avoidance contribute to the maintenance of BFRBs and select intervention strategies that directly target these processes.
- Apply and sequence evidence-based behavioral and CBT-informed interventions for BFRBs in a flexible manner that accounts for comorbidity, treatment response, and client-specific factors.
- Modify treatment plans to address common clinical challenges in BFRB care, including relapse risk, engagement difficulties, and barriers to sustained change, while incorporating developmental, cultural, and contextual considerations.

Earn 1.5 continuing education credits

338, Level 300, Convention Center

Panel Discussion 24

Stepping out of the Ivory Tower and into the World: Working with Youth in Systems as Early Career Professionals

MODERATORS:

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University
Ellen H. Steele, Ph.D., The State University of New York at Buffalo

PANELISTS:

Kaitlin Sheerin, Ph.D., Alpert Medical School of Brown University
Ellen H. Steele, Ph.D., The State University of New York at Buffalo
Erica Szkody, Ph.D., Northwestern University Feinberg School of Medicine
Katie Cohen, M.A., Northwestern University
Grace Cushman, Ph.D., Brown University Medical School

Primary Category: 2026 Theme - Community Engagement

Key Words: *Context - Criminal Justice / Forensics, Context - Health Psychology / Behavioral Medicine, Context - School-Related Issues*

In 2021, the US Surgeon General declared a youth mental health crisis, with an emphasis on service provision within community settings. Building meaningful research partnerships is essential for translating evidence-based mental health interventions into real-world settings. However, forming these community partnerships may be difficult for those early on in their careers, particularly as regulations within these settings have become more stringent, making establishing and sustaining partnerships challenging. Our panel convenes early-career researchers who have established research collaborations with

community-based youth-serving systems. This group includes: Dr. Erica Szkody a clinical psychologist and implementation researcher with experience working with schools, inpatient/outpatient clinics, nonprofits, and corporations; Katie Cohen, an implementation scientist who has partnerships with libraries and schools; Dr. Grace Cushman, a pediatric psychologist with collaborations with several different types of pediatric medical settings; Dr. Ellen Steele a clinical psychologist with a background in partnering with juvenile detention centers and inpatient facilities; and Dr. Kaitlin Sheerin a clinical child and forensic psychologist working with juvenile and family courts. Panelists will speak to: (a) applying evolving frameworks for community engagement and implementation (e.g., CBPR, CFIR) to establish and sustain new partnerships; (b) building trust with communities; (c) identifying natural supports within and across systems; (d) adapting to the culture, priorities, and operational realities of youth-serving systems; and (e) barriers and facilitators to forming and maintaining relationships. This session will provide concrete guidance to trainees, early career researchers, and their mentors to help enhance the reach, relevance, and impact of cognitive behavioral interventions for youth. The discussion will focus on challenges and strategies for having sustainable community partnerships.

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Clinical Grand Round 3

Attachment Based Family Therapy: A Clinical Demonstration

CHAIR:

Guy S. Diamond, Ph.D., University of Pennsylvania and CMC VA Medical Center

PANELISTS:

Suzanne A. Levy, Ph.D., none
Paul DelGrosso, MSW, Training Center
Tori Kerr, MSW, ABFT training Institute

Primary Category: Population - Parents and Families

Key Words: *Population - Children / Adolescents, Population - Parents and Families, Symptoms / Disorders - Suicide*

This clinical round table will present Attachment Based Family Therapy (ABFT), explained through an extended role play demonstration. Most practitioners do not associate family therapy with a cognitive behavioral tradition, yet all child focused CBT therapists work with parents. The interdisciplinary and multimodal nature of ABFT offers a bridge between individual and family intervention. ABFT incorporates individual focused cognitive, behavioral, and emotional methods along with in vivo family conversations that experientially challenge negative schemas about self and others. This allows families members to learn and then practice new emotional regulation and interpersonal communication skills. In this way, family conversations serve as the exposure task. ABFT is a manualized, empirically supported, semi structured, transdiagnostic, brief therapy designed to target family and individual processes associated with child, adolescent and young adult internalizing disorders. ABFT has been tested or used with ethnically diverse youth struggling with a range of internalizing disorders (e.g., depression, suicide, eating disorders, OCD,) in a variety of settings including outpatient, inpatient, residential and home-based. ABFT is organized around five treatment tasks that provide session-by-session strategies and goals. Therapy begins with shifting the focus of therapy from behavioral management to rebuilding emotionally protective, secure parent–child relationships. Then individual sessions with youth and parents focus on alliance formation, emotion regulation and preparing

for family meetings. Eventually, conjoint sessions center on regulated discussions of relational ruptures that inhibit parent child teamwork. With some level of trust reestablished, conjoint sessions address autonomy and maturity development for the youth. Staff and colleagues of the ABFT International Training Institute will assist Dr. Diamond in presenting an extended role play that demonstrates the theory, clinical structure, intervention techniques and treatment goals. Challenges and strategies for parental engagement that can be used with any treatment will be highlighted.

At the end of this session, the learner will be able to:

- Explain the clinical theory and structure of ABFT.
- Describe how to use ABFT as a standalone or adjunctive treatment.
- Identify skills for engaging difficult parents into treatment.
- Use attachment theory as a frame work for guiding engagment and insession clinical conversations.
- Organize a breilfcourse of family therapy.

Recommended Readings: Diamond, G., Diamond, G. M., & Levy, S. (2021). Attachment-based family therapy: Theory, clinical model, outcomes, and process research. Journal of affective disorders, 294, 286-295.Ewing, E. S. K., Diamond, G., & Levy, S. (2015). Attachment-based family therapy for depressed and suicidal adolescents: theory, clinical model and empirical support. Attachment & human development, 17(2), 136-156.Manasse, S. M., Russon, J., Lampe, E. W., King, A., Abber, S. R., Trainor, C., ... & Diamond, G. (2024). Attachment-based family therapy to improve family functioning in adolescent binge-spectrum eating disorders: an initial evaluation via case series design. Clinical child psychology and psychiatry, 29(1), 45-62.

ticket

Earn 2 continuing education credits

Tilghman, Third Fl., Hilton

Master Clinician Seminar 4

Acceptance and Commitment Therapy (ACT) for Anxiety, OCD, and Related Avoidance Disorders

Lisa W. Coyne, Ph.D., Harvard Medical School; New England Center for OCD and Anxiety
Brian C. Pilecki, Ph.D., Portland Psychotherapy

Moderate to Advanced level of familiarity with the material

Primary Category: Treatment - Mindfulness & Acceptance

Key Words: *ACT (Acceptance & Commitment Therapy), Anxiety, OCD (Obsessive Compulsive Disorder)*

ACT-informed exposure has been shown to be as effective as traditional exposure in treating anxiety disorders (Arch et al., 2012; Twohig et al., 2018), while offering unique advantages for both clients and therapists. This workshop will help CBT clinicians enhance their exposure therapy work by integrating ACT's process-based approach, without requiring mastery of the full ACT model. Presenters will introduce the ACT psychological flexibility model and demonstrate its expanded vocabulary for processes already implicit in traditional exposure—such as acceptance, present-moment awareness, and values-based action. Participants will learn how ACT reframes exposure as a practice for building psychological flexibility while pursuing a meaningful life. The ACT processes focus case conceptualization, helping therapists identify specific forms of psychological inflexibility during exposure and effectively problem-solve when clients get stuck. This perspective enables therapists to work more flexibly across diagnostic categories and troubleshoot common barriers to treatment progress. The presenters will demonstrate how ACT processes can structure the delivery of exposure therapy itself—from how therapists interact with clients during exposure exercises, to debriefing afterwards, to framing of homework assignments. Practical applications include: orienting clients to willingness and acceptance as alternatives to control-based strategies; using willingness ratings alongside SUDS to

identify avoidance during exposure; creating values-based exposure hierarchies that enhance motivation; and recognizing therapeutic change beyond symptom reduction, such as increased behavioral flexibility and values-consistent action. Through didactic content, clinical examples, role-play demonstrations, and opportunities for practice, participants will learn to identify psychological flexibility processes, without needing to become an ACT expert. Clinicians will leave this workshop with practical tools for integrating ACT principles into their existing exposure-based practice, strengthening their ability to deliver more flexible, personalized, and theoretically grounded interventions for anxiety, OCD, and related disorders.

Recommended Readings:

Laurito, L. D., Loureiro, C. P., Dias, R. V., Faro, L., Torres, B., Moreira-de-Oliveira, M. E., ... & Twohig, M. P. (2022). Acceptance and commitment therapy for obsessive-compulsive disorder in a Brazilian context: Treatment of three cases. Journal of Contextual Behavioral Science, 24, 134–140.

Ong, C. W., Petersen, J. M., Terry, C. L., Krafft, J., Barney, J. L., Abramowitz, J. S., & Twohig, M. P. (2022). The "how" of exposures: Examining the relationship between exposure parameters and outcomes in obsessive-compulsive disorder. Journal of Contextual Behavioral Science, 24, 87–95.

Thompson, B. L., Twohig, M. P., & Luoma, J. B. (2021). Psychological flexibility as shared process of change in acceptance and commitment therapy and exposure and response prevention for obsessive-compulsive disorder: A single case design study. Behavior Therapy, 52(2), 286–297.

Thompson, E. M., Brierley, M. E. E., Destrée, L., Albertella, L., & Fontenelle, L. F. (2022). Psychological flexibility and inflexibility in obsessive-compulsive symptom dimensions, disability, and quality of life: An online longitudinal study. Journal of Contextual Behavioral Science, 23, 38–47.

Arch, J. J., Finkelstein, L. B., & Nealis, M. S. (2025). Acceptance and Commitment Therapy (ACT) for Anxiety Disorders. Psychiatric Clinics of North America, 48(3), 443-456.

At the end of this session, the learner will be able to:

- Describe the ACT psychological flexibility model and explain how its core processes (acceptance, present-moment awareness, values-based action) are already implicit in traditional exposure therapy.
- Utilize ACT processes as a case conceptualization framework to identify specific forms of psychological inflexibility that may interfere with exposure therapy and impede client progress.
- Apply willingness-based interventions during exposure exercises, including using willingness ratings alongside SUDS to strengthen acceptance during exposure practice.
- Demonstrate how to structure exposure delivery using ACT principles, including orienting clients to exposure, debriefing after exposure exercises, and framing homework assignments in ways that build psychological flexibility.
- Construct values-based exposure hierarchies that enhance client motivation and reframe exposure as a vehicle for pursuing meaningful life goals rather than solely targeting symptom reduction.

Earn 1.5 continuing education credits

Tubman A/B, Third Fl., Hilton

Mini Workshop 11

Compassion Focused Group Therapy for the Severely Mentally Ill

Doug Benson, Psy.D., Association for Behavioral and Cognitive Therapies
Aileen Rands, Ph.D., Utah State Hospital
Amanda L. Rapacz, Psy.D., Utah State Hospital

Basic to Moderate level of familiarity with the material

Primary Category: Schizophrenia / Psychotic Disorders

Key Words: *Compassion / Empathy, Group Therapy, Severe Mental Illness*

Compassion focused therapy (CFT) is a therapeutic modality aimed at understanding, alleviating, and preventing suffering in oneself and others. CFT specifically aids those suffering from shame and self-criticism. Historically, those with severe forms of mental illness have been subject to marginalization and stigmatization, resulting in enduring shame and/or self-criticism. These intense and potentially crippling emotions then become a secondary obstacle to the initial stigmatized experience. Research suggests that CFT is a feasible and promising treatment for trans diagnostic groups composed of those with acute psychiatric conditions. Specifically, findings suggest that CFT increases compassion, decreases depression, decreases social marginalization for those with schizophrenia spectrum disorders. This training is focused on the application of CFT as a group intervention for the transdiagnostic severely mentally ill (SMI). This workshop will present principles of CFT that are tailored to an SMI population. We will also discuss session structure, timing, and focus. Attendees will learn to understand the content of each of the modules and how they synthesize and build across sessions. The training will present 12 specific manualized modules; compassion and the tricky brain, three systems of emotion, attention training and mindfulness, feeling safe and receiving compassion from others, the compassionate self, the nature of multiple emotions and finding balance, self-criticism, shame and guilt, deepening compassion for the self, compassionate assertiveness, forgiveness, and envision-

ing a compassionate future. The goal is to increase compassion for themselves, compassion for others, and to act on compassionate motivations. Finally, we will talk about practice between sessions.

Recommended Readings:

Griner, Derek, et al. "The Power of Compassion in Group Psychotherapy." Journal of Clinical Psychology, 12 Apr. 2022, https://doi.org/10.1002/jclp.23358.

Barnes, Britany A., and Gary M. Burlingame. "Using Mindfulness-Based and Compassionate-Focused Therapies in Treating Serious Mental Illness." International Journal of Group Psychotherapy, vol. 66, no. 4, 7 June 2016, pp. 637–642, https://doi.org/10.1080/00207284.2016.1176503. Accessed 17 Aug. 2020.

Braehler, Christine, et al. "Exploring Change Processes in Compassion Focused Therapy in Psychosis: Results of a Feasibility Randomized Controlled Trial." British Journal of Clinical Psychology, vol. 52, no. 2, 24 Oct. 2012, pp. 199–214, https://doi.org/10.1111/bjc.12009.

At the end of this session, the learner will be able to:

- Describe Compassion Focused Therapy (CFT).
- Explain the structure of a CFT group for SMI.
- Discuss the components, topics, and modules covered in a CFT group for an SMI population.
- Structure and implement a CFT group for an SMI population.

340, Level 300, Convention Center

Spotlighting the Change Leaders: Navigating Systems and Driving Change While Honoring Identities and Lived Experiences

Danielle Green, Ph.D., LCP, Cincinnati Children's Hospital Medical Center
Wendy Chu, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago
Yvette Bean, Ph.D., BCBA
Zoe R. Smith, Ph.D., University of Denver
Zachary C. Wilde, Ph.D., Mayo Clinic

This panel will feature members of the current ABCT Change Leaders cohort whose identities shape their efforts to navigate, influence, and transform systems to promote equity. Panelists will reflect on their leadership experiences, opportunities, and tensions that arise when navigating institutions and systems that support and constrain meaningful change. Through examples, panelists will discuss inequitable practices, building relationships with power actors, how to influence decision making, and remaining accountable to the people we serve. The conversations will also examine how identities affect leadership approaches, access to power, and experiences of resistance and support. Additionally, panelists will share practical strategies for creating change within organizations and systems, along with resources for various leadership programs, guides, and opportunities that have supported their careers. This session will include facilitated discussion and audience questions to create community and space for participants to connect the panelists' reflections to their own roles, organizations, and equity goals. Attendees are also encouraged to attend the Underrepresented Scholars Meet and Greet to connect with other Change Leaders and network with mentors and peers. This session does not qualify for continuing education credit.

At the end of this session, the leaner will be able to:

- Build community and foster relationships around how intersectional identities and lived experiences shape leadership approaches, access to power, and efforts to create organizational and systemic change.
- Identify barriers to advancing equity and evaluate strategies for navigating institutional power, resistance, and competing demands while maintaining personal and community safety.
- Develop at least one actionable strategy for influencing decision-making, building relationships with power actors, and advancing equitable change within their own role or organization.

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 15

Using Acceptance and Commitment Therapy to Treat Unhelpful Perfectionism

Clarissa Ong, Ph.D., University of Louisville
Eric Lee, Ph.D., Southern Illinois University

Basic to Moderate level of familiarity with the material

Primary Category: Obsessive Compulsive and Related Disorders

Key Words: *ACT (Acceptance & Commitment Therapy), Transdiagnostic, Anxiety*

Clinical perfectionism is defined as rigid adherence to unrealistically high standards and basing self-worth on ability to meet those standards (Shafran & Mansell, 2001). It is a transdiagnostic risk and maintaining factor for several clinical problems, including obsessive-compulsive and related disorders, eating disorders, anxiety, and depression (Egan et al., 2011; Pinto et al., 2017). Furthermore, perfectionism negatively impacts treatment outcomes, interfering with clients' ability to benefit from evidence-based treatments (Löw et al., 2020; Pinto et al., 2017). Thus, it is important to know how to effectively target perfectionism in treatment. There is a broad evidence base for the efficacy of acceptance and commitment therapy (ACT) for various presentations, including those related to perfectionism (e.g., anxiety, depression; Gloster et al., 2020), and preliminary evidence supports using ACT to treat perfectionism (Ong et al., 2019). This Mini Workshop will provide an overview of how to use ACT to treat clinical perfectionism. The first part of the workshop will be an introduction to ACT and its hypothesized process of change, psychological flexibility, followed by an ACT-informed case conceptualization of clinical perfectionism. The second part of the workshop will focus on specific ACT exercises that can be used to target and undermine perfectionism, along with guidance on how to deliver treatment to fit client identities. The final part of the workshop will be case discussion to help attendees learn how to use ACT techniques and generalize skills to real-life cases.

Recommended Readings

Ong, C. W., Lee, E. B., Krafft, J., Terry, C. L., Barrett, T. S., Levin, M. E., & Twohig, M. P. (2019). A randomized controlled trial of acceptance and commitment therapy for clinical perfectionism. Journal of Obsessive-Compulsive and Related Disorders, 22. https://doi.org/10.1016/j.jocrd.2019.100444

Egan, S. J., Wade, T. D., & Shafran, R. (2011). Perfectionism as a transdiagnostic process: A clinical review. Clinical Psychology Review, 31(2), Article 2. https://doi.org/10.1016/j.cpr.2010.04.009

Pinto, A., Dargani, N., Wheaton, M. G., Cervoni, C., Rees, C. S., & Egan, S. J. (2017). Perfectionism in obsessive-compulsive disorder and related disorders: What should treating clinicians know? Journal of Obsessive-Compulsive and Related Disorders, 12, 102–108. https://doi.org/10.1016/j.jocrd.2017.01.001

At the end of this session, the learner will be able to:

- Identify clinical perfectionism and its function in clients.
- Describe psychological flexibility and how it relates to perfectionism.
- Develop an ACT-informed case conceptualization of perfectionism.
- Use ACT techniques/exercises to treat unhelpful perfectionism in clients.

Earn 1.5 continuing education credits

Latrobe, First Fl., Hilton

Research & Professional Development 3

How to Conduct Research in Your Clinical Practice Using the Progress Monitoring Data You Collect to Guide Your Clinical Work

PANELIST:

Jacqueline B. Persons, Ph.D., Oakland Cognitive Behavior Therapy Center

Basic level of familiarity with the material

Primary Category: Professional / Interprofessional Issues

Key Words: *Assessment, Career Development, Professional Development*

Cognitive-behavior therapists strive to provide evidence-based care. And many of us are trained as scientists and encouraged to adopt professional roles as scientist-practitioners. One way to do all these things as practitioners is to collect data to monitor the progress of each our patients in treatment and use those data to make a research contribution. Data clinicians collect to monitor their patients' progress and strengthen their clinical work have huge potential to contribute to the scientific literature, as questions that clinicians confront daily and collect data to answer include important questions about the nature of psychopathology and of the change process in treatment that are important to the field. Dr. Persons will share nitty-gritty details of strategies she has learned to collect progress monitoring data for joint clinical and research purposes, to use the data to create a research database, to address ethical issues, to use the database to carry out empirical research studies, and to write up and publish the studies to make a contribution to the scientific literature.

Recommended Readings

Persons, J. B. (2023). How to conduct research in your private practice. Cognitive and Behavioral Practice, 30(2), 195-207.

Persons, J. B., Thomas, C., Hsiao, M., & Courry, R. (2023). How to build a research database from data you collect to guide your clinical work. Cognitive and Behavioral Practice, 30(1), 35-44.

Persons, J. B., Osborne, T. L., & Codd, III, R. T. (2021). Ethical and legal guidance for mental health practitioners who wish to conduct research in a private practice setting. Behavior Therapy, 51(3), 313-323.

At the end of this session, the learner will be able to:

- Identify two characteristics of online tools that are useful for collecting progress monitoring data for both clinical and research purposes.
- Identify at least two strategies for selecting a good research question.
- Identify a strategy for obtaining informed research consent from their patients.

1:00 p.m. – 2:30 p.m.

Earn 1.5 continuing education credits

Holiday 3, Second Fl., Hilton

Clinical Round Table 21

OCD Case Conference: Advancing Evidence-based Care Through Collaborative Consultation and Compassionate Treatment

MODERATORS:

Jeffrey M. Cohen, Psy.D., Columbia University
Courtney DeAngelis, Psy.D., CBT for Anxiety and OCD Relief

PANELISTS:

Alyssa Bernstein, LCSW, Community Practice
Nicholas C. Crimarco, Ph.D., CUCARD Westchester
Casey O'Brien, Psy.D., Columbia University Irving Medical Center
Adriana E. Rego, M.D., Columbia University Clinic for Anxiety and Related Disorders

Primary Category: Symptoms / Disorders - Obsessive Compulsive and Related Disorders

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, Treatment - Exposure and Response Prevention (ERP)*

Exposure and response prevention (ERP) is an empirically supported treatment for OCD with a robust evidence base, yet estimates suggest that more than half of those who receive ERP do not show significant symptom improvement (Cuijpers et al., 2024). This discrepancy may reflect the complexity of implementing treatment in community settings, where presentations are more varied than in research samples (McLeod et al., 2019). Evidence suggests that 69% of individuals with OCD have at least one comorbid psychiatric

disorder (Sharma et al., 2021). Indeed, therapists frequently report difficulties implementing ERP in clinical practice (Ramsey et al., 2024). This session will address this gap using evidence-based approaches to case consultation, case formulation, and idiographic treatment (Padesky, 2020; Persons, 2022). Formulation and ongoing monitoring can guide when and how treatment for OCD may be tailored. This includes augmenting ERP with Acceptance and Commitment Therapy (Twohig et al., 2018), Dialectical Behavior Therapy (Kumar et al., 2025), Motivational Interviewing (Simpson & Zuckoff, 2011), and medication management (Abramowitz et al., 2026) to compassionately improve outcomes. Peer consultation can improve insight into cognitive biases, mitigate shame, and increase critical thinking (Miu et al., 2022), and there has been a call to enhance clinicians' functioning by engaging colleagues and the community to reduce isolation and clinical burnout (Wise & Reuman, 2019). Attendees are encouraged to bring questions related to clinical challenges for collaborative discussion. Panelists will share clinical recommendations based on their expertise in evidence-based practice, and attendees are equally encouraged to contribute their own insights to foster collective, dialectical learning. Discussions on the delivery of culturally sensitive, affirmative, and compassionate care are particularly welcome. Panelists represent the disciplines of psychology, psychiatry, and social work, with expertise in treating complex OCD in children, adolescents, and adults, and in caring for individuals with diverse identities. They value humility, collective learning across differences, and the integration of science into practice.

348, Level 300, Convention Center

Membership Panel

Community-Engagement and Clinical Research: Strategies for Meaningful Collaboration

MODERATORS:

Lauren E. Browning, B.A., Temple University
Allie Freshley, M.A., University of Mississippi

PANELISTS:

M. *Zachary Rosenthal, Ph.D.*, Duke University
Philip Kendall, ABPP, Ph.D., Temple University
Lauren M. Henry, Ph.D., National Institute of Mental Health
Annesa Flentje, Ph.D., Stanford University School of Medicine

Primary Category: 2026 Theme - Community Engagement

Research has traditionally been conducted by individuals outside the communities they seek to understand, often resulting in research priorities and methods that do not fully reflect the needs, experiences, or perspectives of those most affected (Cunningham et al., 2025; Rosenberg & Tilley, 2021). Increasingly, clinical researchers are recognizing the importance of meaningfully engaging community members throughout the research process to improve the relevance, feasibility, dissemination, and real-world impact of their work. Community engagement can take many forms, including community-based participatory research, stakeholder partnerships, lived-experience consultation, and collaborative intervention development. In this panel, four researchers will discuss diverse approaches to incorporating community engagement into clinical research across the lifespan. Drawing from their own research programs, panelists will share strategies such as partnering with schools and community organizations, engaging caregivers and youth to inform intervention development, integrating lived- experience perspectives throughout the research process and collaborating with historically underserved and diverse communities to shape research priorities and implementation. The discussion will also explore the opportunities and challenges of conducting community-engaged research in clinical psychology, including ethical and logistical considerations, and how these approaches can help address persistent health disparities while increasing the public health impact of clinical research. Attendees will leave with practical recommendations for building meaningful community

partnerships and incorporating community-engaged practices into their own research. Audience participation is encouraged. The session does not qualify for continuing education credit.

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Symposium 8

Achieving Equitable Care Access and Improved Intervention Fit in CBT for Adults with ADHD

CHAIR:

Margaret H. Sibley, Ph.D., University of Washington School of Medicine

DISCUSSANT:

Laura Knouse, Ph.D., University of Richmond

All levels of familiarity with the material

Primary Category: Context - Mental Health Disparities

Key Words: *Symptoms / Disorders - ADHD, Treatment - Cognitive Behavior Therapy (CBT), 2026 Theme - Community Engagement*

Disparities in Adult ADHD Care Delivery Among US Telepsychology Providers

Nicole B. Groves, Ph.D., University of Washington School of Medicine
Ava Gaddis, B.A., Seattle Children's Research Institute
Marushka Route, B.A., Seattle Children's Research Institute
Carlos E. Yeguez, Ph.D., Seattle Children's Research Institute
Margaret H. Sibley, Ph.D., University of Washington School of Medicine

Practice Barriers to Serving Adults with ADHD Among U.S. Psychologists

Ray Corcoran, B.A., Seattle Children's Hospital
Lilly Clarke, B.A., University of Washington
Nicole B. Groves, Ph.D., University of Washington School of Medicine
Margaret H. Sibley, Ph.D., University of Washington School of Medicine

Mapping the Landscape of CBT for Adults with ADHD: Content, Engagement, and Implications for Clinical Practice

Melissa R. Dvorsky, Ph.D., Children's National Hospital the George Washington University School of Medicine and Health Sciences
Elizabeth Capps, Ph.D., Case Western Reserve University
John Mitchell, Ph.D., Duke University
Margaret H. Sibley, Ph.D., University of Washington School of Medicine

Strategies to Enhance Engagement in CBT for Adult ADHD: An Innovation Tournament with Stakeholders

Margaret H. Sibley, Ph.D., University of Washington School of Medicine
Melisa Shafiee, B.A., Seattle Children's Research Institute
Laura Knouse, Ph.D., University of Richmond

Earn 1.5 continuing education credits

Carroll A, Third Fl., Hilton

Symposium 50

Turning Compassion Inward: Self-compassion Across Clinical, Cultural, and Identity-based Contexts

CHAIR:

Lisa Nakamura, M.A., University of Massachusetts Boston

DISCUSSANT:

Jessica LoPresti, Ph.D., Suffolk University

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Symptoms / Disorders - Anxiety and Fear, Context - Cultural Factors*

Effect of Self-compassion, Cognitive Reappraisal and Control Writing on Shame and Post-event Processing Following Negative Feedback Among Socially Anxious Individuals

Cortney Burnham, M.A., Wilfrid Laurier University
Nancy Kocovski, PhD, Wilfrid Laurier University

Effects of a Shame-focused Self-compassion Writing Intervention in Individuals with Social Anxiety

Selen Amado, Ph.D., University of Massachusetts Boston
Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston

The Role of Self-compassion in the Mental Health Effects of Racial Discrimination

Lisa Nakamura, M.A., University of Massachusetts Boston
Rayyan Alfatafta, M.A., University of Massachusetts Boston
Cheyenne Ashley, M.A., University of Massachusetts Boston
Ana M. González-Garzón, M.S., University of Massachusetts Boston
Lizabeth Roemer, Ph.D., University of Massachusetts Boston

Barriers and Facilitators to Self-compassion Among Sexual Minority Women, Transgender, and Nonbinary People After Experiencing Sexual Assault

Emily C. Helminen, Ph.D., Center for Alcohol and Addiction Studies, Brown University School of Public Health
Kriti Behari, M.A., M.S., Syracuse University
Jillian R. Scheer, Ph.D., The University of Rhode Island

Earn 1.5 continuing education credits

Paca, Third Fl., Hilton

Panel Discussion 29

Neurodiversity-affirming Interventions: What Are They, Who Gets to Say, and How Do We Know?

MODERATORS:

Melanie Pellecchia, Ph.D., University of Pennsylvania
Matthew D. Lerner, Ph.D., Drexel University

PANELISTS:

Madeline J. Barrett, M.A., Drexel University
Jared K. Richards, M.S., Drexel University
Elizabeth G. Kilgallon, M.A., University of Massachusetts Boston
Jamiel D. Owens, Children's Hospital of Philadelphia
Rebecca Girard, LICSW, Private Practice
Ava N. Gurba, M.S., Drexel University

Primary Category: 2026 Theme - Community Engagement

Key Words: *Population - Children / Adolescents, Population - Autism, 2026 Theme - Community Engagement*

As more clinical approaches and disciplines recognize the need for adequate, supportive clinical care for autistic people, there has been an increase in attention on whether these services align with the priorities, values, and preferences of autistic individuals. In response, the term neurodiversity-affirming intervention (NAI) has rapidly emerged and is widely invoked across clinical, educational, and community contexts (Lerner, Gurba, & Gassner, 2023). Rooted in the Neurodiversity Movement and autistic self-advocacy, the concept is often used as a way to distinguish between approaches that employ a person-centered approach which treat neurodivergent traits as variations in human cognition, rather than as deficits to be fixed (Chapman & Botha, 2023). However, as the term has been adopted across disciplines, its meaning has become diffuse, inconsistent, and increasingly ambiguous. Likewise, it remains unclear whether NAIs represent discrete intervention

practices, a theoretical model, transtheoretical or relational constructs, or a broad value orientation guiding services. For both clinicians and researchers, this raises important conceptual and practical questions about what constitutes a NAI, and how this label relates to evidence-based practices. Indeed, clinicians, families, and autistic people ask the question with increasing urgency: is what am I doing an NAI, and how can I know? This panel addresses a central unresolved question in autism care: what should qualify as an NAI? Panelists will represent diverse perspectives, including autistic adults, family members, clinicians, researchers, trainees, and individuals who span multiple identities. Through a moderated discussion, panelists will explore several key questions: 1) whether NAI represents a specific mindset, an observable set of strategies, or something else entirely; 2) who should define and evaluate neurodiversity-affirming care; 3) which clinical practices are currently being labeled as NAIs; and 4) how clinicians can navigate potential tensions between NAI approaches and evidence-based intervention frameworks. Panelists will also discuss initial efforts to establish empirical measurement of NAIs and leave room for audience questions and discussion.

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Panel Discussion 25

From the Mountains to the Prairies: A Panel Discussion About Regional and Sociocultural Influences on OCD and Implications for Compassionate Treatment Based on a National U.S. Study

MODERATOR:

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine

PANELISTS:

Samuel Spencer, Ph.D., University of North Texas
Mia Nuñez, Ph.D., NOCD
Sarah C. Jessup, Ph.D., Vanderbilt University Medical Center
Jonathan Hershfield, M.A., MFT, Sheppard Pratt
Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
Martin E. Franklin, Ph.D., Rogers Behavioral Health

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, Context - Cultural Factors, Treatment - Cultural Adaptations*

Obsessive-compulsive disorder (OCD) symptoms are heterogenous, spanning a range of themes relating to symmetry/just rightness, contamination, accidental or intentional harm, unwanted transformation, superstition, scrupulosity, and identity themes relating

to sexual orientation, gender identity, racism, etc. (Cervin et al., 2022; Pinciotti et al., 2026). Experts point to factors such as demographics, cognitive patterns, and genetics to explain why certain themes emerge for some and not others. But can where one lives also inform how OCD presents? Novel emerging research from The National OCD Survey (N = 4,908) – the largest and most geographically representative U.S. OCD survey to date – is the first to find evidence for unique regional patterns in OCD symptoms across the United States (Pinciotti et al., 2026). Bridging the gap between science and clinical practice, presentation of novel data from this study at the outset of this presentation will be followed by a lively panel discussion inclusive of diverse perspectives regarding the myriad ways that OCD is shaped by sociocultural and regional factors from OCD experts with experience researching and treating individuals with OCD all over the country and world. The panel will consider, for example, why someone living in New York City is 36% more likely to obsess about being racist while someone living in New Orleans is 34% less likely; why someone living in South Florida is 88% more likely to fear unwanted transformations while someone living in the Chesapeake Bay region is 42% less likely; and why those living in the Deep South or Greater Appalachia are 51% and 62% (respectively) more likely to be concerned about sacrilege or blasphemy while someone living in New York City is 43% less likely. Anchored by innovative findings from The National OCD Survey, the panel will explore these patterns and more and discuss important cultural implications in and recommendations for the compassionate and culturally sensitive assessment and treatment of OCD across diverse populations.

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Panel Discussion 26

Compassion Is Not a Soft Skill: Leading Through Burnout, Division, and Complexity

MODERATOR:

Laurie Gallo, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine

PANELISTS:

Teresa Hsu, Ph.D., Montefiore Medical Center
Simon A. Rego, ABPP, Psy.D., Montefiore Medical Center
Gwilym Roddick, Ph.D., LCSW, Other, CBT of Central & South Florida/The CBT Alliance of Florida
Colleen A. Sloan, Ph.D., VA Boston HCS and Boston University School of Medicine
Shaina Siber-Sanderowitz, LCSW, Affirm Mental Health

Primary Category: 2026 Theme - Compassion in the Mental Health Workforce

Key Words: *Context - Strengths / Growth / Resilience, Workforce - Professional / Interprofessional Issues*

Compassion is often mischaracterized as a "soft" or optional leadership trait rather than a core, evidence-based competency. There is empirical evidence that when compassion is integrated into health care culture and leadership, there are improved outcomes in patient care, provider well-being, staff retention, and cost-effectiveness (Östergård et al. 2024; de Zulueta, 2021). However, in today's workforce, marked by chronic burnout, identity-based threats, political polarization, dismantling of DEI initiatives, and increasing pressures in academic, healthcare, and research environments; leaders are being asked to navigate unprecedented complexity with limited structural support. This panel will examine compassion as a critical leadership skill grounded in behavioral science, organizational psychology, and neuroscience. Drawing from evidence-informed frameworks including compassion-focused models, behavioral leadership research, and cognitive-behavioral approaches, panelists will explore how compassion supports psychological safety, ethical decision-making, workforce retention, and sustainable performance under high-stress con-

ditions. Specific attention will be given to leadership challenges within academic medicine, research institutions, and healthcare systems, including funding instability, moral distress, politicization of science, and workforce exhaustion. The panel will address common misconceptions that compassionate leadership undermines accountability or rigor, and will instead demonstrate how compassion enhances clarity, limits burnout contagion, and supports effective decision-making during conflict and uncertainty. The session will emphasize practical leadership behaviors participants can apply immediately, including responding to dysregulation in teams, balancing empathy with boundaries, and leading values-based decision-making in divisive climates.

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Panel Discussion 27

Parameterizing Flexibility for a More Compassionate Science: Balancing Flexibility, Fidelity, and Effectiveness in CBT Clinical Trial Research

MODERATOR:

Alexandria Miller, Ph.D., Boston University

PANELISTS:

Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Boston Medical Center
Jeffrey P. Winer, Ph.D., Boston Children's Hospital/ Harvard Medical School
Lauren C. Ng, Ph.D., UCLA
Deja Clement, M.P.H., Ph.D., Boston University
Pankhuri Aggarwal, Ph.D., University of Cincinnati

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, 2026 Theme - Community Engagement, Treatment - Cognitive Behavior Therapy (CBT)*

RCTs are the gold standard for evaluating psychological interventions, yet rigid trial designs can limit real-world relevance, particularly for populations whose lives do not align with traditional therapy models. Inflexible protocols may reduce engagement in clinical research and restrict equitable access to effective, sustainable treatments. Evaluating CBT for marginalized communities requires flexibility in both intervention and study design. Just as self-compassion invites us to hold ourselves with care and openness rather than rigid self-judgement, a compassionate approach to science calls us to hold our methods with similar flexibility. Parameterized flexibility (i.e., the intentional, prospective operational-

ization of permissible adaptions within a clinical trial), when integrated with a compassionate community-centered approach, allows scientific rigor and culturally-responsive innovation. This panel brings together psychologists and behavioral health researchers who have adapted CBT-based protocols for underserved and minoritized groups. Dr. Batchelder will share community-informed co design strategies for psycho-behavioral trials among people with HIV and SUDs. Dr. Clement will describe addressing socio-cultural factors for SUD & HIV intervention development. Dr. Miller will describe adaptations of trauma interventions to address intersectional oppression-based stress. Dr. Winer will present trauma-informed work with refugee/immigrant youth in school/community settings. Dr. Aggarwal will examine culturally salient factors shaping depression, suicide in the Global South and CBT for South Asian diaspora. Dr. Ng will discuss a stepped care wedge trial for PTSD with minoritized populations. Grounded in clinical trial methodology and implementation science, the discussion will outline how to parameterize flexibility in CBT trials to enhance generalizability without compromising rigor. Panelists will address core versus adaptable intervention components; strategies to operationalize and track flexibility; measurement approaches for fidelity and adaptation; pragmatic trial designs; and examples across diverse institutions and community partnerships demonstrating sustainable implementation.

1:00 p.m. – 2:30 p.m.

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Panel Discussion 28

(Un)terminated: Moving Clinical Science and Health Equity Research Forward in the Wake of Federal Policy Changes

MODERATOR:

Michael E. Newcomb, Ph.D., Northwestern University Feinberg School of Medicine

PANELISTS:

Amelia M. Stanton, Ph.D., Boston University
Arryn A. Guy, Ph.D., Illinois Institute of Technology
Nicholas Perry, Ph.D., University of Denver
Christina Balderrama-Durbin, Ph.D., Binghamton University
Maggi Price, Ph.D., Boston College
David A. Kalwicz, M.A., George Washington University

Primary Category: 2026 Theme - Context - Sociopolitical Conflicts

Key Words: *Population - LGBTQIA+ People, Context - Stigma and Oppression, Context - Strengths / Growth / Resilience*

In 2025, countless healthy equity research grants were abruptly terminated by the U.S. federal government, including research focused on sexual minorities, transgender people, people of color, women, migrants, and international populations. Nevertheless, grave health inequities persist in these marginalized populations, and clinical scientists remain steadfastly committed to eliminating these disparities. In fact, health equity researchers and clinical scientists have been incredibly innovative and resourceful in keeping their impactful research programs moving forward. The purpose of this panel is to discuss strategies for maintaining high scientific rigor in health equity research in the midst of changing federal research priorities, including diversifying research funding sources, building relationships with private donors, and adapting to new federal funding priorities. We will also discuss strategies for advocating for trainee and early career faculty needs. Rather

than focusing on the disheartening events of the last year, we aim to provide hope and a pathway forward for health equity research. To achieve this goal, we have brought together a group of six panelists and one moderator, all of whom have had their research terminated or suspended. The members of this panel represent numerous career stages and have varied personal lived experiences. Further, their research foci are diverse; conditions of focus include mental health, HIV, close relationships, and substance use. Further, their research captures the experiences of numerous populations, including sexual minorities, transgender individuals, people of color, women, migrants, and international populations. The panelists (in alphabetical order) include: Christina Balderrama-Durbin (Associate Professor, Binghamton University), Arryn Guy (Assistant Professor, Illinois Institute of Technology), David Kalwicz (Doctoral Candidate, George Washington University), Nicholas Perry (Assistant Professor, Denver University), Maggi Price (Assistant Professor, Boston College), Amelia Stanton (Assistant Professor, Boston University). The panel will be moderated by Michael Newcomb (Associate Professor, Northwestern University).

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Panel Discussion 38

Science as the Guardrail: Ensuring the Safety, Effectiveness, and Ethical Integrity of AI Enabled Mental Health Tools

MODERATOR:

Adam C. Jaroszewski, Ph.D., Harvard Medical School

PANELISTS:

Sabine Wilhelm, Ph.D., Massachusetts General Hospital
Shannon L. Wiltsey Stirman, Ph.D., Stanford University
Caitlin A. Stamatis, Ph.D., Slingshot AI
Christian A. Webb, Ph.D., McLean Hospital & Harvard Medical School

Primary Category: Intervention - Digital Health/Tele-Mental Health

Key Words: *Treatment - Design and Development, Research Methods - Technology, 2026 Theme - Community Engagement*

Artificial intelligence (AI)–enabled mental health tools are rapidly expanding in scope, availability, and uptake. While this growth offers unprecedented opportunities to improve access to evidence based psychological care, it also risks outpacing the evidence and safeguards needed to ensure these tools are effective, safe, and aligned with core principles of clinical science. This panel brings together experts from academia and industry to examine how data driven methods from clinical psychology can guide the responsible development, evaluation, and real world implementation of AI mental health interventions. The panelists are internationally recognized clinical researchers who have developed and tested evidence based treatments for a range of disorders (e.g., OCD, MDD, PTSD) and high risk outcomes (e.g., suicidal thoughts and behaviors), and who are now actively shaping AI mental health tools in both academic and industry settings. Drawing on examples from trials and real world deployment, the discussion will focus on how clinical science

approaches, such as measurement based care, outcome monitoring, and risk detection, can be leveraged to rigorously evaluate AI enabled interventions not only for effectiveness, but also to detect potential harms and identify differential effects across populations. The panel will explicitly address ethical and regulatory challenges (e.g., data governance, privacy, AI transparency and accountability) and the growing mismatch between rapid product development and slower clinical research and regulation timelines. The panelists will emphasize the essential role of clinical scientists and human clinicians in setting evidentiary and ethical standards, interpreting data for clinical relevance, and implementing AI enabled tools in ways that protect patient autonomy, preserve therapeutic relationships, and enhance, rather than replace or undermine clinical judgment. The session will conclude with practical, clinically grounded recommendations for researchers, clinicians, developers, and policymakers on how to apply data driven clinical science frameworks to evaluate AI mental health tools, establish ethical and safety benchmarks, and promote responsible cross disciplinary collaboration.

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Symposium 51

From Screens to Signals: Using Digital Environments to Detect Suicide Risk

CHAIR:

Connor M. O'Brien, B.S., University of Wisconsin, Madison

DISCUSSANT:

Brooke Ammerman, Ph.D., University of Wisconsin Madison

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Suicide

Key Words: *Symptoms / Disorders - Suicide, Symptoms / Disorders - Transdiagnostic*

Different Forms of Repeated Digital Face Exposure Show Divergent Associations with Near-term Suicidal Ideation
Connor M. O'Brien, B.S., University of Wisconsin, Madison
Wenpei Shao, B.S., Center for Healthy Minds at the University of Wisconsin–Madison
Ross Jacobucci, Ph.D., University of Wisconsin-Madison
Brooke Ammerman, Ph.D., University of Wisconsin Madison

Smartphone Financial Transactions and Suicide Risk in Daily Life Captured Through High-resolution Screenshot Data
Miguel Blacutt, M.A., M.Ed., University of Notre Dame

The Affective Landscape of Digital Environments: Implications for Proximal Suicide Risk Detection
Veronika Kobrinsky, M.A., M.S., University of Wisconsin-Madison

Predicting Momentary Suicidal Ideation from Smartphone Screenshots Using Vision-language Models

Wenpei Shao, B.S., Center for Healthy Minds at the University of Wisconsin–Madison
Ross Jacobucci, Ph.D., University of Wisconsin-Madison
Veronika Kobrinsky, M.A., M.S., University of Wisconsin-Madison
Brooke Ammerman, Ph.D., University of Wisconsin Madison

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Symposium 52

Listening to Neurodivergent Voices: Gathering Input from Autistic Individuals with and Without Intellectual Disability on Mental Health Services for Youth and Adults

CHAIR:

Allison Ratto, Ph.D., Children's National Hspital

DISCUSSANT:

Laura G. Anthony, Ph.D., University of Colorado Anschutz Medical Campus

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Population - Autism, Population - Lived Experience / Patient Stakeholders*

What Do Autistic People Think About the ADOS? A Co-developed Survey to Understand Autistic Perspectives on Gold-standard Diagnostic Procedures

Allison Ratto, Ph.D., Children's National Hospital
Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Children's National Hospital
John F. Strang, PhD, Children's National Hospital
Somer Bishop, Ph.D., University of California San Francisco
Sharon daVanport, B.A., Autistic Women & Nonbinary Network

Laura G. Anthony, Ph.D., University of Colorado Anschutz Medical Campus

Healthcare and Support Service Gaps Reported by Autistic Adults Across Service Domains
Hannah E. Morton, Ph.D., University of North Carolina at Chapel Hill
Frances Perez, University of North Carolina at Chapel Hill
Maura O'Sullivan, B.A., University of North Carolina at Chapel Hill

"you Should Try It": Gathering Autistic Student Feedback as Part of a Cluster Randomized Trial of Two Autism Interventions
Kelsey Dickson, Ph.D., San Diego State University
Jean Jarrett, M.S., M.A., Univ
Hannah Spitzer, B.A., University of North Carolina at Chapel Hill
Samuel Odom, Ph.D., University of North Carolina at Chapel Hill
Laura Hall, Ph.D., BCBA-D, San Diego State University
Ann Sam, Ph.D., University of North Carolina at Chapel Hill
Bonnie Kraemer, Ph.D., BCBA-D, San Diego State University
Jessica Steinbrenner, Ph.D., CCC-SLP, University of California San Francisco

Which Voices Are Missing? Challenges and Progress in Capturing Autistic Teen Perspectives in FYF-IDD
Audrey Blakeley-Smith, Ph.D., University of Colorado School of Medicine
Allison Meyer, Ph.D., University of Colorado School of Medicine
Elizabeth Glenn, Ph.D., Empowered Living Collective
Lisa Hayutin, Ph.D., University of Colorado School of Medicine

The Development of a Qualitative Interview on the Experiences of Late Diagnosed Autistic People
Shannon LaPoint, Ph.D., Florida State University
Harlee Onovbiona, Ph.D., Children's National Hospital
Tara Anderson, B.A., Children's National Hospital
Elizabeth R. Black, B.S., Children's National Hospital
Brenna Maddox, Ph.D., University of North Carolina at Chapel Hill
Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Children's National Hospital

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Symposium 53

Invalidation Across Contexts: Sociocultural and Minority Stress Perspectives on Personality Disorder Symptoms and Treatments

CHAIRS:

Ramya Ramadurai, Ph.D., University of Massachusetts
Kellyann M. Navarre, M.A., Monroe County Community College/Yale UPLiFT Lab

DISCUSSANT:

Linda Oshin, Ph.D., Rutgers University

Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Personality Disorders

Key Words: *Symptoms / Disorders - Oppression-Based Stress, Symptoms / Disorders - Transdiagnostic, Treatment - Cultural Adaptations*

Daily Emotional Invalidation and Minority Stress in Borderline Personality Symptoms: A Within-person Perspective

Gabrielle Ilagan, M.A., Fordham University
Christopher C. Conway, Ph.D., Fordham University

Racial Discrimination and Borderline Personality Disorder Symptoms Among Black Women: Unpacking the Role of the Superwoman Schema
Ramya Ramadurai, Ph.D., University of Massachusetts
Paloma Zabala, M.A., American University
Tamara Nelson, Ph.D., Assistant Professor
Nathaniel R. Herr, Ph.D., American University

Emotion Regulation Difficulties in Sexual Minority Populations: The Role of Emotional Invalidation
Dominic M. Denning, M.S., University of Massachusetts Amherst
Tiffany A. Brown, Ph.D., Auburn University

Dismissal, Delay, and Invalidation: Thematic and Social Identity Patterns of Stigma at the Intersection of Borderline Personality Disorder and Physical Disability in Healthcare
Kellyann M. Navarre, M.A., Monroe County Community College/Yale UPLiFT Lab
Jessica L. Qiu, B.A., American University
Omega Luxor, B.A., Toronto Metropolitan University

Pilot Study of a Brief One-session, Culturally Adapted Dialectical Behavioral Therapy-informed Skills Group for Managing Sociocultural Identity-based Stress? And Trauma
Aimee C. Chan, M.A., Clark University
Kevin Narine, Psy.D., Mclean Hospital/Harvard Medical School
Ramya Ramadurai, Ph.D., University of Massachusetts
Jenna Traynor, Ph.D., McLean Hospital/HMS
Jeffrey P. Winer, Ph.D., Boston Children's Hospital/Harvard Medical School
Courtney Beard, Ph.D., Mass General Brigham/McLean Hospital/Harvard Medical School
Marie Forgeard, Ph.D., William James College

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Symposium 54

Sleep Problems and Suicidal Thoughts and Behaviors in Youth: Examining Mechanisms and Treatment Targets

CHAIRS:

Catherine Glenn, Ph.D., Old Dominion University
Jessica L. Hamilton, Ph.D., Rutgers University

DISCUSSANT:

Richard Liu, Ph.D., Massachusetts General Hospital/ Harvard Medical School

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Sleep / Wake Disorders, Population - Children / Adolescents, Treatment - Cognitive Behavior Therapy (CBT)*

Sleep Phenotypes and Daily Suicidal Ideation in Adolescents: A Latent Profile Analysis

Rachel Walsh, Ph.D., Massachusetts General Hospital/Harvard Medical School
Taylor A. Burke, Ph.D., Harvard Medical School
Catherine Glenn, Ph.D., Old Dominion University
Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey
Richard T. Liu, Ph.D., Harvard Medical School

Anhedonia Links Sleep Problems and Suicidal Thoughts: An Intensive Longitudinal Study in High-risk Adolescents
Kinjal Patel, M.S., Old Dominion University
Jaclyn C. Kearns, Ph.D., National Center for PTSD
Dan Foti, Ph.D., Purdue University
Wilfred Pigeon, PhD, University of Rochester Medical Center
Evan Kleiman, Ph.D., Rutgers University
Catherine Glenn, Ph.D., Old Dominion University

Digital Cognitive-behavioral Therapy for Insomnia (dCBT-I) for Adolescents Following Discharge from Hospitalization for Suicide Risk: Findings from an Open Pilot Study
Catherine Glenn, Ph.D., Old Dominion University
Wilfred Pigeon, Ph.D., University of Rochester Medical Center
Allison G. Harvey, Ph.D., University of California, Berkeley
Abigail J. Luce, B.A., The State University of New York at Buffalo
Emelyn Auad, B.A., The Pennsylvania State University
Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

Promoting Sleep at Scale to Reduce Suicide Risk Among Youth People: A Brief, Online Single Session Intervention Targeting Sleep and Circadian Problems
Jessica L. Hamilton, Ph.D., The State University of New Jersey
Melissa J. Dreier, M.S., The State University of New Jersey
Jas K. Sarna, B.A., The State University of New Jersey
Aijia Yao, M.A., M.S., Rutgers University - New Brunswick
Ryan Shintani, The State University of New Jersey
Maria Loades, Ph.D., University of Bath
Faith Orchard, Ph.D., University of East Anglia

Piloting the Transdiagnostic Sleep and Circadian Intervention Tailored for Adolescents with Depression and Suicidal Thoughts and Behaviors in Primary Care
Ariel A. Willamson, Ph.D., University of Oregon
Peter Franzen, PhD, University of Pittsburgh
Kelsey Bero, MS, LPC, University of Pittsburgh, School of Medicine, Pittsburgh, PA
Bethany Hafer, MEd, University of Pittsburgh, School of Medicine, Pittsburgh, PA
Giana Teresi, MS, University of Pittsburgh, Department of Psychology
Abigale Walsh, BS, University of Pittsburgh
Delainey Wescott, PhD, University of Pittsburgh, School of Medicine, Pittsburgh, PA
Adriane Soehner, PhD, Department of Psychiatry, University of Pittsburgh School of Medicine
Tina Goldstein, Ph.D., University of Pittsburgh School of Medicine

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Clinical Round Table 11

Innovations in the Delivery of Couple-Based Treatments for Individual Psychopathology: Clinical and Systems-Level Considerations

MODERATOR:

Danielle Weber, Ph.D., University of North Carolina Greensboro

PANELISTS:

Steffany J. Fredman, Ph.D., The Pennsylvania State University
Melanie S. Fischer, Ph.D., University of Marburg, Germany
L. Jasmine Dobbs-Marsh, Psy.D., Stanford University
Leslie Morland, Psy.D., National Center for PTSD

Primary Category: Treatment - Interpersonal Therapies

Key Words: *Population - Couples / Close Relationships, Treatment - Interpersonal Therapies, Workforce - Development / Training / Supervision*

Many adults with mental health disorders experience symptoms in the context of a committed partnership. Unfortunately, relationship dysfunction (e.g., discord, partner accommodation of symptoms) can impede recovery. The last 20 years have brought major advancements in couple-based interventions for psychopathology that use evidence-based CBT approaches to simultaneously target psychopathology and problematic relationship patterns. These interventions have demonstrated benefits for improving both mental health and relationship functioning. Innovative approaches to enhance the efficacy, accessibility, and scalability of these interventions are now being rigorously tested (e.g., recently completed and ongoing RCTs) and implemented (e.g., training and provision of care in large health systems). In line with the convention theme topic of improving access to evidence-based mental health care in the community, this clinical roundtable

will bring together experts in couple-based interventions for psychopathology who are testing innovative approaches to these interventions, including novel delivery formats and applications in novel treatment settings. Panelist 1 will discuss an intensive, multi-couple group version of Cognitive Behavioral Conjoint Therapy for PTSD delivered to military couples over a single weekend. Panelist 2 will discuss abbreviated, targeted partner involvement in individual CBT for depression. Panelist 3 will discuss pharmacological augmentations, telehealth delivery, and online self-directed delivery of couple treatment for PTSD. Panelist 4 will discuss implementation of targeted DBT Couple Therapy for BPD and transdiagnostic emotion dysregulation. Panelists will also discuss different levels of care (traditional outpatient, intensive outpatient, partial hospitalization program), healthcare settings (e.g., community, academic medical center, U.S. VA clinics, military treatment facilities), and countries (U.S., England, Germany). These panelists will highlight the relative benefits and challenges of these approaches, working with underserved populations (e.g., veterans, couples with minoritized identities) across these settings, and training and policy implications.

Earn 1 continuing education credit

346, Level 300, Convention Center

Spotlight Research 4

Implementing a Systems-level Suicide Prevention Collaborative in a Senior Military College

CHAIR:

Emily A. Rooney, Ph.D., The Citadel

PRESENTERS:

Guy Ilagen, Ph.D., The Citadel
Rosie Bauder, M.P.H., B.A., M.A., Ph.D., The Ohio State University
Samantha Daruwala, Ph.D., The Ohio State University
James S. McGraw, Ph.D., The Ohio State University Wexner Medical Center
Justin C. Baker, ABPP, Ph.D., The Ohio State University
Jaryd Hiser

PANELISTS:

Genelle Sawyer, Ph.D., The Citadel
Grace Cho, Ph.D., The Ohio State University

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Suicide, Population - Students, Research Methods - Translational*

Suicide is the second leading cause of death among college-aged young adults in the United States (CDC, 2024). Approximately 14–15% of college students report past-year suicidal ideation, highlighting the scope of suicide risk in higher education (Healthy Minds Network, 2024). Although mental health service utilization increased from 19% in 2013 to 34% in 2021 among U.S. college students (Lipson et al., 2023), suicide deaths persist, particularly among military service members and veterans. These trends underscore the need for coordinated, campus-wide suicide prevention beyond traditional counseling

services. Few studies have examined suicide prevention within senior military colleges, leaving limited guidance for these environments. Early prevention is critical given elevated suicide risk in military populations and that roughly one-third of students commission into the U.S. military.

This study examines process outcomes from the implementation of a day-long Suicide Prevention Collaborative (SPC) at a senior military college. Military colleges are characterized by structured leadership hierarchies, regimented student life, and cultural norms emphasizing discipline and resilience. The SPC convenes cadets, graduate students, faculty, staff, campus leadership, and external suicide prevention experts to examine institutional strengths, gaps, and coordination pathways related to suicide prevention.

Using a structured facilitation framework, external suicide prevention experts guide breakout discussions among campus stakeholders. Participants examine patterns of suicide risk across roles, protective factors and resilience resources, institutional response processes, and opportunities for prevention outside clinical settings. Aggregated thematic notes are analyzed using qualitative thematic analysis to identify shared priorities, barriers to help-seeking, and opportunities to improve cross-role coordination.

Findings will inform institutional policy, strengthen prevention and postvention coordination, and support development of scalable systems-level suicide prevention frameworks for higher education.

At the end of this session, the learner will be able to:

- Identify 3 institutional barriers and 3 protective factors affecting suicide prevention in military college settings.
- Describe 4 structured prompts used to guide cross-role suicide prevention discussions in campus collaboratives.
- List 2 strategies for using neutral facilitators to improve dialogue and coordination in suicide prevention planning.

Recommended Readings: Gibson, D., & Myers, J. E. (2006). Perceived stress, wellness, and mattering: A profile of first-year Citadel Cadets. *Journal of College Student Development, 47*(6), 647-660. https://dx.doi.org/10.1353/csd.2006.0065.Mortier, P., Cuijpers, P., Kiekens, G., Auerbach, R. P., Demyttenaere, K., Green, J. G., ... Bruffaerts, R. (2018). The prevalence of suicidal thoughts and behaviours among college students: a meta-analysis. *Psychological Medicine*, *48*(4), 554–565. doi:10.1017/S0033291717002215Lipson, S. K., Lattie, E. G., & Eisenberg, D. (2023). Increased rates of mental health service utilization by U.S. college students: 10-year population-level trends. *Journal of Affective Disorders, 306*, 138–147. https://doi.org/10.1016/j.jad.2022.02.074

Holiday 1-3, Second Fl., Hilton

Postdoctoral Meet & Greet

Primary Category: Workforce Development / Training / Supervision

For description please see "Charting your Professional Path: Clinical and Research Postdoctoral Training " at 12:15 p.m.

Alpert Medical School of Brown University

Ann + Robert H. Lurie Children's Hospital of Chicago
Boston University
Children's Mercy Kansas City
Cognitive & Behavioral Consultants
Corporal Michael J. Crescenz VA Medical Center
Dartmouth Health
Emory Healthcare Veterans Program
Evidence Based Treatment Centers of Seattle
Froedtert & The Medical College of Wisconsin
Harvard Psychiatry at Cambridge Health Alliance
Houston VAMC
Indiana University School of Medicine Dept of Psychiatry
Institute of Living/Anxiety Disorders Center
Johns Hopkins University
Kaiser Permanente Mental Health Training Program
LAC DMH at Harbor-UCLA Medical Center
New York Presbyterian-Weill Cornell Medicine
Road Home Program
Stony Brook University
UC San Diego Health, Eating Disorders Center
University of Chicago
University of Minnesota
VA Palo Alto Health Care System
VA Bedford (Massachusetts) Healthcare System
VA Boston Healthcare System
VA Center for Integrated Healthcare in Syracuse & Buffalo
VA Connecticut Healthcare System/ MIRECC/ National Center for PTSD
Westchester Anxiety Treatment Psychological Services, P.C

Earn 2 continuing education credits

349, Level 300, Convention Center

Individual Oral Group 34

Health Psychology and Behavioral Medicine

Social Cognitive Mechanisms of a Dental Clinic-based Smoking Cessation Intervention for Non-treatment-seeking Smokers
Gavin N. Rackoff, Ph.D., Center for Behavioral Science Research, Boston University Goldman School of Dental Medicine
Romano Endrighi, Ph.D., Center for Behavioral Science Research, Boston University Goldman School of Dental Medicine
Roberta Irvin, Ph.D., Center for Behavioral Science Research, Boston University
Howard Cabral, Ph.D., Boston University School of Public Health
Marianne Jurasic, Ph.D., Center for Clinical Research, Boston University Goldman School of Dental Medicine
Belinda Borrelli, Ph.D., Center for Behavioral Science Research, Boston University Goldman School of Dental Medicine

From Community Voice to Behavioral Mechanisms: Participatory Co-design of a Peer Navigator Intervention for Adolescents with Sickle Cell Disease in Kenya
yvonne A. Ochieng, Duke University
Sonali Patel, None, Duke University
Liz A. Owino, Jr, Other, Afya trials blood disorders Network Kenya
Cyrus Githinji Njuguna, M.P.H., RN, Indiana University
Robina Momanyi, M.D., Moi Teaching & Referral Hospital
Melanie Bonner, Ph.D., Duke University School of Medicine
Festus Njuguna, Ph.D., Moi University
Eve S. Puffer, Ph.D., Duke University

Reliability and Clinical Utility of the FX-II: A Culturally Appropriate Assessment of Child Functioning Co-created with Clinicians in Mexico
Joshua Langfus, Ph.D., University of California San Francisco
Linda J. Pfiffner, Ph.D., University of California San Francisco
Eva Araujo, Ph.D., Universidad Autónoma de Sinaloa
Lauren Haack, Ph.D., University of California San Francisco

Latent Classes of Institutional Mistrust, Trust in Physicians, and Internalized AIDS Stigma and Their Associations with ART Adherence and Depressive Symptoms
Yumei "Olivia" O. Chen, M.S., University of Miami
Norik Kirakosian, M.S., University of Miami
Jasper S. Lee, Ph.D., Harvard Medical School
Lena S. Andersen, Ph.D., University of Copenhagen
Steven Safren, ABPP, Ph.D., University of MIami
John Joska, MBChB, FC, MMed, PhD, University of Cape Town
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital

Training HIV Care Providers to Address Medical Mistrust Using Motivational Interviewing Communication Strategies: A Pilot Randomized Controlled Trial
Lu Dong, Ph.D., Stony Brook University
Laura Bogart, Ph.D., RAND Corporation
Bisola Ojikutu, M.D., Brigham and Women's Hospital / Harvard Medical School
Tim Vincent, M.A., Brothers of the Desert

Patterns of Childhood Adversity and Health Risk Behaviors in a Nationally Representative Sample of U.S. Adolescents: A Network Analysis
Laura Godfrey, M.A., Hofstra University
Amy Hyoeun Lee, Ph.D., John Jay College/CUNY Graduate Center

Trauma Exposure and Shared Treatment Targets for Co-occurring Chronic Pain and PTSD in an Interdisciplinary Cognitive-behavioral Pain Rehabilitation Program
Zhenyu Zhang, Ph.D., Mayo Clinic
Matthew Schumann, ABPP, Ph.D., Mayo Clinic
Eleshia J. Morrison, ABPP, Ph.D., Mayo Clinic
Wesley Gilliam, Ph.D., Mayo Clinic

Earn 2 continuing education credits

346, Level 300, Convention Center

Individual Oral Group 28

Systems of Care

Lessons from the Frontlines: Public Mental Health Workers' Policy Recommendations on Addressing Workforce Shortages
Elyse Ganss, M.A., Lehigh University
Vanesa Abigail Mora Ringle, Ph.D., Lehigh University
Temma Schaechter, B.A., Lehigh University
Kofi Adutwum, M.S., Lehigh University
Torrey A. Creed, Ph.D., University of Pennsylvania School of Medicine
Cherry Du, M.S., M.Ed., Philadelphia Department of Behavioral Health and Intellectual disAbility Services
Natalie L. Dallard, M.A., Philadelphia Department of Behavioral Health and Intellectual disAbility Services

Physical Polyvictimization, Mental Distress, and Institutional Misconduct Among Justice-involved Youth: The Role of Facility Conditions
Victoria J. Blondell, B.S., University of Tennessee - Knoxville
Alexandra N. Ausland, B.S., The University of Tennessee, Knoxville
Grace A. Parker, M.A., The University of Tennessee, Knoxville
Saul A. Padilla, M.A., University of Tennessee - Knoxville
Lucybel Mendez, Ph.D., University of Tennessee - Knoxville

Continuity of Anxiety-related Treatment Targets over Time in a Youth Mental Health System of Care
Emily M. Nishimura, B.A., University of Hawai'i at Manoa
Max Sender, B.S., Hawai'i State Department of Health Child and Adolescent Mental Health Division
David S. Jackson, Ph.D., Hawai'i State Department of Health Child and Adolescent Mental Health Division
Brad Nakamura, Ph.D., University of Hawaii at Manoa

If Parents Don't Know, Youth Don't Go: Understanding Sociodemographic Disparities in Parental Awareness of CBT
Lindsay Holly, Ph.D., Marquette University
Emily Bivins, B.S., Marquette University
Alexandra R. Bowling, M.S., Marquette University

Reactive or Promotive? A Longitudinal Examination of California School Districts' Investments in Mental Health, Behavioral, and Academic Services
Z. Ayotola Onipede, M.A., University of California Los Angeles
Anna S. Lau, Ph.D., University of California Los Angeles

Family Matters: How Anticipated Family Stigma Shapes the Link Between Racial Trauma and Personal Psychedelic Acceptability in Black Americans
Jamilah R. George, M.S., Ph.D., Alpert Medical School of Brown University

Enhancing the Interconnected Systems Framework for School Behavioral Health: Results from a Cluster-randomized Trial
Brandon K. Schultz, East Carolina University
Mark D. Weist, Ph.D., University of South Carolina

Earn 2 continuing education credits

Johnson A, First Fl., Hilton

Individual Oral Group 25

Compassionate Engagement in Schools

Championing a Trauma-informed and Gender-responsive Behavioral Health Program Co-designed with Two Public School District Communities
Lauren Haack, Ph.D., University of California San Francisco
Margareth Del Cid, Ph.D., University of California Davis
Key Edyburn, Ph.D., University of California San Francisco
Megan Ramaiya, M.S., Ph.D., University of California San Francisco
Sophia Garcia- Meza, B.A., CRC
Stephanie Covington, Ph.D., LCSW, Institute for Relational Development Center for Gender & Justice
Marina Tolou-Shams, Ph.D., University of California San Francisco

Psychological Safety in Diverse School Teams Implementing a School-based ADHD Intervention
Sara Chung, Ph.D., University of California San Francisco
Yesenia Mejia, Ph.D., AltaMed Health Services
Jiahui Gao, B.A., University of California San Francisco
Yesol Kim, None, University of California San Francisco
Anna G. Brubaker, M.S., University of California, San Diego
Linda J. Pfiffner, Ph.D., University of California San Francisco

What Does It Really Look Like? Evaluating How Two CBT Programs Are Implemented for Autistic Youth Across Elementary and Middle Schools
Katherine Pickard, Ph.D., Emory University School of Medicine
Nailah Islam, B.S., Emory University School of Medicine
Michelle Pu, B.A., Emory University School of Medicine
Alexis Brewe, Ph.D., University of North Carolina at Chapel Hill
Lindsey DeVries, Ph.D., University of Colorado Anschutz
Stephanie Reszka, Ph.D., University of North Carolina at Chapel Hill
Nina Menon, B.A., Emory University
Alexander Kolios, B.S., Emory University School of Medicine
Sarah Myers, B.S., Emory University School of Medicine
Richard Boles, Ph.D., University of Colorado Anschutz
Laura G. Klinger, Ph.D., University of North Carolina at Chapel Hill
Judy A. Reaven, Ph.D., University of Colorado Anschutz Medical Campus

Adapting a Learning Collaborative Implementation Strategy to Support English/spanish Bilingual Providers Delivering a School-based Group Mental Health Intervention to Newcomer Youth

Blanche Wright, Ph.D., University of Oregon
Felix Angulo, M.A., University of Oregon
Diandra Leon, M.A., Department of Psychology, University of Oregon, Eugene, OR
Melissa Miranda, B.A., School Psychology Program, College of Education, University of Oregon, Eugene, OR
Tatiana Rogel Fuentes, B.A., Department of Psychology, University of Oregon, Eugene, OR
Cecilia Ayón, Ph.D., Department of Public Policy, University of California, Riverside, Riverside, CA
Erum Nadeem, Ph.D., Rutgers, The State University of New Jersey
Larissa Gaias, Ph.D., SMART Center, Department of Psychiatry and Behavioral Sciences, University of Washington

Cultivating Compassion in Schools: A Pilot Test of School-based Prevention and Implementation Interventions to Address Mental Health Disparities

Patrick Mulkern, MSW, Boston College
Caelyn N. Nordman, M.A., Boston College
Madelaine Condon, B.A., Boston College
Maggi A. Price, Ph.D., Boston College

Caregiver Participation in a School-based Adolescent Mental Health RCT and Implications for Intervention Design

Katie A. Moskowitz, M.A., University of Miami
Amanda Jensen-Doss, Ph.D., University of Miami
Elizabeth Pulgaron, Ph.D., University of Miami
Yutong Yu, None, University of Miami
Jill Ehrenreich-May, Ph.D., University of Miami
Sara M. St. George, Ph.D., UNIVERSITY OF MIAMI

An Exploration of the Acceptability and Content Preferences of a School-based Intervention for Disordered Eating in Rural Appalachian Youth

Dayna G. Winograd, M.S., Virginia Polytechnic Institute and State University
Samantha Hahn, M.P.H., Ph.D., Other, Central Michigan University
Rosanna Breaux, Ph.D., Virginia Tech
Heather A. Davis, Ph.D., Virginia Polytechnic Institute and State University

2:00 PM – 4:00 PM

Earn 2 continuing education credits

Johnson B, First Fl., Hilton

Individual Oral Group 26

Trauma and Violence II

Sleep Quality Partially Mediates the Association Between Lifetime Violence Exposure and Depressive Symptoms in People Living with HIV
Juan A. Esquivel Mendoza, M.P.H., University of Miami
Hanna C. Vasconcello, B.A., University of Miami
Steven Safren, ABPP, Ph.D., University of MIami
Brooke G. Rogers, Ph.D., Boston University

Adapting an Evidence-based Trauma Treatment for Integration into a Community-led PrEP Navigation Program
Ruby Lucas, Ph.D., M.P.H., University of Michigan School of Public Health
Alex R. Dopp, Ph.D., RAND
Chloe Opalo, Other, Los Angeles LGBT Center
Alexandra Venegas, Ph.D., Balance CBT
Carrie Nacht, M.P.H., UC San Diego - San Diego State University
Risa Flynn, B.A., Los Angeles LGBT Center
Eric Pedersen, Ph.D., Keck
Marylene Cloitre, Ph.D., New York University Silver School of Social Work
Erik Storholm, Ph.D., San Diego State University

Co-developed Strategies to Address Social Risk Factors in Trauma-focused Cognitive Behavioral Therapy: A Partnership Approach in Western Kenya
Clara M. Johnson, M.S., University of Washington
Priya Dahiya, M.S., University of Washington, Seattle
WInnie S. Kiche, M.P.H., University of Washington, Seattle
Anne Mbwayo, Ph.D., University of Nairobi
Omariba Anne Nyaboke, B.A., Ace Africa
Daisy Okoth, B.A., Ace Africa
Anna Testorf, University of Washington
Rashed AlRasheed, Ph.D., Kuwait University
Shannon Dorsey, Ph.D., University of Washington, Seattle

The Association Between Trauma Exposure and Juvenile Delinquency in DJJ Systems: Consideration of Compassion Focused Assessment of Trauma Exposure
Savannah J. Woods, M.S., University of South Carolina
Natalia Gomez, M.A., University of South Carolina

"That's Great, but How Much Does It Cost?" a Cost-effectiveness Analysis of an Act-based Intimate Partner Violence Intervention
Katherine Collison, Ph.D., The Family Institute at Northwestern University
Erika Lawrence, Ph.D., Northwestern University

Community-based Group Intervention for Families Impacted by Child Sexual Abuse: Child and Adolescent Social Validity
Gina C. May, M.A., University of Nebraska-Lincoln
Melanie C. Willis, M.A., University of Nebraska-Lincoln
Brittany S. Erskine, M.A., University of Nebraska-Lincoln
David J. Hansen, Ph.D., University of Nebraska-Lincoln

Psychometric Properties of the Barriers and Facilitators to Sexual Assault Services Scale (BF-SASS)
Padideh Hassanpour, M.S., University of Wisconsin - Madison
L. B. Klein, Ph.D., MSW, University of Wisconsin - Madison
Jiwon Lee, M.A., University of Wisconsin - Madison
Sanika Panwalkar, B.S., University of Wisconsin - Madison
Kate Walsh, Ph.D., University of Wisconsin - Madison

Earn 2 continuing education credits

Peale B, First Fl., Hilton

Individual Oral Group 31

Measurement and Treatment Personalization

Prioritizing the Therapeutic Alliance and Measurement-based Care: Outcomes of a Feedback-informed Approach to Treatment Implemented in a Large Healthcare System
Laurel D. Sarfan, Ph.D., Kaiser Permanente Southern California
Khadijah Bhutto Ramirez, Psy.D., MFT, Kaiser Permanente
Elizabeth Hamilton, M.P.H., LCSW, Kaiser Permanente Southern California
Siyan Chen, M.S., Kaiser Permanente of Southern California, Pasadena
Janet Mora Marquez, B.S., Kaiser Permanente
Gloria Yesenia Martinez, MFT, Kaiser Permanente
Natasha De Silva, M.P.H., Kaiser Permanente Southern California
Margo Sidell, Other, Kaiser Permanente Southern California

Youth-caregiver Discrepancies in Idiographic Top Problems Data: A Thematic and Machine Learning Sentiment Analysis Across Anxiety, Depression, Conduct, and Trauma
Callum S. Chertavian, B.S., Perelman School of Medicine at the University of Pennsylvania
Zoe Primack, B.S., Perelman School of Medicine at the University of Pennsylvania
Savannah L. Goshgarian-Miller, B.A., Perelman School of Medicine at the University of Pennsylvania
Tessa Palafu, B.A., University of Oregon, Department of Psychology
Vanessa Liang, B.S., The Baker Center for Children and Families
Michelle Liu, M.P.H., Loyola University Chicago
Daniel Cheron, B.A., Ph.D., Center for Behavioral Health Solutions
Rachel E. Kim, Ph.D., Magnolia Psychological Consulting
Sean E. Snyder, B.S., MSW, The Baker Center for Children and Families
Rylan Chong, B.S., Ph.D., Chaminade University of Honolulu
Kelsie Okamura, ABPP, Ph.D., Perelman School of Medicine at the University of Pennsylvania

Suicide and DSM Diagnosis: Deconstructing the Classification of Suicidality
Jonathan Reinharth, Ph.D., NYC Health & Hospitals/Woodhull

Why Reassessment Matters: Clinical Reassessment Alters Depression and Anxiety Severity in Patients Referred for Treatment-resistant Depression
Duncan G. Jordan, Ph.D., The Ohio State University
Joseph Maffly-Kipp, Ph.D., The Ohio State University
Sophie A. Lazarus, Ph.D., The Ohio State University Wexner Medical
Jay C. Fournier, Ph.D., The Ohio State University

From Symptom Networks to Treatment Targets: Personalizing Depression Treatment
Irina Vanzhula, Ph.D., University of Louisville
Annis E. Byram, B.S., University of Louisville
Kimberly Osborn, Ph.D., University of Louisville
Teague Henry, Ph.D., University of Virginia
Cheri Levinson, Ph.D., University of Louisville

Probing Self- and Parent-reported Trajectories of Change Across Transdiagnostic Cognitive Behavioral Therapy in Youth
Hannah Grassie, Ph.D., Institute of Living
Jill Ehrenreich-May, Ph.D., University of Miami

Exploring Variability in Effectiveness of Audit and Feedback to Support Measurement-based Care Implementation in Community Mental Health: A Mixed Method Multiple Case Study
Grace S. Woodard, Ph.D., University of Washington, School of Medicine
Elizabeth C. Lane, M.S., University of Miami
Nevaeh Kehn, B.A., University of Miami
Susan Douglas, Ph.D., Vanderbilt University
Amanda Jensen-Doss, Ph.D., University of Miami

ticket

Earn 2 continuing education credits

Peale C, 1st Floor, Hilton

Master Clinician Seminar 6

Managing Risk While Delivering Prolonged Exposure Therapy: Clinician Demonstrations Focused on Suicide Risk Reduction

Lily A. Brown, Ph.D., University of Pennsylvania

Moderate level of familiarity with the material

Primary Category: Treatment - Other

Key Words: *Symptoms / Disorders - Trauma and Stressor Related Disorders, Symptoms / Disorders - Suicide*

Prolonged Exposure therapy (PE; Foa et al., 2007; 2019) is a gold-standard treatment for posttraumatic stress disorder (PTSD) yet is underutilized in community settings (Racz et al., 2024; McLean & Foa, 2013). Common barriers to clinicians' use of PE are: 1) the perception that clinical complexity (e.g., comorbidity) limits its appropriateness (van Minnen et al., 2012); 2) concerns about patient tolerability and discomfort in eliciting distress, particularly in high risk patients (Wells et al., 2022), and 3) low self-efficacy in the ability to deliver PE effectively (Moses et al., 2022). The goal of this Master Clinician Seminar is to enhance clinicians' confidence and competence in delivering PE in the context of comorbid conditions that may increase clinical risk, with particular emphasis on patients with elevated suicide risk. Evidence-informed strategies for implementing PE in complex presentations will be reviewed, including approaches to maintain treatment fidelity while optimizing patient engagement, tolerability, and safety. This Master Clinician Seminar will cover key components of PE delivery, including assessment, in vivo exposure, imaginal exposure, and processing, with attention to common implementation challenges. We will also address clinical decision-making around "off-protocol" sessions to deliver brief suicide prevention interventions when indicated, and how to effectively resume PE thereafter. Finally, given that consultation significantly improves clinician self-efficacy and uptake of

PE (Foa et al., 2023), the seminar will include guided case discussion focused on high-risk clinical scenarios provided by participants and the presenter.

Outline:

1. The Implementation Gap (15 min)
    - PE as gold-standard vs. real-world underuse
    - Brief synthesis of common clinician barriers
    - Framing: "Why this is hard even for experts"
2. Core PE Components Refresher (20 min)
    - Structure and mechanisms (very concise)
    - What must be done for fidelity
    - What can be flexibly adapted
3. 3. Delivering PE in Complex Cases (30 min)
    - Comorbidity (depression, substance use, etc.)
    - High avoidance and engagement challenges
    - Therapist drift and how to prevent it
4. PE with Suicide Risk (30 min)
    - Risk assessment within PE
    - When to pause vs. proceed
    - "Off-protocol" sessions:
        - Brief suicide prevention interventions
        - Returning to PE effectively
    - Managing therapist anxiety and liability concerns
5. Applied Techniques (15 min)
    - Example of imaginal exposure + processing
    - Common mistakes vs. high-quality delivery
6. Case Consultation (10–15 min)
    - Participant-submitted cases (if submitted) OR
    - Presenter provided case
7. Key Takeaways + Q&A (10 min)
    - "If you remember 3 things…"
    - Resources for consultation and training

At the end of this session, the learner will be able to:

- Describe common clinician- and system-level barriers contributing to the underutilization of Prolonged Exposure therapy.
- Ethically apply core components of PE (imaginal exposure, in vivo exposure, and processing) with greater fidelity in complex PTSD presentations.
- Evaluate and manage suicide risk in the context of PE, including when and how to implement brief off-protocol interventions.
- Adapt PE for patients with comorbid conditions while maintaining adherence to evidence-based principles.
- Increase clinician self-efficacy in delivering PE through structured decision-making.

Recommended Readings:

Brown, L. A., Kautz, M., Muzzy, W., Hart, S., Vaughn, J., Murphy, S., Foa, E., Miller, I., Kahn, A., & Acierno, R. (2026). An open-phase pilot trial of an integration of prolonged exposure therapy and the coping long-term with active suicide program (CLASP-PE). Cognitive and Behavioral Practice, 33(2), 283-298. https://doi.org/10.1016/j.cbpra.2025.06.002Brown, L. A. (2026). Optimizing CBT for PTSD. Hogrefe Publishing. https://doi.org/10.1027/00669-000Brown, L. A., McLean, C. P., Zang, Y., Zandberg, L., Mintz, J., Yarvis, J. S., Litz, B. T., Peterson, A. L., Bryan, C. J., Fina, B., Petersen, J., Don-

danville, K. A., Roache, J. D., Young-McCaughan, S., & Foa, E. B. (2019). Does prolonged exposure increase suicide risk? Results from an active duty military sample. Behaviour Research and Therapy, 118, 87–93. https://doi.org/10.1016/j.brat.2019.04.003

Holiday 6, Second Fl., Hilton

ABCT Annual Meeting of Members

Annual Meeting of Members All ABCT members are encouraged to attend this meeting. Learn about the Association's progress on our Strategic Intent, our 2026 accomplishments, and our priorities for 2027. Meet the newest members to the ABCT governance and help thank your colleagues who have contributed so much to ABCT's success over the past year. This session does not offer continuing education credit.

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Mini Workshop 7

How to Think Like Socrates: From Socratic Questioning to Stoicism to Modern CBT

Scott H. Waltman, ABPP, CBT Collective

Basic to Moderate level of familiarity with the material

Primary Category: Treatment - CBT

Key Words: *Cognitive Restructuring, Cognitive Schemas / Beliefs, CBT*

Socrates was pronounced by the ancient Oracle as the wisest of his time. His philosophy was all about overcoming our ignorance and living a good life. From his teachings, many lines of philosophy were born. Ancient Stoicism was born out of Socratic wisdom. In the last decade there has been an explosion of interest in Stoicism worldwide. While 'lowercase s' stoicism conveys the idea of being unemotional or emotionally suppressed, 'capital S' Stoicism is a philosophy and ancient wisdom that dates back over 2000 years. Albert Ellis famously quoted the Roman philosopher Epictetus who said, "Men are not disturbed by things, but by their view of things." Hundreds of years prior to Epictetus, Chrysippus wrote the first CBT book called On Emotions which detailed how our emotional reactions were influenced by our interpretations of situations (thoughts). There is a wealth of Stoic wisdom that CBT has yet to capitalize on. Notably, the goal of Stoicism is to tolerate discomfort and focus on living a good life that is in line with your values. In this way, Stoicism is actually more compatible with mindfulness- and acceptance-based approaches like modern Acceptance and Commitment Therapy. This workshop will focus on the methods of Socrates (Socratic Questioning) and the lived philosophy that was born from his work (Stoicism).

Recommended Readings:

Robertson, D. (2018). The philosophy of cognitive-behavioural therapy (CBT): Stoic philosophy as rational and cognitive psychotherapy. Routledge.

Vittorio, L. N., Murphy, S. T., Braun, J. D., & Strunk, D. R. (2022). Using Socratic questioning to promote cognitive change and achieve depressive symptom reduction: evidence of cognitive change as a mediator. Behaviour research and therapy, 150, 104035.

Waltman, S. H., Codd, R. T., McFarr, L. M. & Moore. B. A. (2020). Socratic Questioning for Therapists and Counselors: Learn How to Think and Intervene like a Cognitive Behavior Therapist. New York: Routledg

At the end of this session, the learner will be able to:

- Describe a framework for Socratic Questioning.
- Troubleshoot common challenges to Socratic Questioning.
- Describe the connection between Socrates, ancient Stoicism, and Modern CBT.
- Use at least two Stoicism strategies in current practice.

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 16

Treatment and Safety Planning Considerations with Autistic Adults

Josh Nadeau, Ph.D., University of Florida
Martin E. Franklin, Ph.D., Rogers Behavioral Health

Basic to Moderate level of familiarity with the material

Primary Category: Population - Autism

Key Words: *Autism Spectrum Disorders, Adult*

The planning of treatment and safety are critical aspects of the therapeutic relationship. However, often the formal provider training and preparation process treats these constructs as separate and unrelated (if indeed they are discussed at all). When working with autistic clients, particularly adults, the importance of structure and continuity to the treatment journey cannot be overemphasized. This interactive mini workshop presents a simple but effective collaborative approach to constructing a treatment and safety plan when working with autistic adults. Speakers will discuss general guidelines for introducing these plans, as well as specific critical elements to be included. Attendees will leave with concrete and ethically grounded decision points for how to implement training and safety plans in their own practices.

Recommended Readings:

Goodwin, J., Gordon, I., O'Keeffe, S., Carling, S., Berresford, A., Bhattarai, N., Heslop, P., Nielsen, E., O'Connor, R. C., Ogundimu, E., Pelton, M., Ramsay, S. E., Rodgers, J., Townsend, E., Vale, L., Wilson, C., & Cassidy, S. (2025). Adapting safety plans for autistic adults with involvement from the autism community. Autism in Adulthood, 7(3), 293-302. https://www.doi.org/10.1089/aut.2023.0124

Bentum, J. V., Sijbrandij, M., Huibers, M., & Begeer, S. (2024). Occurrence and predictors of lifetime suicidality and suicidal ideation in autistic adults. Autism, 28(9), 2282-2294. https://www.doi.org/10.1177/13623613231225901

Mazurek, M. O., Sadikova, E., Cheak-Zamora, N., Hardin, A., Sohl, K., & Malow, B. A. (2023). Health care needs, experiences, and perspectives of autistic adults. Autism in Adulthood, 5(1), 51-62. https://www.doi.org/10.1089/aut.2021.0069

At the end of this session, the learner will be able to:

- List at least three (3) specific elements critical to the treatment and safety plan for autistic adult clients.
- Provide at least two (2) examples of how to collaboratively engage autistic adult clients in their treatment and safety plan.
- Clearly explain the connection between the overall treatment plan and the safety plan for autistic adult clients.

Earn 1 continuing education credit

Latrobe, First Fl., Hilton

Symposium 55

From Evidence to Access: Translational Stages and Community-partnered Implementation of Narrative Exposure Therapy Across Underserved Settings

CHAIRS:

Samantha Addante, Ph.D., RUSH University Medical Center
Avelina Padin, Ph.D., Rush University Medical Center

DISCUSSANT:

Samantha Addante, Ph.D., RUSH University Medical Center

All levels of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Trauma and Stressor Related Disorders, Dissemination & Implementation Science, Treatment - Other*

Brief Treatment for Post-traumatic Stress- Disorder in Rural Pregnant and Postpartum Women: Quantitative and Qualitative Discoveries
Michelle L. Miller, Ph.D., Indiana University School of Medicine
Melissa Liu, Ph.D., Indiana University Indianapolis

Sarah Greenwell, B.S., Indiana University School of Medicine
Mahogany A. Monette, M.A., Indiana University Indianapolis
Emma N. Cleary, M.A., indiana University - Bloomington
Rachel S. Wasson, Ph.D., Mayo Clinic-pain Rehabilitation Center

Narrative Exposure Therapy for Post-traumatic Stress Symptoms Among Women Experiencing Homelessness or Incarceration: A Multi-setting Open Pilot Study
Kirsten Dickins, Ph.D., RN, MSW, Rush University Medical Center

Engaging Community Leaders in the Development of a Peer-to-peer Trauma Support Program Informed by Narrative Exposure Therapy
Avelina Padin, Ph.D., Rush University Medical Center

Earn 1 continuing education credit

Carroll B, Third Fl., Hilton

Symposium 56

Innovations and Individual Differences in Conducting Exposure with Diverse Clinical Populations

CHAIR:

Nora Barnes-Horowitz, Ph.D., University of Colorado Boulder

DISCUSSANT:

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Anxiety and Fear

Key Words: *Symptoms / Disorders - Anxiety and Fear, Symptoms / Disorders - Physical Health Conditions*

Do SUDS Matter?

Bryan McSpadden, B.S., The University of Texas at Austin
Jason Shumake, Ph.D., University of Texas at Austin
Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill
Joanna Arch, Ph.D., University of Colorado Boulder
Laura J. Dixon, Ph.D., University of Mississippi
Jürgen Hoyer, Ph.D., Dresden University of Technology
Jonathan Huppert, Ph.D., The Hebrew University of Jerusalem
Jürgen Margraf, Ph.D., Ruhr-Universität Bochum
Peter McEvoy, Ph.D., Curtin University
Jill M. Newby, Ph.D., UNSW Sydney at the Black Dog Institute

Michael W. Otto, Ph.D., Boston University
Andre Pittig, Ph.D., Georg-August-University of Göttingen
Winfried Rief, Ph.D., Philipps-Universität Marburg
Kiara Timpano, Ph.D., University of Miami
Andre Wannemüller, Ph.D., Ruhr-Universität Bochum
Cornelia Weise, Ph.D., Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU)
Marie Monfils, PhD, The University of Texas at Austin
Jasper Smits, Ph.D., University of Texas at Austin

Personal Values and Goals Related to Engagement in Group Exposure Therapy for Social Anxiety
Nora Barnes-Horowitz, Ph.D., University of Colorado Boulder
Elizabeth T. Slivjak, M.A., University of Colorado Boulder
Hebe Edwards, B.A., University of Colorado boulder
Joanna Arch, Ph.D., University of Colorado Boulder

A Mindful Exposure Intervention for Shifting Relationships with Fatigue: Evidence from Adults with Ovarian Cancer Undergoing Fatiguing Treatment
Joanna Arch, Ph.D., University of Colorado Boulder
Alexi Wright, MD, Dana Farber Cancer Institute

Earn 1.5 continuing education credits

342, Level 300, Convention Center

Symposium 57

Discrimination Stress and Proximal Suicide Risk Across Diverse Marginalized Communities: Integrating Culture, Individual Perspectives, and Daily-life Processes

CHAIRS:

Kerri-Anne Bell, M.A., University of Notre Dame
Anne C. Knorr, M.A., University of Notre Dame

DISCUSSANT:

Lillian Polanco-Roman, Ph.D., NYU Steinhardt

Moderate to Advanced level of familiarity with the material

Primary Category: Symptoms / Disorders - Oppression-Based Stress

Key Words: *Symptoms / Disorders - Oppression-Based Stress, Context - Cultural Factors, Symptoms / Disorders - Suicide*

Race-related Stress and Suicidal Thoughts and Behaviors Among Black Adults: The Integration of the Cultural Theory of Suicide
Kerri-Anne Bell, M.A., University of Notre Dame

A Qualitative Examination of Gender Related Stress, Resilience, and Suicidal Thoughts Among Suicidal Transgender and Nonbinary Adults
Elizabeth Hoelscher, M.A., Texas Tech University
Swanaya Gurjar, M.A., Texas Tech University
Stephanie Budge, Ph.D., University of Wisconsin-Madison
Sarah E. Victor, Ph.D., Texas Tech University

Discrimination and Microaggressions Are Concurrently and Prospectively Associated with Defeat in Sexual Minority College Students Reporting Suicidal Ideation
Emma J. O'Brien, B.A., Louisiana State University
Mikayla BergWood, B.S., Louisiana State University
Jackson Bolner, B.S., The Ohio State University Wexner Medical Center
Ryan M. Hill, Ph.D., Louisiana State University
Raymond Tucker, Ph.D., Louisiana State University

Uncovering Within-person Risk Pathways: Discrimination Stress, Interpersonal Context, and Momentary Suicidal Ideation
Anne C. Knorr, M.A., University of Notre Dame
Kristin Valentino, Ph.D., University of Notre Dame
Lijuan Wang, Ph.D., University of Notre Dame
Brooke Ammerman, Ph.D., University of Wisconsin Madison

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Symposium 58

Many Voices, Shared Purpose: Partnering with Families and Communities to Strengthen Engagement in ADHD Care

CHAIR:

Maya Hareli, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago

DISCUSSANT:

Michael C. C. Meinzer, Ph.D., University of Illinois Chicago

All levels of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Population - Children / Adolescents, Population - Parents and Families, Context - Cultural Factors*

Engaging Children in ADHD Treatment: Parent and Adolescent Perspectives to Inform Compassionate, Evidence-based Care
Nikki Zolli, M.A., University of Illinois at Chicago

Partnering with Families for Culturally Responsive ADHD Care: A Parent's Perspective
Kim L. Alleyne, Ed.D
Jason Fogler, Ph.D., Boston Children's Hospital & Harvard University
Kevin Simon, M.D., MPH, Boston Children's Hospital
Adiaha Spinks-Franklin, M.D., MPH, FAAP, DBP Doc, PLLC
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University

Testing a New Adjunctive Intervention to Improve Teacher and Family Uptake and Adherence to Behavioral Interventions for ADHD and Externalizing Symptoms in Preschool: Parent Educator Action Response
Courtney Zulauf-McCurdy, Ph.D., Northwestern University Feinberg School of Medicine
Sarah R. Eisenman, M.S., Ann & Robert H. Lurie Children's Hospital of Chicago
Jocelin Vanegas, B.A., Ann & Robert H. Lurie Children's Hospital of Chicago
Sophia Magro, Ph.D., Northwestern Feinberg
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University

Helping Caregivers Engage Their Child in ADHD Conversations and Care: Recommendations from Clinicians to Clinicians
Maya Hareli, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago
Kryztal Pena, B.A., Ann & Robert H. Lurie Children's Hospital of Chicago
Jocelin Vanegas, B.A., Ann & Robert H. Lurie Children's Hospital of Chicago
Miriam Hansen-Erraziqi, B.A., Ann & Robert H. Lurie Children's Hospital of Chicago
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University

RELAX: Targeting Coping, Communication, and Conflict Management in Adolescents with ADHD and Their Caregivers
Rosanna Breaux, Ph.D., Virginia Tech

Earn 1 continuing education credit

350, Level 300, Convention Center

Symposium 60

Cultural Considerations for Compassionate Care: Understanding the Effects of Identity-related Stressors Across Diverse Communities

CHAIR:

Ramya Ramadurai, Ph.D., University of Massachusetts

DISCUSSANT:

Jessica LoPresti, Ph.D., Suffolk University

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Context - Stigma and Oppression, Symptoms / Disorders - Oppression-Based Stress, Research Methods - Translational*

The Superwoman Schema and Emotion Regulation: A Latent Profile Analysis
Ramya Ramadurai, Ph.D., University of Massachusetts
Carrington Meritt, M.A., McLean Hospital/Harvard Medical School
Elizabeth G. Foley, B.A., McLean Hospital
Tamara Nelson, Ph.D., Assistant Professor

The Emotional Cost of Discrimination: The Indirect Effect of Alexithymia on Depression and Suicidal Ideation Among Black Adults
Morgan S. Phillips, M.A., University of Houston
Rheeda Walker, Ph.D., University of Houston

The Role of Rejection Sensitivity in the Relationship Between Intersectional Microaggressions and Social Anxiety in LGBQ+ People of Color
Kevin Narine, Psy.D., Mclean Hospital/Harvard Medical School
Brian Feinstein, Ph.D., Rosalind Franklin University of Medicine and Science
Matthew Eisner, PsyD, University of Massachusetts Lowell
Emily Bowers, M.A., Utah State University
Courtney Beard, Ph.D., Mass General Brigham/McLean Hospital/Harvard Medical School
Marie Forgeard, Ph.D., William James College

Cultivating Belongingness and Self-efficacy Amid Identity-related Stress: Two School-embedded, Trauma-informed Interventions for Refugee and Immigrant Youth
Jeffrey P. Winer, Ph.D., Boston Children's Hospital/Harvard Medical School
Seetha Davis, B.A., Harvard Medical School
Sewit Yohannes, B.A., Boston Children's Hospital
Vanja Pejic, Ph.D., Boston Children's Hospital/Harvard Medical School
Dorys Lemus, AA, Boston Children's Hospital

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Clinical Round Table 22

Compassionate and Evidence-based Suicide Prevention Care for Autistic Clients: Demonstrating Adapted Suicide Risk Assessment and DBT Chain Analysis

MODERATOR:

Amara Brook, ABPP, Ph.D., University of Nevada, Reno

PANELISTS:

Alana J. McVey, Ph.D., Center for Behavioral Medicine
Rachel Leah Leah Kraus, LCSW, LICSW, MSW, Kraus Psychotherapy, LLC
Rhiannon Theurer, M.A., MFT, Rhiannon Theurer
Lena Nicodemus, M.A., MFT, Iris DBT

Primary Category: 2026 Theme - Compassion in the Mental Health Workforce

Key Words: *2026 Theme - Compassion in the Mental Health Workforce, Population - Autism, Individual Factors - Risk / Vulnerability Factors*

Autistic adults face substantially elevated rates of suicidal thoughts and behavior compared to the general population, yet many clinicians lack training and confidence in assessing suicide risk with Autistic clients. Standard suicide risk assessments often rely on neurotypical assumptions about emotional labeling, communication styles, and social contexts that may not reflect Autistic people's lived experiences. As a result, clinicians may overlook key drivers of suicidal crises, including sensory stressors, chronic misunderstanding, and traumatic invalidation. Recent research on suicide risk in Autistic samples highlights growing efforts to adapt suicide risk assessment and intervention approaches to better account for differences in communication, emotional awareness, and contextual vulnerability factors. Yet many clinicians remain uncertain how to implement these adaptations in practice. In this interactive clinical roundtable, panelists will demonstrate adaptations to suicide risk assessment and DBT chain analysis—including behavioral

chain, missing link, and solution analysis—for Autistic adults with variable spoken language levels. The session will be led by clinicians with lived experience of autism and expertise in neurodiversity-affirming care. Panelists will conduct brief live demonstrations illustrating how to collaboratively assess suicidal thoughts, identify vulnerability factors unique to Autistic clients, and construct BCAs that capture Autistic experiences of distress. Demonstrations will highlight practical strategies such as using concrete and literal language, incorporating visual supports, attending to sensory and invalidation-related factors, and adapting prompts to support clients with alexithymia and interoceptive differences. Through moderated discussion with attendees, the session will foster shared learning about how clinicians can adapt suicide prevention practices across diverse clinical settings. Attendees will leave with practical strategies for conducting suicide risk assessment and DBT chain analysis with Autistic clients while contributing to broader efforts to improve compassionate, evidence-based suicide prevention care for Autistic people.

Earn 1.5 continuing education credits

Ruth, First Floor, Hilton

Clinical Round Table 24

Thriving Beyond Trauma: Advancing Equity in CBT for PTSD in Marginalized Communities

MODERATOR:

Laurie Gallo, Ph.D., Montefiore Medical Center/Albert Einstein College of Medicine

PANELISTS:

Rachel Held, Ph.D., Montefiore Medical Center
Sara Ghassemzadeh, Psy.D., Montefiore Medical Center
Regina Musicaro, Ph.D., Montefiore Medical Center
Elisa Cameron-Niang, Ph.D., Montefiore Medical Center

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *Symptoms / Disorders - Trauma and Stressor Related Disorders, Context - Mental Health Disparities, Treatment - Cognitive Behavior Therapy (CBT)*

Cognitive behavioral therapies for posttraumatic stress disorder (PTSD), including Prolonged Exposure and Cognitive Processing Therapy, are widely considered gold-standard, first-line treatments for PTSD. Although these interventions effectively reduce PTSD symptoms (McLean et al., 2022), significant challenges remain in successful dissemination and implementation in routine clinical settings (Foa et al., 2013). PTSD prevalence is increasing in marginalized communities (Jones et al., 2024), where persistent barriers to care linked to social determinants of health (Davis et al., 2008) and limited access to evidence based trauma therapies (EBTs) contribute to widening health inequities. This Clinical Round Table features members of the Trauma Healing and Resilience in Vulnerable Environments (THRIVE) program at Montefiore Medical Center Adult Outpatient Psychiatric Clinic; a high-volume, low-resourced clinic located within a larger academic medical setting, serving a multiply marginalized population. Panelists represent a range of career stages, and have different roles in direct care, program development, supervision, training,

and research. They will examine systemic and community-level barriers to implementing evidence-based trauma treatments in complex care settings and highlight field-wide successful implementation efforts to date. They will also highlight innovations pertaining to developing accessible group therapy, providing trauma-focused EBTs using an adjunctive model, incorporating use of a staged-recovery model (Herman, 2002), and integrating consumer and provider feedback to advance equitable, trauma-informed care. Issues related to scalability and sustainability as well as feasibility and acceptability will be explored. Clinical and programmatic interventions designed to advance equity in the treatment of trauma-related suffering will be shared, along with an invitation for participants to reflect on changes that can be implemented in their own systems.

Earn 1.5 continuing education credits

Paca, Third Fl., Hilton

Individual Oral Group 2

Dialectical Behavior Therapy (DBT)

Comprehensive DBT-A with BIPOC Families: A Rapid Qualitative Analysis Study
Linda Oshin, Ph.D., Rutgers University
William M. Buerger, Psy.D., Montefiore Medical Center
Maria C. Alba, Psy.D., Montefiore Medical Center
Vvidhi Agrawwal, M.A., Montefiore Medical Center
Daisha A. Mathew, M.A., Rutgers University
Belinda Hernandez, B.A., M.Ed., Ph.D., Montefiore Medical Center
Sandra S. Pimentel, Ph.D., Montefiore Medical Center

Mechanisms of Long-term Change: Adult Outcomes After DBT for Adolescents
Iselin S. Dibaj, Ph.D., Psy.D., University of Oslo
Lars Mehlum, M.D., Ph.D., University of Oslo
Anita Tørmoen, Ph.D., National Centre for suicide research and prevention, University of Oslo

Effects of Mindfulness-based Ecological Momentary Intervention on Clinical and State Affect Outcomes Among Adults with Elevated BPD Traits
Shian-Ling Keng, Ph.D., Sunway University
Ee Qi Ng, B.S., Monash University Malaysia
Nur Hani Zainal, M.S., Ph.D., National University of Singapore
Samira Vafa, Ph.D., Sunway University
Michael Jenkins, Ph.D., University of Nottingham Malaysia
T. H. Stanley Seah, Ph.D., Miami University

Dialectical Behavior Coaching to Prevent Activist Burnout
Monika Neff Lind, Ph.D., University of California, Irvine
Alexis A. Adams-Clark, Ph.D., Warren Alpert Medical School of Brown University

2:45 PM – 4:15 PM

Earn 1.5 continuing education credits

Carroll A, Third Fl., Hilton

Individual Oral Group 5

Social Media and Mental Health

Sowing the Seeds for Healthy Social Media Use: A Youth-engaged, Interdisciplinary Co-design Approach to Develop a Digital Intervention to Promote Positive Social Connections Online
Tanvi Lakhtakia, B.A., University of Virginia
Mark Rucker, Ph.D., University of Virginia
TYDE Capstone Student and Youth Advisory Board, University of Virginia
Laura E. Barnes, Ph.D., University of Virginia
Bethany Teachman, Ph.D., University of Virginia

Logged in and at Risk: Online Community Connectedness, Victimization, and Suicidality Among LGBTQ+ Adolescents
Brianna Pastro, M.A., Fordham University
Sara K. Kimble, B.S., Fordham University
Eleanor Schuttenberg, M.A., University of Maine
Allison C. Eisenberg, M.S., Rutgers University
Jennifer B. Blossom, Ph.D., University of Maine
Peggy Andover, Ph.D., Fordham University

Scrolling with a Negative Lens: Interpretation Bias Moderates the Association Between Social Media Use and Adolescent Depression
Margaret Modico, M.S., Florida International University
Marissa Falcone, M.S., Florida International University
Yasmin Rey, Ph.D., Florida International University
George Buzzell, Ph.D., Florida International University
Dana McMakin, Ph.D., Florida International University
Mei Yi Ng, Ph.D., Florida International University
Jeremy W. Pettit, Ph.D., Florida International University

Engagement on Tiktok and Suicidal Ideation in Adolescents and Young Adults
Becca Spigel, M.S., Seattle Pacific University
Molly Hassler, B.S., Seattle Pacific University
Adrian A. Cufley, M.A., Seattle Pacific University
Noah Reyes, M.A., Seattle Pacific University
Keyne Law, Ph.D., Seattle Pacific University

How Tiktokers Talk About CBT: A Content Analysis of Attitudes About CBT vs. Other Therapies

Isabella Starvaggi, B.S., Indiana University
Clare Dierckman, B.S., University of Southern California
John F. F. Buss, B.S., Indiana University Bloomington
Allison Peipert, Ph.D., Indiana University School of Medicine
Robinson De Jesús-Romero, Ph.D., New York University Langone Health Psychiatry
Lauren A. Rutter, Ph.D., Indiana University Bloomington
Leyla Fern King, B.A., Indiana University Bloomington
Srika Sudheer, Indiana University Bloomington
Lorenzo Lorenzo-Luaces, Ph.D., Indiana University

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Individual Oral Group 4

Military and Veterans II

Client Experiences with Safety Planning in a Military and Veteran Mental Health Setting
Melissa A. Litschi, Ph.D., Cohen Veterans Network - Institute for Quality
Steven L. Lancaster, Ph.D., Cohen Veterans Network
David J. Linkh, Ph.D., LCSW, Columbia University School of Social Work

Brief Cognitive Behavioral Therapy for Suicide Prevention Rapidly Reduces Suicidal Ideation and Common Secondary Outcomes: Session-level Findings from an RCT in Veterans and Military Personnel
Lauren Khazem, Ph.D., The Ohio State University Wexner Medical Center
Brian Jwa, B.S., Ohio State University College of Medicine
Justin C. Baker, ABPP, Ph.D., The Ohio State University
Jordan Holleran, B.A., The Ohio State University Wexner Medical Center
Craig J. Bryan, ABPP, Psy.D., University of Vermont Larner College of Medicine

Comparing the Effectiveness of Prolonged Exposure (PE), Pharmacotherapy (P), and Their Combination (C) for PTSD in Veterans: The PEP-C Study
Keith Bredemeier, Ph.D., University of Delaware
Sadie E. Larsen, Ph.D., National Center for PTSD
Carol Tsao, M.D., Clement J. Zablocki VAMC
Kathleen M. Grubbs, Ph.D., Central Arkansas VA Healthcare System
Leslie Morland, Psy.D., National Center for PTSD
Alexander Puhalla, Ph.D., Coatesville VA Medical Center
Jaclyn Crawford, Coatesville VA Medical Center
Carmella Tress, Psy.D., VA Central Texas Healthcare System
Lori Davis, M.D., Birmingham VA Health Care System
Geetha Shivakumar, M.D., Kaiser Permanente
Carmen P. McLean, Ph.D., National Center for PTSD
Michael E. Thase, M.D., University of Pennsylvania and CMC VA Medical Center

Investigating Treatment Gains and Maintenance of Gains from a Unified Protocol Delivered Accelerated Treatment Program for Veterans and Service Members
Joel D. Wyatt, Ph.D., Rush University Medical Center
Marley Warren, B.A., Rush University Medical Center
Sarah Pridgen, M.A., Rush University Medical Center
Philip Held, Ph.D., Rush University Medical Center

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Individual Oral Group 8

ADHD and Executive Functioning

Acceptability and Preliminary Results of an Intensive Organization Intervention in a Weeklong Summer Camp for Children with ADHD
Kelly Lojinger, M.A., East Carolina University
Brandon K. Schultz, East Carolina University

Compassion-focused CBT for Burnout in Adults with ADHD: Effort Regulation and Sustainable Engagement
Kristen Baird-Goldman, M.S., Association for Behavioral and Cognitive Therapies

Adapting and Piloting the Executive Functioning Intervention "unstuck and on Target" in Latin America
Jonathan Safer-Lichtenstein, Ph.D., University of Colorado Anschutz Medical Campus
Jenniffer Villarreal, B.A., MIND Institute, University of California, Davis

Coping at a Cost: Bayesian Evidence That Perceived Burden Mediates Coping and Psychopathology in Black and Latine Youth with ADHD
Marcus A. Flax, M.A., Loyola University Chicago
Zoe R. Smith, Ph.D., University of Denver

Parent ADHD Screening in Pediatric Primary Care as Relational and Identity-relevant Work
Joyce H. L. Lui, Ph.D., Concordia University
Daria Taubin, M.S., University of Maryland- College Park
Christina M. Danko, Ph.D., University of Maryland College Park
Nadia Bounoua, Ph.D., University of Maryland College Park
Donna Marschall, Ph.D., Children's National Hospital
Ella Blondin, B.A., Concordia University
Ian Bennett, M.D., Ph.D., University of Washington School of Medicine
Adelaide Robb, M.D., Children's National Hospital
Andrea Chronis-Tuscano, Ph.D., University of Maryland

2:45 PM – 4:15 PM

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Individual Oral Group 10

OCD

The Effectiveness and Feasibility of a Quasi-stepped Care Approach Using A-EBT for Adults with Trichotillomania: An Open Trial
Leila K. Capel, M.S., Utah State University
Emily Bowers, M.S., Utah State University
Mercedes Woolley, M.S., Utah State University
Keaton Soileau, M.S., Utah State University
Garth Thomas, B.A., Utah State University
Michael Levin, Ph.D., Utah State University
Michael P. Twohig, Ph.D., Utah State University

Digital Interventions for Trichotillomania and Skin Picking Disorder: A Systematic Review and Meta-analysis
Kathryn Barber, M.S., Marquette University
Isabella Cram, B.S., Marquette University
Elyse Smith, B.S., Marquette University
Hanjoo Lee, Ph.D., University of Wisconsin Milwaukee
Douglas W. Woods, Ph.D., Loyola University Chicago

Is Self-harm Compulsive? Dimension-specific Associations Between Obsessive-compulsive Disorder and Non-suicidal Self-injury: Implications for Shared Motivations and Functions
Vivienne Chenhan Liu, B.A., University of California at Berkeley
Kiara Timpano, Ph.D., University of Miami
Sheri L. Johnson, Ph.D., University of California at Berkeley

With Pleasure, but Without Obsessions: The Cognitive-behavioral Model of OCD Does Not Explain All Compulsive Behaviors
Shachar Ruppin, M.A., Harvard University
René Freichel, Ph.D., University of Amsterdam
Shaan F. McGhie, M.A., Harvard University
Gabriella E. Hamlett, M.A., Harvard University
Richard J. McNally, Ph.D., Harvard University
Rebecca Cox, Ph.D., Washington University in St. Louis

Supporting Caregivers When OCD Treatment Is Out of Reach: A Digital Single-session Intervention Targeting Accommodation

Jenna Y. Sung, Ph.D., Boston University
Mei Hashimoto, B.A., Boston University
Michelle Liu, M.P.H., Loyola University Chicago
Eric Hoffmann, Boston University
Marine Jung, Boston University
Allison Sweeney, Boston University

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Individual Oral Group 1

Research Methods in Evidence-based Mental Health

Naturalistic Observations and Lessons Learned from Deploying a Suite of Digital Acceptance and Commitment Therapy Programs to the Public
Michael Levin, Ph.D., Utah State University
Juyoung Yun, B.A., Utah State University
Ty Aller, Ph.D., Utah State University
Heather Kelley, Ph.D., Utah State University
Michael P. Twohig, Ph.D., Utah State University

Mindful Movement and Interoceptive Processing: Links with the Kappa Opioid Receptor
Emily R. Weiss, Ph.D., Yale University School of Medicine
Xiaoyuan Li, M.A., Yale University
Victoria R. Hart-Derrick, B.A., CUNY, John Jay College
Dayna Freeman, B.S., Yale University School of Medicine
Rachel C. Miller, M.S., Yale University School of Medicine
Sarah E. Barnes, Ph.D., Yale University School of Medicine
Margaret T. Davis, Ph.D., Yale University School of Medicine

Improving Youth Mental Health Assessment Through Mixed Method Evaluation: Developing the K-CAT Autism Version
Paige E. Cervantes, Ph.D., Virginia Commonwealth University
Lawrence A. Palinkas, Ph.D., University of California, San Diego
Yehuda Cohen, Adaptive Testing Technologies
Robert D. Gibbons, Ph.D., University of Chicago
Sarah M. M. Horwitz, Ph.D., New York University Grossman School of Medicine

Machine Learning Algorithms for Predicting Response to Cognitive Behavioral Therapy and Antidepressants
Colin Xu, Ph.D., University of Idaho

Balancing Rigor and Reality: A Rapid-development Framework for a CBT-E Fidelity Measurement in Industry Settings

Sara Moss-Pech, Ph.D., Equip
Rachel M. Butler, Ph.D., University of Louisville
Shannon Patterson, Ph.D., Equip Health
Alexis Libert, B.S., Equip
Susan C. Cronin, Ph.D., Equip
Kaitlyn Zupka, M.A., Equip
Dave Freestone, Ph.D., Equip
Soo Jeong Youn, Ph.D., Equip Health / Harvard Medical School
Jessie Menzel, Ph.D., Equip

2:45 p.m. – 4:15 p.m.

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Panel Discussion 30

Follow the Yellow Brick Road: Practical Tips for Navigating the Postdoctoral Process in Psychology

MODERATOR:

Colin Tidwell, Ph.D., Stanford Medicine

PANELISTS:

Alison Luongo, Ph.D., Penn State Hershey Medical Center
Elliott R. Weinstein, Ph.D., Massachusetts General Hospital
Katie K. Little, Ph.D., Dr. Leslie A. Stuart and Associates
Benjamin F. Shepherd, Ph.D., Yale School of Public Health
Nicole Cardona, Ph.D., New York Health + Hospitals

Primary Category: Workforce - Development / Training / Supervision

Key Words: *2026 Theme - Community Engagement, Workforce - Development / Training / Supervision, Context - Health Psychology / Behavioral Medicine*

The transition from doctoral internship to postdoctoral training is a critical stage in the professional development of psychologists, yet the pathway to postdoctoral positions is often less structured than earlier stages of graduate training. Trainees must navigate complex decisions about whether to pursue postdoctoral training, what type of experience to seek (e.g., clinical, research, or specialized fellowship), and how to manage the logistical and ethical challenges of the application and offer process. Despite the importance of these decisions, trainees frequently report limited transparency and mentorship regarding the postdoctoral landscape. This panel brings together early-career psychologists representing diverse graduate training programs and postdoctoral pathways. Panelists completed doctoral training in clinical and clinical-health psychology programs and currently hold or are transitioning into positions across settings including behavioral medicine fellowships at academic medical centers, VA internship-to-fellowship pathways, lifespan neuropsychology training programs, public health research fellowships focused on mental and

behavioral health disparities, and private practice postdoctoral roles specializing in psychoeducational and diagnostic assessment. Panelists will discuss their journeys selecting postdoctoral training experiences, including deciding whether to pursue postdoctoral positions, navigating applications, evaluating competing opportunities, balancing in-match and out-of-match offers, and identifying training environments aligned with long-term professional goals. Panelists will also reflect on how mentorship, networking, and their identities shape career decision-making and access to opportunities. By increasing transparency and sharing lessons learned across training pathways, this panel aims to help cultivate the next generation of clinicians and researchers committed to integrating compassion and science and advancing evidence-based collective action.

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Panel Discussion 31

Compassion as a Behavioral Process: Integrating Compassion-focused Therapy and Contextual Behavioral Science

MODERATOR:
Zoe Lash, M.A., Touro University

PANELISTS:
Daniel J. Moran, Ph.D., Touro University
Dennis Tirch, Ph.D., The Center for Compassion Focused Therapy
Laura R. Silberstein-Tirch, Psy.D., The Center for Compassion Focused Therapy
Steven C. Hayes, Ph.D., University of Nevada, Reno
Keryn Kleiman, Psy.D., Kean University
Hank B. Robb, ABPP, Ph.D., Private Practice

Primary Category: 2026 Theme - Compassionate Dialogues across Divides

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Treatment - Behavior Analysis, Treatment - Mindfulness & Acceptance*

Across contemporary behavioral therapies, compassion is increasingly emphasized as an important therapeutic construct. However, the behavioral and psychological processes through which compassion exerts its effects in psychotherapy remain insufficiently specified. This panel examines compassion from a contextual behavioral science perspective and explores how compassion can be understood not simply as a feeling state or therapeutic stance, but as a repertoire of learnable behaviors that support adaptive responding to suffering. Panelists will integrate perspectives from Acceptance and Commitment Therapy (ACT), Compassion-Focused Therapy (CFT), and contextual behavioral science to examine how compassionate responding may emerge through empirically supported processes including psychological flexibility, perspective-taking, affiliative emotion regulation, and values-guided responding to distress. Particular attention will be given to how these pro-

cesses may weaken rigid patterns of self-criticism and shame while strengthening flexible, values-consistent behavior in the presence of difficult private experiences. Presenters will review theoretical models and emerging empirical findings relevant to compassion-related processes in psychotherapy and will discuss how these processes can be intentionally cultivated in both clients and therapists. The panel will also explore implications for therapist training, clinical supervision, and the integration of compassion-related processes within existing cognitive and behavioral interventions while maintaining the field's commitment to mechanistic science and empirical rigor. By integrating ACT, CFT, and contextual behavioral science perspectives, this panel advances a functional account of compassion in psychotherapy and considers how compassion-related processes may contribute to the next generation of process-based cognitive and behavioral therapies.

Holiday 1-3, Second Fl., Hilton

Graduate School Meet and Greet

Graduate School Meet and Greet For description please see "Graduate School in Psychology: Getting In and Making it Work."

Adelphi University
Easter Michigan University
Evidence Based Treatment Centers of Seattle
Fordham University
Institute for Human Neuroscience - Boys Town National Research Hospital
Ohio University
Saint Louis University
The University of Southern Mississippi
University of Nebraska-Lincoln
University of Pittsburg
University of Tennessee Knoxville

Earn 1.5 continuing education credits

Holiday 6, Second Fl, Hilton

Presidential Panel

ABCT Presidential Panel: Transforming Eating Disorders Research and Practice by Dismantling the Eating Disorder Stereotype

Carolyn B. Becker, Ph.D., Professor, Trinity University
Erin N. Harrop, Ph.D., LICSW, MSW, Asssociate Professor, University of Denver
Natasha L. Burke, Ph.D., Associate Professor, Fordham University
Lisa Smith Kilpela, Ph.D., Associate Professor, UT Health San Antonio

All levels of familiarity with the material

Primary Category: *Symptoms / Disorders - Eating Disorders*

In 2023, Past President Dr. Jill Ehrenreich-May introduced a new panel option for the time slot traditionally allocated to a Presidential Address. To reinforce the idea that future presidents have a choice in how they contribute to our convention, I have chosen to convene a panel of innovative scientist practitioners who are addressing a myth that plagues both research and clinical practice within the eating disorders field. Eating disorders have been long stereotyped as disorders that predominantly affect thin, white, affluent, young women and girls. Although recent research has repeatedly challenged the accuracy of this stereotype, it continues to be widely believed by healthcare providers, researchers, laypersons, grant reviewers, and funding agencies. Critically, research suggests that individuals who don't fit the traditional eating disorder stereotype are less likely to self-identify as having an eating disorder, which can impact disclosure of eating disordered behaviors. They are also less likely to be correctly diagnosed by providers and/or to receive treatment. Further, because the stereotype has not only infected clinical practice

but also the treatment literature, our existing evidence-based treatments were typically not designed to address the needs of those who do not conform to the stereotype. Researchers also face an uphill battle in convincing funders and reviewers that eating disorder research with novel populations is warranted. Critically, all of the above reduces the perception that eating disorders are a serious public health problem and worsens both the treatment gap and quality of care for eating disorders. The aim of this panel is to showcase three next generation eating disorder researchers whose work is addressing limitations in research and practice created and reinforced by the eating disorder stereotype. Each presenter will have 12 minutes to discuss their work and vision, and then I will moderate a discussion focusing on future directions in addressing barriers to care for and research with underserved populations who are impacted by eating disorders. A key aim of this panel is for attendees to begin to recognize the ways in which eating disorders have likely flown under the radar in their own work. Outline: Dr. Becker will introduce the impact of the eating disorder stereotype and explain why this creates a substantial barrier to advancing research and practice. She will also introduce the three panelists. Each panelist will present a short talk on research that challenges the eating disorder stereotype. Dr. Erin Harrop will address eating disorders in the LGBTQIA+ community and in higher weight patients, who are often explicitly encouraged to continue eating disordered behaviors secondary to weight stigma. Dr. Natasha L. Burke will discuss intersectionality and eating disorder pathology in racially and ethnically minoritized communities. Dr. Lisa Kilpela will focus on eating disorders in older adult women. Both Drs. Kilpela and Burke will also address eating disorders and food insecurity. Dr. Becker will then moderate a discussion on future directions and ways we can all work to collectively improve care.

At the end of this session, the learner will be able to:

- Explain the negative impact of the eating disorder stereotype.
- Describe evidence supporting the contention that eating disorders affect those who defy the eating disorders stereotype.
- Identify ways that clinicians and researchers generally can contribute to meeting the needs of underserved individuals with eating disorders.
- Long-term goal: To identify and begin to address gaps in clinical services and research that have been created by the eating disorder stereotype. Collective evidence-based action that includes the broader mental health field is needed to combat the impact of the stereotype (e.g., adding eating disorder assessment to standard assessment protocols to improve identification). This panel will ideally serve as a call to action and for collaboration beyond the eating disorders field.

Recommended Readings:

Burke, N. L., & Demetrius, J. (2026). Toward health equity: Eating disorder considerations in marginalized racial and ethnic groups. Psychiatric Clinics, 49, 167-181. https://doi.org/10.1016/j.psc.2025.08.012.Harrop, E. N., Hutcheson, R., Harner, V., Mensinger, J. L., & Lindhorst, T. (2023). "You don't look anorexic": atypical anorexia patient experiences of weight stigma in medical care. Body Image, 46, 48-61.Vaidyanathan, S., Purohith Narasimhan, A., Mynampally, K. et al. Eating disorders and disordered eating behaviour in older adults: a scoping review. J Eat Disord 14, 36 (2026). https://doi.org/10.1186/s40337-025-01486-6.

10:30 p.m. – 1:30 a.m.

Holiday Ballroom, Second Fl., Hilton

Saturday Night Dance & Karaoke

Let the rhythm guide your steps and your voice soar at our Saturday Night Dance and Karaoke Party during the 60th Annual ABCT Convention in Baltimore! Join us for a night of pure enjoyment, where you can belt out your favorite tunes or hit the dance floor with fellow attendees. Whether you're a seasoned performer or a shy singer, this event promises an electrifying atmosphere. Don't miss out on the chance to let loose, meet new friends, and create lasting memories. This is your opportunity to unwind and have a blast after an enriching second day at the convention! We can't wait to see you light up the stage in Baltimore.

Sunday, November 15, 2026

8:00 a.m. – 9:15 a.m.

Earn .5 continuing education credits

Holiday 6, Second Fl., Hilton

Plenary 3A

Aligning Evidence-Based Exposure Therapy With Justice-Based Principles

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine

Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Obsessive Compulsive and Related Disorders

Key Words: *Treatment – Exposure and Response Prevention (ERP), Symptoms / Disorders – Obsessive Compulsive and Related Disorders, Anxiety Disorders*

Psychologists are called on to uphold ethical principles that protect client welfare, safeguard the welfare of others, avoid perpetuating prejudice, and ensure that treatment is fair, respectful, and just. Justice-based treatment is defined as "an equitable, thorough, and compassionate lens through which to conceptualize and implement mental health treatment so that all impacted persons—client, provider, and society—are respected" (Pinciotti et al., 2022). Exposure therapy is a well-established, evidence-based treatment for obsessive-compulsive disorder (OCD), anxiety disorders, and eating disorders; however, its implementation has at times drifted from its core principles by prioritizing maximal distress or shock value over alignment with client values and functional needs. In recent years, growing attention has highlighted the importance of a justice-based lens in exposure therapies. Identity and identity-based experiences can influence symptom expression and core fears, and not all anxiety or avoidance is inherently maladaptive. Without attention to these contextual factors, exposure therapy risks centering surface-level fears in ways that overlook core fears and inadvertently reinforce stigma or fail to align with clients' true values and treatment goals. This is particularly relevant in presentations such as OCD involv-

ing identity-related themes (e.g., sexual orientation-OCD), anxious avoidance of situations that may be perceived as safe from the clinician's perspective but not from the client's lived experience, and eating disorders in which stigma and sociocultural expectations are deeply embedded in fears of weight gain. This plenary will examine common pitfalls in conducting exposure therapy without a justice-based lens and offer practical recommendations for integrating justice-based principles into exposure work while remaining aligned with the core mechanisms that make exposure therapy effective. Outline: 1. Core tenets of exposure therapy 2. The issue with over-correction 3. Statement of the problem 4. Justice-based exposure: Definition and examples

At the end of this session, the learner will be able to:

- Identify exposure therapy practices that are not justice-based.
- Recognize and describe the iatrogenic effects of exposure therapy practices that are not justice-based.
- Construct a justice-based hierarchy for a variety of diagnostic presentations.

Recommended Readings: Pinciotti, C. M., Smith, Z., Singh, S., Wetterneck, C. T., & Williams, M. T. (2022). Call to action: Recommendations for justice-based treatment of obsessive-compulsive disorder with sexual orientation and gender themes. Behavior Therapy, 53(2), 153-169. https://doi.org/10.1016/j.beth.2021.11.001Pinciotti, C. M., Wadsworth, L. P., Greenburg, C., & Rosenthal, K. (2024). Justice-based treatment considerations for identity-related obsessive–compulsive disorder. Clinical Psychology: Science and Practice, 31(4), 466–478. https://doi.org/10.1037/cps0000224French, N. J., Hurd, N. M., & Wolfe, E. C. (2024). Echoing calls for justice-based treatment approaches in the field of clinical psychology. Clinical Psychology: Science and Practice, 31(4), 483–487. https://doi.org/10.1037/cps0000234

Earn .5 continuing education credits

Holiday 6, Second Fl., Hilton

Plenary 3B

Treating PTSD as a Suicide Prevention Strategy

Melanie Harned, ABPP, Ph.D., VA Puget Sound Health Care System & University of Washington

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Suicide

Key Words: *Symptoms/Disorders - Suicide, Trauma and Stressor-related Disorders, Dialectical Behavior Therapy (DBT)*

Posttraumatic stress disorder (PTSD) is a well-established risk factor for suicide, making treating PTSD an important suicide prevention strategy. However, a major gap exists in current mental health care: individuals at acute risk of suicide are routinely excluded from trauma-focused treatments, while suicide-focused treatments traditionally do not directly address PTSD. To bridge this clinical gap, the Dialectical Behavior Therapy Prolonged Exposure (DBT PE) protocol was developed to be integrated into DBT using a stage-based approach. DBT PE adapts standard Prolonged Exposure to fit the needs of high-risk, multi-diagnostic individuals historically considered "too unstable" for trauma-focused treatment. A key adaptation of DBT PE is targeting PTSD stemming from traumatic invalidation as well as Criterion A traumas. Traumatic invalidation – the extreme or repetitive invalidation of one's core characteristics – can occur within families, other important relationships, institutions, and systemically for marginalized groups. Though these types of severely invalidating experiences predict both suicidal behavior and PTSD symptoms, they remain underrecognized and undertreated in traditional PTSD treatments. This plenary talk will explore the clinical evolution, empirical evidence, and practical implementation of the integrated DBT and DBT PE treatment. Attendees will learn how this approach safely sequences suicide risk management with trauma processing to enable high-risk individuals to receive potentially life-saving, trauma-focused treatment. By challenging the historical clinical assumption that high-risk individuals must achieve long-term stability before treating their trauma, this presentation outlines a necessary paradigm shift. Ultimately, addressing PTSD, including traumatic invalidation, is critical to reduce chronic suicide risk and enable high-risk individuals to build lives they experience as worth living. Outline: Introduction and the Systemic Clinical Gap The Construct of Traumatic Invalidation Bridging the Divide with DBT PE Conclusion and Call to Action

At the end of this session, the learner will be able to:

- Identify the systemic clinical gaps and historical assumptions that have limited access to PTSD treatment for high-risk individuals.
- Define the concept of traumatic invalidation and its role as a predictor of suicidal behavior and PTSD symptoms.
- Describe how the integrated DBT and DBT PE treatment enables high-risk individuals to safely access PTSD treatment.
- Long-term Goal: PTSD can be safely and effectively treated among individuals at high risk for suicide.
- Long-term Goal: Treating traumatic invalidation as an important component of reducing suicide risk and PTSD.

Recommended Readings: Harned, M. S. (2022). Treating Trauma in Dialectical Behavior Therapy. The DBT Prolonged Exposure Protocol (DBT PE). New York, NY: Guilford Press. Prillinger, K., Goreis, A., Macura S., et al. (2024). A systematic review and meta-analysis on the efficacy of dialectical behavior therapy variants for the treatment of post-traumatic stress disorder. European Journal of Psychotraumatology, 15, 2406662.Harned, M. S. & Schmidt, S. C. (2019). Perspectives on a stage-based treatment for PTSD among Dialectical Behavior Therapy consumers in public mental health settings. Community Mental Health Journal, 55, 409-419.

Earn 1.5 continuing education credits

336, Level 300, Convention Center

Clinical Round Table 26

Beyond the Patient: Navigating Collateral Risk, Ethical Conflict, and Compassionate Action in Clinical Practice

MODERATOR:

Casey O'Brien, Psy.D., Columbia University Irving Medical Center

PANELISTS:

Casey O'Brien, Psy.D., Columbia University Irving Medical Center
Zachary K. Blumkin, ABPP, Psy.D., Columbia University Medical Center
Lauren Bonavitacola, Psy.D., Rutgers University
Aditi Vijay, Ph.D., Kean University
Andrew White, ABPP, Ph.D., Portland DBT Institute

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Symptoms / Disorders - Suicide, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

In the high-stakes realm of clinical practice, some of the most challenging dilemmas emerge not from direct clinical needs of the patient but from potential risk expressed by their loved ones (Katz et al, 2015). When patient disclosures highlight that a third party may be in danger, clinicians are confronted with a conflict that necessitates balancing the preservation of the therapeutic alliance, the requirements of legal and ethical mandates, and the intrinsic moral imperative to prevent external harm. Synthesizing these important and, at times, competing considerations can be associated with confusion and fear (Schürmann & Reiter-Theil, 2024), and given informal disclosure to friends or family is most common (Fox et al, 2022), can occur regularly. Through multimodal discussion of real-life case examples and interactive skill-building activities, this session will explore barriers that arise when navigating ambiguous clinical situations and introduce a decision-making mod-

el to address a gap in risk management knowledge. Using a step-by-step framework, the model evaluates third-party risk, identifies specific ethical/legal obligations when the individual at risk is not the patient, and employs compassionate transparency to maintain the therapeutic framework. The model supports developing compassionate action plans that maintain gold-standard ethics while being tailored to the unique aspects of a collateral risk situation. With presenter experience spanning clinical, supervisory, research, administrative, and community training, each aspect of the framework will be examined from a range of perspectives, assisting clinicians and supervisors in balancing clinical precision and compassion. Specific focus on collateral risk involving youth and individuals of marginalized communities will be covered throughout. Discussion will also include administrative and supervisory strategy that can proactively identify and address gaps in collateral risk management, including cultivating safe-to-fail clinical cultures, specific documentation techniques protective of clinicians and practices, and non-judgmental iterative assessment of structures and supports. Participants will leave with a decision tree resource kit.

Earn 1.5 continuing education credits

Johnson A&B, First Fl., Hilton

Symposium 61

Compassion in Action: Adapting and Evaluating Mindfulness-based Interventions for Complex Clinical Contexts

CHAIR:

Morganne A. Kraines, Ph.D., Alpert Medical School of Brown University/Butler Hospital

DISCUSSANT:

Moria J. Smoski, Ph.D., Duke University Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Treatment - Mindfulness & Acceptance, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Adapting a Mindfulness-based Intervention for Caregivers of Patients with Cancer: A Qualitative Study

Morganne A. Kraines, Ph.D., Alpert Medical School of Brown University/Butler Hospital
Paige Clement, M.S., Dermatology Health Specialists
Bailey O'Keeffe, M.S., Butler Hospital & Brown University
Patricia Holland, M.S., School of Professional Studies at Brown University
Cara Mathews, M.D., Women and Infants Hospital/Alpert Medical School of Brown University
Lisa Uebelacker, Ph.D., Brown University & Butler Hospital

Modifying Cardiorespiratory Interoception Through a Mind-body Intervention: Evidence from a Floatation-rest Trial in Anorexia Nervosa
Emily M. Choquette, Ph.D., Laureate Institute for Brain Research
Emily Adamic, Ph.D., Bike Club Tulsa
Elizabeth Bernardini, B.S., Laureate Institute for Brain Research
Sahib Khalsa, MD, Ph.D., University of California Los Angeles Semel Institute for Neuroscience and Human Behavior

Remotely Delivered Mindfulness-based Cognitive Therapy (MBCT) for Posttraumatic Stress Disorder (PTSD) in a Community Sample: Association of Decentering with PTSD and Depression Symptom Reduction
Sophie A. Lazarus, Ph.D., The Ohio State University Wexner Medical
Patrick Eagan, BCN, University of Michigan
Wenfei Yu, B.S., Ohio State University
Riley Stipe, B.A., University of Michigan
David Fresco, Ph.D., University of Michigan
Anthony P. King, Ph.D., The Ohio State University

Ketamine-assisted Mindfulness-based Cognitive Therapy (MBCT) for Treatment-resistant Depression (TRD) - an Open Label Pilot Study
Wenfei Yu, B.S., Ohio State University
Arushi Badola, B.S., The Ohio State University
Sophie A. Lazarus, Ph.D., The Ohio State University Wexner Medical
Anthony P. King, Ph.D., The Ohio State University

Confidence in Treatment over Time: A Secondary Analysis of a Randomized Controlled Trial Comparing Mindfulness-based Stress Reduction and Escitalopram for Anxiety Disorders
Julia G. Halilova, Ph.D., New York University School of Medicine
Julia G. Halilova, Ph.D., New York University School of Medicine
Thirein Kyaw, BA, Georgetown University
Kristin Szuhany, Ph.D., New York University School of Medicine
Mihriye Mete, Ph.D., Georgetown University School of Medicine
Mary Ann Dutton, Ph.D., Georgetown University
Eric Bui, MD, Ph.D., University of Caen Normandy
Amanda Waters Baker, Ph.D., Massachusetts General Hospital
Naomi Simon, M.D., New York University Langone Health, New York University School of Medicine
Elizabeth Hoge, M.D., Georgetown University Medical Center

Earn 1.5 continuing education credits

Ruth, First Floor, Hilton

Symposium 62

Centering Family and Clinician Voices to Improve Access to and Utilization of Treatment for ADHD

CHAIRS:

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia
Thomas J. Power, PhD, ABPP, Children's Hospital of Philadelphia; University of Pennsylvania

DISCUSSANT:

Anil Chacko, Ph.D., New York University

Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Symptoms / Disorders - ADHD, 2026 Theme - Community Engagement, Context - Primary Care / Integrated Care*

Psychosocial Intervention for Economically Marginalized Children with ADHD in Primary Care: Randomized Controlled Trial

Jennifer Mautone, Ph.D., Children's Hospital of Philadelphia
Alex Holdaway, Ph.D., Virginia Commonwealth University
Antara Mondal, M.S., Children's Hospital of Philadelphia
Wendy Chan, Ph.D., University of Pennsylvania
Abbas Jawad, Ph.D., Children's Hospital of Philadelphia & University of Pennsylvania
Thomas J. Power, Ph.D., ABPP, Children's Hospital of Philadelphia; University of Pennsylvania

Psychosocial Intervention for Economically Marginalized Children with ADHD in Primary Care: Randomized Controlled Trial

Thomas J. Power, Ph.D., ABPP, Children's Hospital of Philadelphia; University of Pennsylvania

Treating Parents with ADHD and Their Children (TPAC): A Hybrid Effectiveness-implementation, Randomized Controlled Trial

Andrea Chronis-Tuscano, Ph.D., University of Maryland

Treating Parents with ADHD and Their Children (TPAC): A Hybrid Effectiveness-implementation, Randomized Controlled Trial

Nadia Bounoua, Ph.D., University of Maryland College Park
Christina Danko, Ph.D., University of Maryland- College Park
Daniel Almirall, Ph.D., Data Science for Dynamic Intervention Decision-making Center Institute for Social Research
Joyce H. L. Lui, Ph.D., Concordia University
Donna Marschall, Ph.D., Children's National Hospital
Daria Taubin, M.S., University of Maryland- College Park
Adelaide Robb, M.D., Children's National Hospital

Understanding Determinants of Behavioral Parent Training Implementation for ADHD in Pediatric Primary Care: Findings from a Safety-net Health System

Bridget Poznanski, Ph.D., Boston University School of Medicine
Mei Elansary, M.D., MPhil, Boston University School of Medicine/Boston Medical Center
Willa Kitterman, B.A., Boston Medical Center
Anna Katharine Horton, M.S., Boston University School of Medicine
Kayla Jones, M.A., Boston University School of Medicine
Jean Ryu, M.A., Boston Medical Center
Kirsten Austad, M.D., M.P.H., Boston University School of Medicine/Boston Medical Center

Earn 1.5 continuing education credits

Peale C, First Fl., Hilton

Symposium 63

From Population to Individual: Identifying Risk, Predicting Outcomes, and Targeting Interventions Across the Continuum of Sleep Health

CHAIR:

Shalom N. Jaffe, M.A., Fairleigh Dickinson University

DISCUSSANT:

Eleanor L. McGlinchey, Ph.D., Fairleigh Dickinson University

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Sleep / Wake Disorders

Key Words: *Symptoms / Disorders - Sleep / Wake Disorders, Context - Mental Health Disparities, Research Methods - Technology*

Sleep Patterns and Daytime Functioning in a Nationally Representative Sample of U.S. Youth
Lu Dong, Ph.D., Stony Brook University
Wendy Troxel, PhD, RAND

Can Wearables Replace Sleep Diaries? Mapping Automated Wearable Sleep Metrics to Subjective Sleep Experience in Military Populations
Tao Lin, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Lily A. Brown, Ph.D., University of Pennsylvania

Sleep Disturbance and Binge Eating: Examining Cognitive and Food Quality Pathways
Madeline V. Kane, Ph.D., Fairleigh Dickinson University
Shalom N. Jaffe, M.A., Fairleigh Dickinson University

Enriching Sleep Research at Scale Using AI
Shalom N. Jaffe, M.A., Fairleigh Dickinson University

Earn 1.5 continuing education credits

Holiday 1, Second Fl., Hilton

Symposium 64

The Kids FACE FEARS Pragmatic RCT of Therapist-led vs Guided CBT for Pediatric Anxiety: Overview, Main Findings, and Secondary Outcomes

CHAIR:

Jami M. Furr, Ph.D., Florida International University

DISCUSSANT:

Philip Kendall, ABPP, Ph.D., Temple University

Basic level of familiarity with the material

Primary Category: Population - Children / Adolescents

Key Words: *Intervention - Digital Health/Tele-Mental Health, 2026 Theme - Community Engagement, Population - Children / Adolescents*

The Kids FACE FEARS Trial: Overview, Methods, and Main Outcomes

Jonathan S. Comer, Ph.D., Florida International University
Donna Pincus, Ph.D., Boston University
Anthony Dick, Ph.D., Florida International University
Molly Adrian, Ph.D., University of Washington
Dana McMakin, Ph.D., Florida International University, Department of Psychology
Leslie Miller, M.D., Johns Hopkins University School of Medicine
Rheanna Platt, M.P.H., M.D., Ph.D., Johns Hopkins University School of Medicine
Ronald Rapee, Ph.D., Macquarie University
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University
Michelle Porche, Ed.D., University of California, Riverside
Lisa Fortuna, M.P.H., M.D., University of California Riverside School of Medicine

CBT Training, Consultation, and Implementation in the Kids FACE FEARS Trial

Donna Pincus, Ph.D., Boston University
Molly Adrian, Ph.D., University of Washington
Anthony Dick, Ph.D., Florida International University
Dana McMakin, Ph.D., Florida International University, Department of Psychology
Leslie Miller, M.D., Johns Hopkins University School of Medicine
Rheanna Platt, M.P.H., M.D., Ph.D., Johns Hopkins University School of Medicine
Ronald Rapee, Ph.D., Macquarie University
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University
Michelle Porche, Ed.D., University of California, Riverside
Lisa Fortuna, M.P.H., M.D., University of California Riverside School of Medicine
Jonathan S. Comer, Ph.D., Florida International University

Comparing Therapist-led versus Guided CBT for Treating Pediatric Anxiety: Secondary Outcomes from the KIDS FACE FEARS Trial

Rheanna Platt, M.P.H., M.D., Ph.D., Johns Hopkins University School of Medicine
Molly Adrian, Ph.D., University of Washington
Anthony Dick, Ph.D., Florida International University
Dana McMakin, Ph.D., Florida International University, Department of Psychology
Leslie Miller, M.D., Johns Hopkins University School of Medicine
Michelle Porche, Ed.D., University of California, Riverside
Lisa Fortuna, M.P.H., M.D., University of California Riverside School of Medicine
Donna Pincus, Ph.D., Boston University
Jonathan S. Comer, Ph.D., Florida International University

Treatment Engagement as a Moderator of Pediatric Anxiety Treatment Response: Findings from the KIDS FACE FEARS Trial Using the REACH Framework

Adelia Kamenetskiy, B.S., Florida International University
Anthony Dick, Ph.D., Florida International University
Debora Gonzalez, B.A., Florida International University
Jordanne Brown, B.A., Florida International University
Molly Adrian, Ph.D., University of Washington
Dana McMakin, Ph.D., Florida International University, Department of Psychology
Leslie Miller, M.D., Johns Hopkins University School of Medicine
Rheanna Platt, M.P.H., M.D., Ph.D., Johns Hopkins University School of Medicine
Ronald Rapee, Ph.D., Macquarie University
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University
Michelle Porche, Ed.D., University of California, Riverside
Lisa Fortuna, M.P.H., M.D., University of California Riverside School of Medicine
Donna Pincus, Ph.D., Boston University
Jonathan S. Comer, Ph.D., Florida International University

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Symposium 65

The Bigger Picture: Social and Contextual Pathways Linking Eating Pathology and Suicidality

CHAIRS:

Olivia Chapman, B.S., Virginia Commonwealth University
Grace Lee, M.A., Virginia Commonwealth University

DISCUSSANT:

April Smith, Ph.D., Auburn University

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Eating Disorders

Key Words: *Symptoms / Disorders - Eating Disorders, Symptoms / Disorders - Suicide, Context - Cultural Factors*

The Prospective Effects of Social Support and Disordered Eating on Suicidal Thoughts and Plans in Sexual Minority Adults
Dominic M. Denning, M.S., University of Massachusetts Amherst
Tiffany A. Brown, Ph.D., Auburn University

Stakeholder Feedback for a Qualitative Study on Eating Disorders and Self-injurious Thoughts and Behaviors in Transgender and Gender Expansive Adults
Rachel Andrade-Frietchen, M.S., Auburn University
April Smith, Ph.D., Auburn University

Machine Learning Prediction of Suicidal Thoughts and Behaviors Among Adolescents with Disordered Eating in Iran
Reza Nahid Sahlan, M.S., The State University of New York at Buffalo
Grace Lee, M.A., Virginia Commonwealth University
Ann Haynos, Ph.D., Virginia Commonwealth University

Through the (Online) Looking-glass: Appearance-related Social Media Consciousness, Disordered Eating, and Suicide Risk
Lauren Pictor, M.S., Auburn University
Olivia M. Clancy, M.S., Auburn University
April Smith, Ph.D., Auburn University

Contra-hedonic and Self-punishment Motivations for Self-destructive Behaviors in Daily Life: The Role of Religious Identity
Frances Grace Hart, B.A., Yale University
Shirley B. Wang, Ph.D., Department of Psychology, Yale University

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Symposium 66

Leveraging the Natural Environment to Support the Mental Health Outcomes of Our Patients and Ourselves: A Community-engaged, Nature-informed Approach

CHAIRS:

Jessica Magidson, Ph.D., University of Maryland- College Park
Abigail C. Hines, M.P.H., University of Maryland, College Park

DISCUSSANT:

Lena S. Andersen, Ph.D., University of Copenhagen

All levels of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Context - Health Care System / Public Policy / Advocacy, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

A Transdiagnostic Measurement Model for Assessing the Effects of Nature Exposure

Hernan Rosas, University of Maryland- College Park
Byoung-Suk Kweon, Ph.D., University of Maryland, College Park
Christopher D. Ellis, Ph.D., University of Maryland, College Park
Ming Hu, Ph.D., Notre Dame

Cultivating Ecologies of Attending: Nature-informed Therapy and the Reconfiguration of Attention
Amanda Stapleton, University of Maryland, College Park

Nature-based Delivery as an Implementation Strategy: Perspectives on Adapting a Peer-led Behavioral Activation Intervention to Be Nature-informed in Opioid Use Disorder Treatment in an Urban Setting
Valerie D. Bradley, M.S., University of Maryland- College Park
Morgan S. Anvari, MS, University of Maryland- College Park
Jessica Anane, MPH, Department of Behavioral and Community Health, University of Maryland
Rithika Baskar, B.S., University of Maryland- College Park
Abigail C. Hines, M.P.H., University of Maryland, College Park
Jessica Magidson, Ph.D., University of Maryland- College Park

Addressing Compassion Fatigue and Burnout Through Nature-informed Mental Health Training, Self Care, and Stress Relief Strategies Among Community Health Workers in South Africa: Khanya Ekhaya
Jessica Magidson, Ph.D., University of Maryland- College Park
Abigail C. Hines, M.P.H., University of Maryland, College Park
Antonia Campbell, B.A., University of Maryland
Tara Carney, Ph.D., South African Medical Research Council
Kim Johnson, M.S., University of Maryland, College Park
Nonceba Ciya, University of Maryland, College Park
Sibabalwe Ndamase, B.A., University of Maryland, College Park
Rithika Baskar, B.S., University of Maryland- College Park
Noah S. Triplett, Ph.D., University of Maryland, College Park
Imani Brown, M.S., University of Maryland- College Park
Bronwyn Myers-Franchi, Ph.D., University of Maryland, College Park

Development of a Measure of Perceived Greenspace: Links with Administrative Greenspace Data and Adult Anxiety Symptoms
Arianna M. Gard, Ph.D., University of Maryland- College Park
Alex Robey, Undergraduate student, University of Maryland, College Park
Joelle Fuchs, B.S., M.S., University of Maryland, College Park
Deena Shariq, B.S., University of Maryland, College Park

Earn 1.5 continuing education credits

341, Level 300, Convention Center

Symposium 67

ADHD in Context: How Childhood Adversity Shapes ADHD Symptoms and Presentation

CHAIR:

Abigail de Arellano, M.A., University of South Carolina

DISCUSSANT:

Miguel Villodas, Ph.D., San Diego State University

Basic to Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - ADHD

Key Words: *Symptoms / Disorders - ADHD, Context - Maltreatment, Symptoms / Disorders - Trauma and Stressor Related Disorders*

Leveraging the Dimensional Model of Adversity and Psychopathology (DMAP) to Predict Attention Symptoms Throughout Adolescence
Abigail de Arellano, M.A., University of South Carolina
Catherine Mann, B.A., University of South Carolina
Kate Flory, Ph.D., University of South Carolina

Multilevel Investigation of Trauma Exposure for Black And/or Latin□ Youth with ADHD and the Association with Cognitive Disengagement Syndrome
Marcus A. Flax, M.A., Loyola University Chicago
Victoria Grant O'Daniel, M.A., Loyola University of Chicago
Xenia Leviyah, B.A., Loyola University Chicago
Zoe R. Smith, Ph.D., University of Denver

Relations Among ADHD, Adverse Childhood Experiences, and Neuroticism: Do Results Generalize Across Race, Ethnicity, Sex, Gender, Sexual Orientation?
Meisa M. Khaireddin, M.S., University of Wyoming

Longitudinal Impact of Poverty, Threat, and Family Dysfunction on Black Youth Attention Problem Trajectories

Ifunanya Ezimora, B.A., San Diego State University / University of California, San Diego Joint Doctoral Program in Clinical Psychology

Miguel Villodas, Ph.D., San Diego State University

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Symposium 68

Structural Determinants of HIV Prevention and Care: Integrating Social and Mental Health Needs to Advance Health Equity

CHAIR:

Katherine E. Kabel, M.A., Boston University

DISCUSSANT:

Abigail W. W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Boston Medical Center

Moderate level of familiarity with the material

Primary Category: Context - Health Psychology / Behavioral Medicine

Key Words: *Context - Health Psychology / Behavioral Medicine, Context - Primary Care / Integrated Care, Intervention - Prevention*

Structural Drivers of HIV Risk and Prevention Gaps Among Spanish-speaking Emergency Department Patients

Maria Jose Bustamante Wiess, Ph.D., Harvard Medical School
Michael Erik Calixto, B.A, Harvard Medical School, Brigham and Women's Hospital
Peter R. chai, MD, Harvard Medical School, Brigham, and Women's Hospital
Tiffany R. Glynn, Ph.D., Harvard Medical School/Mass General Brigham

Informing the Development of Interventions to Concurrently Address Unmet Social and Mental Health Needs of Sexual Minority Men of Color With/vulnerable to HIV

Christopher Chiu, Ph.D., Boston Medical Center
Claire Bourett, BA, Boston Medical Center
Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Boston Medical Center

Structural Determinants of Perinatal Mental Health Among Pregnant Persons Using Prep in South Africa

Katherine E. Kabel, M.A., Boston University
Lindokuhle Tyelo, B.A., University of Cape Town
Yolisa Jakavula, B.A., University of Cape Town
Madison R. Fertig, M.A., Boston University
Devisi A. Ashar, B.A., Boston University
Deja M. Ford, None, Boston University
Stephan Rabie, Ph.D., University of Cape Town
Christina Psaros, Ph.D., Harvard Medical School
John Joska, MBChB, FC, MMed, PhD, University of Cape Town
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital
Amelia M. Stanton, Ph.D., Boston University

A Qualitative Exploration of Food Insecurity as a Structural Syndemic Barrier to ART Adherence and HIV Care Engagement Among People with HIV in South Africa

Jasper S. Lee, Ph.D., Harvard Medical School
Christina Psaros, Ph.D., Harvard Medical School
Elizabeth Powera, B.S., Massachusetts General Hospital
Mfanelo Ncukana, B.A., University of Cape Town
Griffin Willner, B.A., Massachusetts General Hospital
Stephan Rabie, Ph.D., University of Cape Town
Julian May, Ph.D., University of the Western Cape
Ashraf Kagee, Ph.D., Stellenbosch University
Steven Safren, ABPP, Ph.D., University of MIami
John Joska, MBChB, FC, MMed, Ph.D., University of Cape Town
Conall O'Cleirigh, Ph.D., Massachusetts General Hospital

Earn 1.5 continuing education credits

349, Level 300, Convention Center

Symposium 69

Understanding Help-seeking, Barriers, and Treatment Fit to Improve Access and Engagement in Mental Health Care for Racially and Ethnically Minoritized Youth

CHAIR:
Eleanor Wu, Ph.D., Johns Hopkins School of Medicine

DISCUSSANT:
Andrea Young, Ph.D., Johns Hopkins School of Medicine

Basic level of familiarity with the material

Primary Category: Context - Mental Health Disparities

Key Words: *2026 Theme - Community Engagement, Context - Stigma and Oppression, Context - Mental Health Disparities*

What Black Adolescents Want from Mental Health Support Systems: Digital Help-seeking Pathways to Equitable Access to Care
Aijah K. B. Goodwin, Ph.D., University of Maryland, Baltimore

An Integrative Analysis of Barriers to Mental Health Service Access for Racially and Ethnically Marginalized Youth and Caregivers: A Scoping Review
Wendy Chu, Ph.D., Ann & Robert H. Lurie Children's Hospital of Chicago
Jessica Carney, PhD, University of Notre Dame
Magdalena Moskal, M.A., Yale University

What Makes Treatment a Good Fit? Perspectives of Racially and Ethnically Minoritized Youth and Caregivers
Eleanor Wu, Ph.D., Johns Hopkins School of Medicine
Andrea Young, Ph.D., Johns Hopkins School of Medicine

Earn 1.5 continuing education credits

Peale B, First Fl., Hilton

Panel Discussion 32

Rethinking the Architecture of OCD: From Symptom Themes to Motivational Drivers

MODERATOR:

Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

PANELISTS:

Martin E. Franklin, Ph.D., Rogers Behavioral Health
Rachel A. Schwartz, Ph.D., Rogers Behavioral Health
Laura B. Bragdon, Ph.D., New York University School of Medicine
Benjamin Mitchell, Ph.D., Baylor College of Medicine
Bunmi O. Olatunji, Ph.D., Vanderbilt University

Primary Category: Symptoms / Disorders - Obsessive Compulsive and Related Disorders

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, Individual Factors - Emotion and Emotion Regulation*

For decades, the vast heterogeneity of obsessive–compulsive disorder (OCD) has been organized around symptom themes (e.g., contamination, symmetry, checking). Although clinically convenient, these labels describe what patients do, but not why they do it. Theme-based models often obscure the motivational processes that generate and maintain symptoms, contribute to unstable taxonomies, and risk misaligning treatment with patients' lived emotional experience. Drawing on behavioral theory, transdiagnostic models, and emerging empirical findings, this panel will advance an affective–motivational framework that conceptualizes OCD in terms of core regulatory processes such as harm and guilt avoidance, disgust avoidance, and avoidance of "not-just-right" experiences, that cut across the traditional symptom categories. We will discuss how these processes can be reliably assessed and whether they provide a more parsimonious and mechanistically informative account of OCD heterogeneity than symptom themes alone. Importantly, a motivational domains approach is often overlooked despite being implicit in functional analysis and cognitive-behavioral theory. By shifting the focus from surface content to underlying emotional drivers, we may be able to improve treatment precision with expo-

sure and response prevention and integration of cognitive and acceptance-based strategies. This framework also offers a clearer bridge to neuroscience by mapping symptoms onto affective and regulatory systems rather than unstable content categories. Consistent with the 2026 convention theme, this model also broadens our understanding of patients' lived experiences by addressing the core emotional and motivational processes that drive their suffering. It also strengthens our community's ability to engage in collective action by facilitating clearer communication across researchers and clinicians; promotes transdiagnostic collaboration; and supports the development of more equitable and accessible interventions grounded in evidence.

Earn 1.5 continuing education credits

Holiday 2, Second Fl., Hilton

Panel Discussion 33

Incorporating Social Justice into Graduate Training: Empowering Trainees to Engage in Evidence-based Action

MODERATOR:

Lizabeth Roemer, Ph.D., University of Massachusetts Boston

PANELISTS:

Sarah A. Hayes-Skelton, Ph.D., University of Massachusetts Boston
Jen H. Martinez, Ph.D., Suffolk University
Yara Mekawi, Ph.D., University of Louisville
Lizabeth Roemer, Ph.D., University of Massachusetts Boston
Amber Calloway, Ph.D., University of Pennsylvania

Primary Category: 2026 Theme - Evidence-Based Collective Action

Key Words: *2026 Theme - Evidence-Based Collective Action, 2026 Theme - Context - Sociopolitical Conflicts, Workforce - Development / Training / Supervision*

In recent years, many authors (e.g., Buchanan & Wiklund, 2020) have highlighted the ways that the field of clinical psychology needs to adapt, advocate, and innovate to meet the needs of marginalized communities (and catch up to other mental health disciplines). Our current sociopolitical context makes this need even more evident, while also making it more challenging to meet the need. Although justice and respect for individual's rights and dignity are core ethical principles in psychology, social justice has not historically been a focus of training or clinical practice in clinical psychology. Panelists span a range of both privileged and oppressed intersecting identities and include students, early career professionals, mid-career, and senior faculty. All panelists have either received or delivered (or both) training and mentoring that incorporates social justice values and actions into rigorous research and clinical training. Panelists will share their perspectives and reflections on aspects of training that support socially just research and practice, as well as challenges that have emerged in training, including areas that need further attention.

Participants will discuss: 1) training elements that support the development of critical consciousness and skills related to activism, 2) integration of social justice in assessment, research methods, and cognitive behavioral therapy, 3) challenges that arise in providing this training, including institutional and structural challenges, 4) the rewards of this training, 5) the role of self- and other-compassion in social justice-focused training and combating burnout, and 5) recommendations for faculty and students who are working to integrate social justice into their programs. Audience members will have opportunities to share their own innovative approaches and successes and setbacks. In addition, questions and ongoing discussion will provide opportunities for all participants to consider concrete ways to better prepare students to meet the needs of communities during these challenging times, as well as learn from and support students throughout the process.

Earn 1.5 continuing education credits

Holiday 3, Second Fl., Hilton

Panel Discussion 34

Compassion as an Essential Element of Coordinated Specialty Care (CSC): Caring for Individuals Experiencing Early Psychosis

MODERATOR:

Summer Runestad, B.S., Stanford School of Medicine

PANELISTS:

Salvador Castro, B.A., Stanford Health Care
Natalie Rutherford, B.A., Stanford Health Care
Cecilia McGough, None, Students with Psychosis
Apurva Bhatt, M.D., Stanford Health Care

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Compassion in the Mental Health Workforce, Population - Lived Experience / Patient Stakeholders, Intervention - Early Intervention*

Compassion is a fundamental tool in providing care for individuals with early psychosis. There are significant benefits to integrating compassion not only in the direct care of those in treatment, but in their family systems, social networks, and providers. This panel is meant to present and explore how compassion supports engagement, retention, and recovery. Coordinated Specialty Care (CSC) is a multi-disciplined, team-based approach providing wrap around support for first episode psychosis (FEP). CSC – considered the gold standard of early psychosis treatment – provides the best recovery outcomes for FEP. Within this model, it is essential to implement compassion in care of the service users, by utilizing family interventions, lived experience integration, and taking action to reduce staff and caregiver burnout. Our panel will lean on the expertise of a high-fidelity CSC program – Stanford's INSPIRE 360 – to understand how it integrates compassion as a core tenet of care to support optimal treatment outcomes and recovery. Panelists include a peer support specialist, a family partner, a research coordinator, and the founder of Students With Psychosis (SWP), all of whom will depict how and why they integrate compassion into their respective roles. Next, we will describe ways we utilize and implement compassion in our therapeutic techniques via specific sessions offered on Compassionate Mind Training (CMT) and Compassion Focused Therapy (CFT). Compassion exercises and an overview of CMT didactic materials will be discussed to illustrate how these groups

function. Ongoing research initiatives and their interventions will be depicted. Common barriers, as well as how to work through these, will be explored. Panelists will discuss the psychological and physiological changes that take place when compassion is activated in our brain and how this can become a tool. Additionally, we will delve into how compassion builds resilience and is protective for caregivers and staff in reducing burnout fatigue. We will explain efforts to expand compassion-focused programs in our clinic and the primary obstacles in funding and facilitation. Finally, we will touch on current and future research plans related to compassion.

Earn 1.5 continuing education credits

Carroll A/B, Third Fl., Hilton

Panel Discussion 35

When Evidence-based Treatment Becomes Pseudoscience

MODERATOR:

Dean McKay, ABPP, Ph.D., Fordham University

PANELISTS:

Daniel L. Hoffman, ABPP, Ph.D., Northwell
Angela J. Coreil, Ph.D., Other, University of Louisiana at Lafayette
Brit Lippman, Ph.D., Northwell Health Zucker Hillside Hospital
Haley Ward, B.A., M.A., Fordham University

Primary Category: 2026 Theme - Context - Health Care System / Public Policy / Advocacy

Key Words: *Dissemination & Implementation Science, Treatment - Change Process / Mechanisms, Treatment - Other*

Evidence-based practice relies on a set of clinical decisions whereby the therapist draws on existing science of human behavior and empirically supported treatments to tailor interventions to the unique presenting features of the client. But, what happens when the clinicians' decision-making process leads to incorporating dubious interventions? Can the clinician accurately call treatment that blends identified pseudoscientific interventions with established scientifically-informed treatments evidence-based? This panel is intended to discuss whether and how the proliferation of pseudoscientific treatments may be problematic additions to scientifically-informed treatments. As part of this panel, popular yet questionable treatment programs will be described in order that attendees will be alerted to these interventions, and to recognize the potential damage to the legitimacy of scientifically-informed treatments. Among these popular but dubious treatments are brainspotting, internal family systems, and accelerated resolution therapy.. Further, this panel will discuss how clinicians may misattribute the mechanisms of change due to the combinations of scientific and pseudoscientific components. An additional challenge to be discussed will be whether pseudoscientific methods represent iatrogenic components that creates conditions of harm when applied in conjunction with evidence-based treatments. Finally, the challenge of how many pseudoscientific interventions are falsely presented to the public and practitioners as evidence-based will be discussed. Implications for a comprehensive research agenda that assesses the hazards of pseudoscientific methods to public health.

Earn 1.5 continuing education credits

339, Level 300, Convention Center

Panel Discussion 37

Doing Better Together: Practical Strategies for Creating Inclusive and Supportive Training Spaces for Minoritized Trainees in an Evolving Sociopolitical Climate

MODERATOR:

Richard T. LeBeau, Ph.D., University of California, Los Angeles

PANELISTS:

Bharat Bharat, M.A., M.S., University of Miami
Colleen A. Sloan, Ph.D., VA Boston HCS and Boston University School of Medicine
Lorenzo Lorenzo-Luaces, Ph.D., Indiana University
Lee Robertson, B.A., M.S., Florida State University
Colin Tidwell, Ph.D., Stanford Medicine
Joy Shen, Psy.D., VA Boston

Primary Category: Workforce - Development / Training / Supervision

Key Words: *Workforce - Development / Training / Supervision, Population - Students, Population - LGBTQIA+ People*

Psychological research increasingly calls for inclusive, affirming, and anti-oppressive interventions for individuals from minoritized communities. The current, increasingly hostile, sociopolitical climate makes these efforts both challenging and necessary, as they support well-being while addressing structural inequities that drive health disparities. However, far less attention has been devoted to how training programs cultivate inclusive, affirming, compassionate, and anti-oppressive supervision and mentorship for trainees with intersecting minoritized identities. Training programs and supervisors often lack clear guidance for addressing challenges faced by trainees with minoritized identities. Building on a well-attended ABCT panel last year, this session integrates new perspectives and examines how supervision, mentorship, and training environments operate across diverse institutional contexts. It also highlights how integrating compassion and psycho-

logical science can support evidence-informed collective action in training. The discussion will continue through the lens of sexual and gender minority perspectives while emphasizing the importance of attending to context across diverse roles (e.g., trainees, supervisors, administrators) and training settings (e.g., VAs, state hospitals, community mental health centers). The panel consists of three psychologists and four trainees who bring clinical, research, and leadership experience working with marginalized communities. Panelists will discuss structural and policy considerations for supporting trainees, mentorship, research development, navigating identity disclosure, power dynamics, addressing sociopolitical context in supervision, and empowering trainees to advocate for themselves and others. Discussion will also address trauma-informed supervision, intersectionality, and responding to discrimination in clinical and research settings. This panel highlights practical, evidence-based strategies for supporting trainees with minoritized identities and strengthening the delivery of affirming, culturally responsive care. Audience members will also receive resources to improve supervision and training practices.

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Panel Discussion 41

Determining Whether and How to Adapt Evidenced-based Practices for Serious Mental Illness

MODERATOR:

Letitia Travaglini, Ph.D., VA Baltimore MIRECC/ University of Maryland Medical Center

PANELISTS:

Mary K. Howell, Ph.D., US Department of Veterans Affairs - VISN-5 Mental Illness Research, Education, & Clinical Center (MIRECC)
Bridget Shovestul, Ph.D., VA Baltimore MIRECC/ University of Maryland Medical Center
Corinne N. Kacmarek, Ph.D., US Department of Veterans Affairs
Elizabeth Klingaman, Ph.D., US Department of Veterans Affairs
Letitia Travaglini, Ph.D., VA Baltimore MIRECC/ University of Maryland Medical Center

Primary Category: Symptoms / Disorders - Schizophrenia / Psychotic Disorders

Key Words: *Symptoms / Disorders - Schizophrenia / Psychotic Disorders, Symptoms / Disorders - Bipolar Disorders, Research Methods - Other*

Serious mental illnesses (SMI), such as psychotic disorders or bipolar disorders, are common exclusion criteria in clinical trials evaluating the efficacy of leading psychosocial treatments targeting other primary psychiatric symptoms and health conditions. This means that the experiences of individuals living with SMI are often missing from the empirical foundations that direct clinicians to treat their patients with evidence-based practices (EBPs). For many health conditions that have clearly identified leading EBPs—such as chronic pain, insomnia, PTSD, social skills deficits (SSDs), and tobacco use disorder—researchers and clinicians must make decisions about what, if any, level of adjustment may be needed to these EBPs for individuals with SMI. Panelists were chosen to discuss their

EBP research programs for these primary conditions and co-occurring SMI, spanning the research cycle from preliminary studies and open pilot development to fully powered randomized controlled trials (RCTs). Initial discussions will focus on the pre-existing evidence base for each of our EBPs of interest in the general population relative to people with SMI, including Cognitive Behavioral Therapy for Chronic Pain (CBT-CP), Cognitive Behavioral Therapy for Insomnia (CBT-I), Written Exposure Therapy (WET) for PTSD, Social Skills Training, & pharmacotherapy with behavioral counseling for smoking cessation. Next, decision-making processes and frameworks utilized in each panelist's program of research will be presented, as well as considerations around fidelity and flexibility inherent to each researcher's EBP of interest. Then, we will identify each researcher's latest determinations, informed by the current evidence base and their program of research, regarding the degree of EBP adjustment warranted, ranging from full adaptations and substantial modifications to recommended best practices or no changes. Finally, we will describe how to stay engaged as a clinician throughout the process of balancing fidelity with flexibility and determining whether—and how much —any current treatments require adjustment to maximize benefit for people with SMI.

Earn 1.5 continuing education credits

348, Level 300, Convention Center

Panel Discussion 42

Demystifying Higher Levels of Care for Treatment-refractory OCD: Considerations, Barriers, and Lived Experiences

MODERATOR:

Erick Fedorenko, Ph.D., Alpert Medical School of Brown University

PANELISTS:

Nicole McLaughlin, Ph.D., Butler Hospital & Brown University
Meghan J. Kulak, M.D., Brown University & Butler Hospital
Nathaniel Van Kirk, Ph.D., OCD Institute, McLean Hospital
Jamilah R. George, M.S., Ph.D., Alpert Medical School of Brown University
Jeremy A, None, Personal capacity

Primary Category: Symptoms / Disorders - Obsessive Compulsive and Related Disorders

Key Words: *2026 Theme - Context - Health Care System / Public Policy / Advocacy, Treatment - Neurocognitive Therapies, Treatment - Exposure and Response Prevention (ERP)*

Obsessive-compulsive disorder (OCD) is highly impairing, affecting about 2% of the population. Although gold-standard treatments such as exposure and response prevention (ERP) and selective serotonin reuptake inhibitors (SSRIs) can provide relief to most individuals with OCD, a significant portion do not benefit, necessitating higher levels of care. Commonly, this involves intensive ERP in partial hospital programs (PHPs), intensive outpatient programs (IOPs), or residential programs. More recently, transcranial magnetic stimulation (TMS) has emerged as an option for treatment-refractory OCD. In cases of severe symptoms, neurosurgical procedures, such as ablative ventral capsulotomy or implantation of deep brain stimulation (DBS) devices, can provide relief for patients who do not benefit from other intensive treatments. Notably, neurosurgical interventions have

been used for decades, with limited risk and tolerable side effects, but remain underutilized. This panel discussion will provide an overview of higher level of care treatments for OCD, the evidence supporting their efficacy and safety, when these interventions are appropriate, considerations for providers making referrals, and future directions for research in this area. We will also discuss factors affecting the accessibility of these treatments, including stigma, lack of awareness, and the additional challenges faced by marginalized communities. Our panel will consist of psychologists, a neuropsychologist, and a psychiatrist with expertise in these interventions, including the directors of a world-renowned residential OCD treatment program and psychiatric neurosurgery program. Our panel will also include an individual with lived experience with treatment-refractory OCD, who underwent ventral capsulotomy and is now engaged in advocacy promoting awareness of this treatment.

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Panel Discussion 39

No Apps About Us Without Us: Community-engagement and Co-design to Optimize User Experience of Mhealth Apps

MODERATORS:

Cassondra Lyman, M.A., Cornell University
Eve A. Rosenfeld, Ph.D., National Center for PTSD

PANELISTS:

Giovanni Ramos, Ph.D., University of California, Berkeley
Kathleen C. McCormick, Ph.D., Colgate University
Eve A. Rosenfeld, Ph.D., National Center for PTSD
Cynthia W. Goss, M.A., Veterans Rural Health Resource Center-Salt Lake City, VHA Office of Rural Health
Colleen Stiles-Shields, Ph.D., University of Illinois at Chicago

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Intervention - Digital Health/Tele-Mental Health, Treatment - Design and Development*

Mobile health (mHealth) apps, have the potential to expand access to and reach of evidence-based care for mental health conditions, particularly among marginalized populations. However, mHealth interventions can also perpetuate inequities through the digital divide and top-down development approaches often overlook the wants, needs, and preferences of the communities they intend to serve. Community engagement and co-design of mHealth apps actively involve community members in the intervention development process, from inception through content generation, empirical evaluation, dissemination, and implementation. These approaches can improve the reach, relevance, cultural responsiveness, and user experience of mHealth apps for the communities for whom they are created. In line with this year's theme of centering those with lived experience and addressing the mental health needs of communities that are losing access to healthcare resources or facing other threats, this panel focuses on mHealth research and development strategies using community engagement and co-design to center lived experiences of marginalized

groups as active participants in the development of mHealth interventions. Panelists are experts in mHealth community engagement, co-design, and user experience whose work serves and engages a diverse array of communities with unique cultural and mental health needs, including LGBTQ+ individuals, racially and ethnically minoritized populations (e.g., Latinx, Asian, Black, multiracial, and American Indian and Alaksa Native), and rural populations, as well as specific groups such as children and adolescents, veterans, and women. Further, panelists have expertise in a range of clinical issues, such as PTSD, depression, anxiety, minority and race-related stress, parenting, mood, women's health, and primary care behavioral health integration. Panelists will share insights from their work on community-engaged and co-designed mHealth interventions with marginalized populations, best practices for enhancing user experience, and strategies to engage community members in the co-creation of interventions that center their perspectives and needs.

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Panel Discussion 40

Navigating Non-federal Research Funding to Fund Science That Improves Mental Health Care in Various Communities

MODERATOR:

Rebecca Pasillas, Ph.D., American Psychological Foundation

PANELISTS:

Mary Kathryn Cancilliere, Ph.D., Alpert Medical School of Brown University
Thania Galvan, Ph.D., University of Georgia
Briana S. Last, Ph.D., Stony Brook University
Juan Pablo Zapata, Ph.D., Northwestern University

Primary Category: Workforce - Professional / Interprofessional Issues

Key Words: *Workforce - Professional / Interprofessional Issues, Context - Mental Health Disparities*

Panelists will share their experience with applying and receiving non-federal research funding. Specifically, panelists will describe their research program and share how they found non-federal funding research grants to fund research that improves mental health care in various communities (e.g., Latino/as living with HIV, families with youth who were discharged from the emergency department after an admission for suicidal and non-suicidal self-injurious behavior (SSIB), and Latina adolescents with high risk for suicide-related thoughts and behaviors (STBs)) and advancing measurement-based care with community health providers in community settings. Additionally, panelists will share how they are sustaining their research program given the federal research funding landscape and how they are diversifying their research funding, if applicable. A moderator will ask the panelists to share how they have built long-term relationships with non-federal funding organizations, if applicable, and to comment on the similarities and differences when applying to federal and non-federal research funding. Panelists will also answer questions from attendees. This panel discussion is intended to provide valuable information to early career psychologists interested in seeking non-federal research funding for their research programs. This panel discussion features successful grantees that received the American Psycholog-

ical Foundation's Visionary Grants, which seek to seed innovation through supporting research, education and intervention projects and programs that use psychology to solve social problems in the following priority areas: 1) applying psychology to at-risk, vulnerable populations (e.g., serious mental illness, returning military, those who are incarcerated or economically disadvantaged); 2) preventing violence; 3) understanding the connection between behavior and health (e.g. wellness, diabetes, obesity); 4) understanding and eliminating stigma and prejudice (e.g., race, gender, sexual orientation, religion, age, disability, and socioeconomic status); and 5) furthering racial equity.

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Panel Discussion 43

NEST: A Culturally Adapted Parent Support Program for Reducing Caregiver Stress in Families of Children with Neurodevelopmental Disabilities

MODERATOR:

Kimberly Resendiz Chavez, MA, MAT, Kennedy Krieger

PANELISTS:

Brianna Young, Ph.D., Kennedy Krieger Institute/ Johns Hopkins School of Medicine
Mariangely Galan-Torres, Ph.D., Kennedy Krieger
Jessica Mercado-Anazagasty, Ph.D., University of California
Nitza M. Torres-Gonzalez, Ph.D., Illinois State University

Primary Category: Treatment - Cultural Adaptations

Key Words: *Treatment - Cultural Adaptations, Population - Parents and Families, Population - Autism*

Families of children with autism and related neurodevelopmental disabilities face high caregiver stress, barriers to service engagement, and cultural mismatches that limit the reach of evidence-based care (Costa et al., 2017; Iadarola et al., 2019; Krakovich et al., 2016; Tehee et al., 2009). To address these gaps, our team of clinicians in a teaching hospital-based clinic collaboratively adapted a parent skills and support group to better meet the cultural needs of families in a diverse metropolitan area. Dr. Galan-Torres developed the NEST program which stands for Notice, Empower, Shift, and Transform. This program aims to support parents and caregivers of children with autism or related neurodevelopmental disabilities who are receiving parent training and behavioral intervention services. NEST equips caregivers with coping skills to manage stress associated with challenging behaviors, provides evidence-based psychoeducation, and fosters parent-to-parent connection to reduce isolation and increase community and empowerment among participating families. This panel discussion will present our team's use of the Ecological Validity Model (EVM; Bernal et al., 1995) to guide cultural adaptations across community-informed elements. The EVM framework has been applied in previous literature with the development

of psychosocial treatments, clinical programs, and parent-involved interventions (Kuhn et al., 2020; Martinez-Torres et al., 2021; Syed et al., 2026). Panelists will discuss early stages of this work, the influence of clinicians' identities on program development, and the successes and challenges encountered in applying EVM to the NEST parent skills and support group. We will conclude with recommendations for future work using culturally adaptive processes that integrate compassion and science in service delivery.

Earn 1.5 continuing education credits

338, Level 300, Convention Center

Clinical Round Table 10

Collective Self-compassion for Longevity: Clinician Resilience Protocols Using Interpersonal Effectiveness, Emotion Regulation, and Team-based Supports for Sustained Advocacy and Well-being

MODERATOR:

Alexandria Miller, Ph.D., Boston University

PANELISTS:

Tim Stahl, Ph.D., Behavioral Wellness of NYC
Kiki Fehling, Ph.D.
Donte Bernard, Ph.D., University of Missouri-Columbia
Ana J. Bridges, Ph.D., University of Arkansas
Shayne N. Ragbeer, Ph.D., Columbia University Irving Medical Center
Ajeng J. Puspitasari, ABPP, Ph.D., University of Wisconsin - Milwaukee
Maggie Mullen, LCSW, Kaiser Permanente

Primary Category: 2026 Theme - Evidence-Based Collective Action

Key Words: *2026 Theme - Compassion in the Mental Health Workforce, Workforce - Professional / Interprofessional Issues, Treatment - Dialectical Behavior Therapy (DBT)*

Mental health professionals who hold minoritized identities, work with marginalized populations, and/or who are engaged in collective action face persistent stressors that threaten their psychological wellbeing, clinical effectiveness, research productivity, and retention in the field. Although messages of self-care are ubiquitous, traditional self-care may be insufficient when continually navigating chronic exposure to sociopolitical stress-

ors and moral injury. This clinical roundtable reframes sustaining equity-focused psychological work and collective action as an act of proactive self-compassion by providing a skills-based approach for clinician resilience. Facilitators are professionals with decades of experience sustaining activism work. They will discuss how chronic exposure to trauma and systemic oppression-based stress, moral injury, and the burden of activism produces escalation of emotional reactivity, interpersonal strain, and erosion of practice quality. Facilitators will translate core CBT skills and DBT team (i.e., therapy for the therapist) functions, like consultation, problem-solving stance, dialectical thought, and validation, into team-level practices that operationalize collective self-compassion and increase psychological wellbeing of scientist-activist-practitioners. Facilitators will present short vignettes to explore these concepts, followed by small-group problem-solving to practice: 1) self-compassionate interpersonal effectiveness for boundary setting and assertive advocacy, 2) emotion-regulation strategies anchored in mindful self-kindness to reduce moral injury or rage after exposure to trauma, 3) self-compassionate cognitive restructuring to counter hopelessness and self-blame, 4) team consultation rituals that reflect collective self-compassion (preserving accountability, reducing isolation, and sustaining fidelity to values-based care), with adaptations for feasibility in low-resource settings. This roundtable is intended for psychologists, clinicians, mentors, supervisors, and program leaders seeking practical strategies to continue ethical psychological practice, maintain effectiveness, and foster personal and team psychological resilience.

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Clinical Round Table 25

Integrating Functional Analysis, ACT, and Empathy to Support Autistic Clients and Their Families Through Unmasking and Burnout

MODERATOR:

Rebecca E. Sachs, ABPP, Ph.D., E & R Psychology, PC

PANELISTS:

Lisa W. Coyne, Ph.D., Harvard Medical School; New England Center for OCD and Anxiety
Dena L. Gassner, Ph.D., AJ Drexel Autism Institute Drexel University
Jared K. Richards, M.S., Drexel University
Tamara Rosen, Ph.D., A.J. Drexel Autism Institute
Jeremy Shuman, Psy.D., The Center for Mindfulness and CBT

Primary Category: Population - Autism

Key Words: *Population - Autism, Treatment - Acceptance & Commitment Therapy (ACT), 2026 Theme - Treatment - Compassion-focused Approaches*

Autistic individuals experience elevated rates of chronic stress and mental health conditions. Many clients survive through masking— suppression of autistic traits to meet social expectations. Masking offers short-term benefits in neurotypical environments (e.g. more social acceptance, less bullying/stigma, and better work/education access); longterm it is linked to exhaustion, identity loss, mental health risk, suicidality, and burnout. As masking reflects the expectation that autistics "should fit in," masking may feel obligatory and not a flexible choice. We conceptualize masking as behavior maintained by negative reinforcement that at times may have adaptive functions. As autistics engage in more affirming therapy, draw on autistic community wisdom, and understand the pros and cons, more are unmasking, asserting needs, and disengaging from unsustainable coping. Many report that after recognizing their own masking, understanding their autistic experience, and receiving supportive feedback about how they are perceived, individuals can then decide when/whether to mask and advocate for accommodations to manage masking

demands (e.g. recovery time after events). While unmasking reflects movement toward flexibility and authenticity, it may be misconstrued. Conflict and pressure to return to masking-based coping may occur during this transition, particularly in ableist settings. Acceptance and Commitment Therapy (ACT) and recognition of the double empathy problem can help clients and families navigate the shift. By acknowledging bidirectional differences between autistic and non-autistic people, and using ACT processes, clients can challenge deficit-based models while developing psychological flexibility to authentically navigate a neurotypical world. In interactive discussion, including case examples and mini role-plays, we will explore how to integrate ACT, functional analysis, and neuro-affirming frameworks to address unmasking and preventing burnout. Presenters will discuss how contingencies shift when clients begin choosing values-based living, autistic self-as-context and use of other ACT processes. While all humans mask, the costs are often higher for autistic individuals; ACT may reduce this burden.

Earn 1.5 continuing education credits

Poe A&B, Second Fl., Hilton

Clinical Round Table 27

Meaningfully Integrating Routine Outcomes Monitoring to Better Serve Patients, Clinicians, and the Broader Field

MODERATORS:

Caroline E. Bucher, M.A., Hofstra University
Lauren B. Yadlosky, Ph.D., Montefiore Medical Center

PANELISTS:

Alana J. McVey, Ph.D., Center for Behavioral Medicine
Travis L. Osborne, ABPP, Ph.D., Evidence Based Treatment Centers of Seattle
Erin E. Reilly, Ph.D., UCSF
William C. Sanderson, PhD, Ph.D., Hofstra University

Primary Category: Research Methods - Self-Report Measures

Key Words: *Treatment - Change Process / Mechanisms, Research Methods - Self-Report Measures, Workforce - Development / Training / Supervision*

Routine outcomes monitoring (ROM) includes regular, systematic evaluation of objective data on patient progress throughout treatment. By enhancing therapist responsiveness and the therapeutic alliance, ROM has consistently been shown to improve treatment efficacy and patient outcomes. Despite strong support for ROM as a key component of evidence-based care, meaningful integration into routine clinical practice remains limited. Barriers include administrative burden, financial disincentives, and insufficient training and clinician confidence. At a time when barriers to evidence-based, equitable mental health care are increasingly complex, ROM remains a frequently underutilized, low-cost adjunctive tool capable of improving outcomes across diagnoses, populations, and theoretical orientations. Closing this persistent research-to-practice gap requires collaborative and creative solutions to make ROM feasible and sustainable in routine clinical care. Panelists working with diverse patient populations (e.g., sociodemographic characteristics, developmental levels, presenting concerns), treatment settings (e.g., private practice, academic medicine, training clinic), and levels of care (e.g., outpatient, IOP, residential, inpatient) will discuss approaches to real-world ROM implementation. Discussions explore how patient needs and characteristics shape the development and use of clinically

relevant, comprehensive, and culturally responsive monitoring tools and workflows, and highlight considerations for maximizing the utility of ROM in applied clinical research, particularly with underrepresented populations. They will address practical questions and barriers, like engaging low motivation adolescents, managing large volumes of data, incorporating other reports, and using linguistically and culturally appropriate tools. Drawing on existing research, panelist experience, and interactive discussion with attendees, this transcontinental panel will highlight elements of successful integration, offer strategies to reduce implementation barriers, and outline future directions for advancing meaningful and feasible use of ROM in transdiagnostic, transtheoretical, evidence-based practice.

Earn 1 continuing education credit

343, Level 300, Convention Center

Spotlight Research 5

Positive and Negative Affect Treatment for Depression, Anxiety, and Low Positive Affect: Efficacy and Mechanisms from Three Randomized-controlled Trials

CHAIR:

Alicia E. Meuret, Ph.D., Southern Methodist University

PRESENTERS:

Thomas E. Ritz, Ph.D., SMU
David E. Rosenfield, Ph.D., SMU

PANELIST:

Michelle G. Craske, Ph.D., University of California Los Angeles

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Treatment - Change Process / Mechanisms, Symptoms / Disorders - Transdiagnostic*

Diminished positive affect and anhedonia are transdiagnostic risk factors for depression, anxiety, suicidality, treatment nonresponse, and relapse. Yet most psychosocial interventions primarily target negative affect and threat processing, with limited effects on reward sensitivity and positive affect. This Spotlight Research Presentation presents findings from three randomized controlled trials evaluating Positive Affect Treatment (PAT), a novel intervention designed to enhance reward sensitivity, relative to a mechanistically distinct comparison therapy targeting negative affect (Negative Affect Treatment; NAT).

Across three multisite trials at SMU and UCLA (N=279), adults with severely low positive affect and clinically significant depression or anxiety received 15 weekly individual sessions of PAT or NAT. PAT targets reward anticipation and motivation by helping individuals plan pleasurable activities and imagine positive future experiences; reward

consumption through engagement in enjoyable activities, savoring, attentional focus on positive experience, and strategies to cultivate positive emotions; and reward learning by reinforcing links between positive behaviors and improved mood while encouraging self-attribution for positive outcomes.

In the first trial (N=96), PAT produced greater improvements in positive affect and reductions in depression, anxiety, stress, and suicidal ideation through six-month follow-up. In the second (N=85), PAT yielded larger multivariate clinical improvements and enhanced multimodal reward anticipation-motivation and responsiveness to reward attainment, with improvements in reward processes correlating with clinical gains. The third trial (N=98) showed that self-reported reward and threat processes mediated clinical gains. Superior clinical outcome of PAT over NAT was replicated across all three trials. Together, these findings support directly targeting reward sensitivity as a clinically superior, mechanistically informative, transdiagnostic approach for severe depression/anxiety with low positive affect.

At the end of this session, the learner will be able to:

- Explain the detrimental effects of low positive affect/anhedonia in internalizing disorders.
- Recognize and describe the symptoms and consequences of reward sensitivity deficits.
- Explain the general treatment modules of Positive Affect Treatment (PAT).
- Describe the efficacy and mechanisms of targeting positive affect on anhedonia, depression/anxiety, and low positive affect.
- Explain future directions in augmenting conventional psychotherapy for depression and anxiety with positive affect treatment.

Recommended Readings: Meuret, A. E., Rosenfield, D., Wang, E., Hough, C., Ritz, T., & Craske, M. G. (2026, in press). Positive and negative affect treatment for depression, anxiety, and low positive affect: Efficacy and mechanisms. JAMA Network Open.

Craske, M. G., Meuret, A. E., Echiverri-Cohen, A., Rosenfield, D., & Ritz, T. (2023). Positive Affect Treatment targets reward sensitivity: A randomized controlled trial. *Journal of Consulting and Clinical Psychology*, 91, 350-366.

Craske, M. G., Meuret, A. E. Ritz, T., Rosenfield, D., Treanor, M., & Dour, H. (2019). Positive Affect Treatment for depression and anxiety: A randomized clinical trial for a core feature of anhedonia. *Journal of Consulting and Clinical Psychology,* 87, 457-471.

Earn 1.5 continuing education credits

Brent, Third Fl., Hilton

Individual Oral Group 7

Positive Psychology and Strengths

Centering Collective Impact in Building Trauma-informed Communities: A Case Study
Melanie D. Hetzel-Riggin, Ph.D., Penn State Erie, The Behrend College
Marisa Berner, M.A., University of Illinois at Chicago

A Qualitative Investigation of Life-oriented Processes in Suicidal Community Adults
Spencer X. Chen, M.A., Simon Fraser University
Kellyann M. Navarre, M.A., Monroe County Community College/Yale UPLiFT Lab
Alexander L. Chapman, Ph.D., Simon Fraser University

Exploring Ethnic-racial Identity Processes and Compassion for Self and Others Among Latine Adults in the U.S
Camila Tirado, M.S., Virginia Commonwealth University
Paloma K. Zabala Rossy, M.A., American University
Daniella Olivares, M.S., Virginia Commonwealth University
Natalia Gómez Giuliani, M.S., Virginia Commonwealth University
Alisandra Macias, M.A., Virginia Commonwealth University
Julianna Florez, Virginia Commonwealth University
Rosalie Corona, Ph.D., Virginia Commonwealth University

Effectiveness of a Brief Psychological Intervention to Foster Well-being in South Asian Young Adults - A Pilot Study
Ummul Fatima, Breather Therapy Ltd.

Savoring Amplifies Clinical Benefits of a Behavioral Activation Activity for Generalized Anxiety Disorder: A Dismantling Experiment
Lucas S. LaFreniere, Ph.D., Skidmore College
Kaitlynn Fravel, B.A., Skidmore College

Earn 1.5 continuing education credits

Holiday 1, Second Fl., Hilton

Mini Workshop 17

Guiding Discovery: Cornerstone Competency Approaches to Psychiatry Resident Training

James Hambrick, Ph.D., Northwell Health Zucker Hillside Hospital

Moderate level of familiarity with the material

Primary Category: Workforce Development / Training / Supervision

Key Words: *Education and Training, Supervision, Training / Training Directors*

Psychiatry residency psychotherapy follows the "Y-model", beginning with instruction in basic therapeutic skills (common factors) before dividing into separate psychodynamic and cognitive behavioral therapy (CBT). Given the limited resources allotted to psychotherapy training in residencies, this approach can struggle to achieve robust resident proficiency in any training model and poorly aligns with contemporary competency-based medical education paradigms. Focusing on developing proficiency in these compartmentalized training pockets enhances culture clashes between models, leading to conceptual confusion, distorted perspectives on what constitutes good and effective CBT, and, as a result, failure to adopt or implement effective practices with patients. Fefergrad and Mulsant (2022) advocate for a training emphasis on competencies that address patient illness burden ("need") and demonstrate broad relevance across a resident's diverse professional roles ("applicability"). This workshop will present an innovative approach to CBT resident training centered on developing "cornerstone competencies"—fundamental skills such as functional analysis, guided discovery, and experiential learning—that overlap with sound therapeutic practice in most theoretical orientations, and which offer wide applicability across various clinical settings and contexts. The workshop will explore how a focused emphasis on the practice and application of cornerstone competencies can foster a virtuous cycle, accelerating resident adoption of CBT skills, and reinforcing fidelity to principles of formulation and change. Participants will be guided to identify crucial cornerstone competencies relevant to their own training environments and engage in discussions on best practices for integrating their development into didactic and supervisory training frameworks.

Recommended Readings:

Fefergrad, M., & Mulsant, B. H. (2022). Psychotherapy training in a competency-based medical education psychiatry residency: a proposal for a practical and socially responsible model. The Canadian Journal of Psychiatry, 67(6), 423-427.

Roth, A. D. (2015). Are competence frameworks fit for practice? Examining the validity of competence frameworks for CBT, psychodynamic, and humanistic therapies. Psychotherapy Research, 25(4), 460-472

Miller, C. W., Dubin, H. F., & Ehrenreich, M. J. (2023). Current landscape, obstacles, and opportunities in the teaching of psychotherapy in psychiatric residency. Advances in Psychiatry and Behavioral Health, 3(1), 219-227.

At the end of this session, the learner will be able to:

- Identify the key challenges confronting effective CBT psychotherapy training for psychiatry residents.
- Determine cornerstone competencies associated with effective CBT.
- Implement strategies designed to emphasize adoption and skill development of cornerstone CBT competencies through practice and targeted feedback.

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 19

Identifying the Maintaining Mechanisms of a Cognitive-behavioral Case Formulation

Jacqueline B. Persons, Ph.D., Oakland Cognitive Behavior Therapy Center
Garret G. Zieve, Ph.D., Oakland Cognitive Behavior Therapy Center

Basic level of familiarity with the material

Primary Category: Assessment

Key Words: *Assessment, Therapy Process, Case Conceptualization / Formulation*

Maintaining mechanisms are the psychological factors (e.g., cognitions, behaviors, and skills deficits) and/or events (e.g., reinforcers) that maintain a patient's symptoms, problems, or disorders. Maintaining mechanisms are a key element of the case formulation because they identify the primary targets of treatment; if the maintaining mechanisms are eliminated, we expect the patient's symptoms and problems to remit. Following a brief didactic presentation in which we describe the elements of the cognitive-behavioral case formulation and describe common maintaining mechanisms in CBT, we lead interactive exercises in which we teach and participants practice the skills of identifying maintaining mechanisms based on prompts we provide. We will allow time for brief discussion of each exercise. Exercises include: Using the Thought Record to identify key cognitions and behaviors, using the downward arrow technique to identify schemas, and using self-monitoring and the behavioral chain analysis to identify antecedents and consequences of problem behaviors

Recommended Readings:

Persons, J. B. (2005). Empiricism, mechanism, and the practice of cognitive-behavior therapy. Behavior Therapy, 36, 107-118. https://doi.org/10.1016/S0005-7894(05)80059-0

Persons, J. B., Beckner, V. L., & Tompkins, M. A. (2013). Testing case formulation hypotheses in psychotherapy: Two case examples. Cognitive and Behavioral Practice, 20, 399-409. https://doi.org/10.1016/j.cbpra.2013.03.004

Persons, J. B., Beckner, V. L., & Tompkins, M. A. (2013). Testing case formulation hypotheses in psychotherapy: Two case examples. Cognitive and Behavioral Practice, 20, 399-409. https://doi.org/10.1016/j.cbpra.2013.03.004 Rizvi, S. L., & Ritschel, L. A. (2014). Mastering the art of chain analysis in Dialectical Behavior Therapy. Cognitive and Behavioral Practice 21(3), 335–49. https://doi.org/10.1016/j.cbpra.2013.09.002.

At the end of this session, the learner will be able to:

- List the elements of a cognitive behavioral case formulation.
- List five common maintaining mechanisms in a cognitive behavioral formulation.
- Use a Thought Record to identify key cognitions and behaviors in the case formulation.
- Carry out a behavioral chain analysis.

Earn 2 continuing education credits

Douglass, Third Fl., Hilton

Individual Oral Group 20

Parents, Youth, and Families

Co-designing an Act-informed Single-session Intervention for NICU Parents of Premature Infants
Kiara A. Barnett, M.A., M.Ed., George Washington University
Shayla Johnson, Ph.D., Kaiser Permanente
Alejandro Mieles Caceres, William and Mary College
Netaya Davis, George Washington University
Penelope Huang, George Washington University
Ella Obioma, George Washington University
Huynh-Nhu Le, Ph.D., George Washington University

"Recovery Isn't About Doing It Alone - It's About Finding Your Village": Mothers' Perspectives on Adapting a Peer-led Behavioral Activation Program to Support Substance Use Recovery and Parenting
Anahi Collado, Ph.D., University of Colorado Boulder
Susannah Welch, M.A., University of Colorado Boulder
Kylie S. Sambirsky, B.A., University of Colorado Boulder
Pia Long, Other, University of Colorado Boulder
Sona Dimidjian, Ph.D., University of Colorado Boulder

Parental Weight Talk, Encouragement to Diet, and Weight Stigma in Hispanic/latine Families: A Qualitative Study
Arielle Pearlman, M.S., Uniformed Services University of the Health Sciences
Carmen Ramos, M.S., Ph.D., Northern Illinois University
Elder Varela, M.S., Ph.D., Other, University of Michi
Kayla Guzman, B.S., University of Michigan
Kate Bauer, M.S., Ph.D., University of Michigan
Natasha A. Schvey, Ph.D., Uniformed Services University of the Health Sciences

Caregiver Concerns for Autistic Children in Publicly-funded Mental Health and Educational Services: Characterization and Impact of Multi-level Implementation Strategies
Laurel R. Benjamin, M.S., University of California San Diego
Aubyn C. Stahmer, Ph.D., MIND Institute, University of California, Davis
Amanda Johnson, Ph.D., University of California, San Diego
Anna S. Lau, Ph.D., University of California Los Angeles
Scott Roesch, Ph.D., San Diego State University
Lauren Brookman-Frazee, Ph.D., University of California, San Diego

Moderators of Change of a Self-guided Single-session Intervention for Anxious Parents of Children: Secondary Analysis from a Randomized Controlled Trial
Michelle Liu, M.P.H., Loyola University Chicago
Jenna Y. Sung, Ph.D., Boston University

A Qualitative Investigation of Ecological Momentary Assessment Reactivity: Perspectives on Changes in Parenting Among Mothers with PTSD
Mia S. Thompson, B.A., University of Maryland, Baltimore County
Emma A. Archibald, M.A., University of Maryland, Baltimore County
Rebecca L. Nguyen, M.A., University of Maryland, Baltimore County
Bonnie Woodward, M.A., University of Maryland, Baltimore County
Molly R. Franz, Ph.D., University of Maryland, Baltimore County

Earn 2 continuing education credits

Holiday 4, Second Fl., Hilton

Individual Oral Group 35

Schizophrenia and Psychosis

Sustained Treatment of Negative Symptoms in Schizophrenia with the CT-155 Novel Prescription Digital Therapeutic
Julia Longenecker, Ph.D., Click Therapeutics
Cassandra Snipes, Ph.D., Click Therapeutics Inc.
Cornelia Dorner-Ciossek, Ph.D., Boehringer Ingelheim
Abhishek Pratap, Ph.D., Boehringer Ingelheim
Viveca Livezey, M.D., Click Therapeutics Inc.

Compassion and Science in Action: A Mental Health and Psychosis Course for Youth in Mexico Aimed at Reducing Mental Health Stigma
Olivia Altamirano, Ph.D., Stanford University
Janeth Valdivia, B.A., Universidad Politécnica de Yucatán

Integrating Measurement-based Care (MBC) in Social Skills Training for Schizophrenia and Considerations for MBC in Group Settings
Clare M. Gibson, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center
Bryan J. Stiles, M.A., University of North Carolina at Chapel Hill

The Role of Internalized Stigma in Social Motivation and Interaction Appraisals in Individuals with Psychotic Disorders
Lauren E. McBride, B.A., SDSU/UCSD Joint Doctoral Program in Clinical Psychology
Starla Thomas, B.S., University of California San Diego Department of Psychiatry
Amy Pinkham, Ph.D., University of Texas at Dallas, School of Behavioral and Brain Sciences
Philip Harvey, Ph.D., University of Miami Miller School of Medicine
Colin A. Depp, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

A Cognitive-behavioral Approach to Suicide Prevention Among Adults with Schizophrenia Spectrum Disorders
Lindsay A. Bornheimer, Ph.D., University of Michigan
Nicholas Brdar, B.S., Louisiana State University
Alexandra Kelter, M.D., University of Michigan
Emma Anderson, B.S., University of Michigan
Matthew J. Smith, Ph.D., University of Michigan

Suicide Prevention and Social Skills Training for Schizophrenia

Clare M. Gibson, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center

Bridget Shovestul, Ph.D., VA Baltimore MIRECC/University of Maryland Medical Center

Earn 2 continuing education credits

Holiday 5, Second Fl., Hilton

Individual Oral Group 36

Youth Mental Health and Suicide

Associations of Child Neglect, Cultural Orientation, and Socio-economic Background on Young Adult Attachment
Jessica E. Hill, M.S., Binghamton University
Christina Balderrama-Durbin, Ph.D., Binghamton University

The Development of a Culturally Informed Suicide Risk Assessment Measure for Adolescents
Oula Khoury, Ph.D., Stanford University

Suicide Prevention Services Among Youth with Positive Suicide Risk in Primary Care: A Descriptive Chart Review
Lauren M. O'Reilly, Ph.D., Indiana University School of Medicine
Matthew Aalsma, Ph.D., Indiana University School of Medicine
Alec Glazier, B.S., Indiana University School of Medicine

Online Racial Discrimination and Youth Mental Health: A Systematic Review
Linda Oshin, Ph.D., Rutgers University
Jazmin A. Reyes-Portillo, Ph.D., Montclair State University
Daisha A. Mathew, M.A., Rutgers University
Ijun Hong, MSW, University of Pennsylvania
Saira Afzal, LCSW, MSW, Bryn Mawr College Graduate School of Social Work and Social Research
Jenn M. Lilly, M.A., Ph.D., MSW, Fordham University Graduate School of Social Service
Seungbin Oh, Ph.D., Boston University school of medicine
Heather Santos, M.P.H., Ph.D., The Pennsylvania State University
Devin English, Ph.D., Rutgers School of Public Health
Sam Kirk, Other, University of Pennsylvania
Abigail Ross, M.P.H., Ph.D., LICSW, MSW, University of Pennsylvania
Noor Toraif, M.A., Ph.D., Boston University School of Social Work

Supporting Wellbeing with Everyday Experiences of Peers (SWEEP): A Scalable and Culturally Adaptable Intervention for Suicide Risk
Peter J. Franz, Ph.D., Yeshiva University - Ferkauf Graduate School of Psychology
Jessica Stubbing, Other, Cambridge Health Alliance
Adam C. Jaroszewski, Ph.D., Harvard Medical School
Matthew K. Nock, Ph.D., Harvard University

Exploring the Impact of Adult-perpetrated Bullying on Suicidal Thoughts and Behaviors Among 6th-12th Grade Youth in Virginia

Camille N. Johnson, M.S., Old Dominion University
James Henson, Ph.D., Old Dominion University
Emelyn Auad, B.A., The Pennsylvania State University
Abigail J. Luce, B.A., The State University of New York at Buffalo
Catherine Glenn, Ph.D., Old Dominion University

Earn 2 continuing education credits

Holiday 6, Second Fl., Hilton

Individual Oral Group 40

Disability and Aging

Expanding BCBT for Suicide Prevention to the Disability Community: Results from the First Clinical Trial of a Suicide Prevention Intervention for the Disability Community
Lauren Khazem, Ph.D., The Ohio State University Wexner Medical Center
Jarrod M. Hay, B.S., The Ohio State University Wexner Medical Center
Jordan Holleran, B.A., The Ohio State University Wexner Medical Center
Brian Jwa, B.S., Ohio State University College of Medicine
Justin C. Baker, ABPP, Ph.D., The Ohio State University
Craig J. Bryan, ABPP, Psy.D., University of Vermont Larner College of Medicine
C. Rosie R. Bauder, M.P.H., Ph.D., LPC, The Ohio State University Wexner Medical Center

From Stagnation to Agency: An Evidence-based CBT Framework for Empowering Vocational Resilience in Men with Disabilities
Leon Li-Hsiang Yang, M.Ed., National Taiwan Normal University

"Do More, Feel Better" Lay Health Intervention for Older Adults with Depression: Primary Clinical Outcomes from a Multisite Randomized Controlled Trial
Patrick J. Raue, Ph.D., University of Washington Medical Center
Amber Gum, Ph.D., University of South Florida
Brittany E. Blanchard, Ph.D., University of Washington
Julien Rouvere, M.A., University of Washington
Lesley Steinman, Ph.D., MSW, University of Washington School of Public Health
Isabel Rollandi, Ph.D., Weill Cornell Medicine
Nicole O. Crawford, M.P.H., LCSW, MSW, Other, University of South Florida
Isabell R. Griffith Fillipo, B.A., University of Washington School of Medicine
Jo Anne Sirey, Ph.D., Weill Cornell Medicine

How We Think, We Feel, and How We Feel, We Think: Reciprocal Prospective Effects Among Mood and Subjective Cognition in Older Adults
Gabrielle R. Messner, M.A., University of North Carolina at Chapel Hill
Colin A. Depp, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System
Julie Wetherell, ABPP, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System
Eric J. Lenze, M.D., Washington University in St. Louis
Thomas L. Rodebaugh, Ph.D., University of North Carolina at Chapel Hill

PTSD Symptoms and Quality of Life Among Depressed Elder Abuse Victims Receiving PROTECT Therapy

Clare Culver, B.S., Weill Cornell Medical College
Jialin Wu, M.S., Weill Cornell Medicine
Rebecca Kiflom, B.A., Weill Cornell Medical College
Talya R. Waxenberg, B.S., B.A., Weill Cornell Medicine Department of Psychiatry
Olivia Fiallo, M.A., St. John's University
Nancy Wang, M.A., Weill Cornell Medicine
Isabel Rollandi, Ph.D., Weill Cornell Medicine
Samprit Banerjee, Ph.D., Weill Cornell Medicine
Jo Anne Sirey, Ph.D., Weill Cornell Medicine

Familialism as a Buffer Against Negative Outcomes of Rejection

Paloma K. Zabala Rossy, M.A., American University
Daniella Olivares, M.S., Virginia Commonwealth University
Elsa Baumgartner, B.S., American University
Nathaniel R. Herr, Ph.D., American University

Earn 2 continuing education credits

Calloway A/B, Second Fl., Hilton

Individual Oral Group 19

Compassionate Community Engagement in Parent Training

Community Engagement During Pre-implementation: Adaptation of an Evidence-based Treatment for Community Health Worker Delivery with Spanish-speaking Latine Parents
Erika L. Gustafson, Ph.D., University of Illinois at Chicago
Naomi Quezada, B.A., University of Illinois at Chicago
Gabriella Bobadilla, B.A., University of Illinois at Chicago
Kellyn Blaisdell, M.S., University of Illinois at Chicago

Evaluating a Digital Family Resilience Program for Latine Caregivers and Youth: A Mixed-methods Study
Christina M. Rosa, B.S., University of California, Santa Barbara
Daniela Sarmiento Hernández, M.A., University of California, Santa Barbara
Miya Barnett, Ph.D., University of California, Santa Barbara
Maryam Kia-Keating, Ph.D., University of California, Santa Barbara

Identifying Barriers and Facilitators to Parent Child Interaction Therapy Among Families in Chile
Carolina Lechuga, B.A., M.A., University of California, Santa Barbara
Ana María Salinas, Fundación del Niño
Erika Erika Luis Sanchez, Ph.D., University of California Los Angeles
Yessica Green Rosas, Ph.D., University of San Diego
Miya Barnett, Ph.D., University of California, Santa Barbara

"Finding the Motivation": Barriers and Facilitators of Caregiver Engagement with Triple-p Online
Kailee R. Kodama Muscente, M.A., M.Ed., New York University

Leveraging Technology to Improve Care: Electronic Medical Record Innovations for Parent-child Interaction Therapy (PCIT)
Jennifer M. Serico, Ph.D., Kennedy Krieger Institute
Jaime L. Benson, Ph.D., Kennedy Krieger Institute

Predictors of Outcomes in Match-conduct Within a Statewide Behavioral Health System
Katie Newkirk, Ph.D., Child Health and Development Institute
Caleb Owen, B.A., None, Child Health and Development Institute
Ashley Nelson, B.A., Child Health and Development Institute
Jason Lang, Ph.D., Child Health and Development Institute (CHDI)

Predictors of Parents' Sustained Behavioral Strategy Use Following the Collaborative Life Skills Program

Kameron Stout, M.A., San Diego State University
Alice Mullin, Ph.D., University of California San Francisco
Nicholas Marsh, Ph.D., University of California San Francisco
Miguel Villodas, Ph.D., San Diego State University
Linda J. Pfiffner, Ph.D., University of California San Francisco

Earn 2 continuing education credits

Tubman A/B, Third Fl., Hilton

Individual Oral Group 38

Exposure Therapies and Anxiety Treatment

Adapting Treatment of Specific Phobias and Separation Anxiety for Minimally-speaking Autistic Youth with Intellectual Disabilities via Telehealth: A Preliminary Study
Britney Jeyanayagam, M.A., St. John's University
Ashley Smith, M.S., St. John's University
Sophia L. Dayanim, B.A., St. John's University
Jenna Mohamed, B.A., Boston University
Le Thao Vy Vo, M.S., St. John's University
Ashley Muskett, Ph.D., Child Study Center, Virginia Tech
Lauren J. Moskowitz, Ph.D., St. John's University

Fully Idiographic Network Analysis of Social Anxiety Disorder: Reflection on Symptom Heterogeneity and Implications for Personalized Cognitive-behavioral Therapy
Giovanbattista Andreoli, Ph.D., Philipps-Universität Marburg
Chiara Rafanelli, M.D., Ph.D., Bologna University
Stefan G. Hofmann, Ph.D., Philipps-Universität Marburg
Giulia Casu, Ph.D., Bologna University

Transdiagnostic Behavioral Activation for Youth Anxiety, Depression, and Anger: A Comparative RCT Against Single-target CBT Protocols
Brian C. Chu, Ph.D., Rutgers University
Laura Skriner, Ph.D., The Center for Stress, Anxiety, and Mood
Lauren J. Hoffman, Psy.D., Lauren J. Hoffman Psychology, PLLC
Elaina Zendegui, Psy.D., Helm Behavioral Wellness; Icahn School of Medicine at Mount Sinai
Andrea B. Temkin-Yu, Psy.D., Weill Cornell Medicine
*Jayati Bist, M.A., Psy*M, Rutgers University

Brief Modular Cognitive-behavioral Therapy Intervention for Anxiety in Primary Care: Mixed-methods Process Evaluation of Treatment Fidelity
Robyn L. Shepardson, Ph.D., VA Center for Integrated Healthcare
Emily M. Johnson, Ph.D., VA Center for Integrated Healthcare
Julie C. Gass, Ph.D., VA Center for Integrated Healthcare
Michael Wade, M.S., VA Center for Integrated Healthcare
Jennifer S. Funderburk, Ph.D., VA Center for Integrated Healthcare

The Future of Child Anxiety Treatment: Increasing Effectiveness, Efficiency, and Access Through Exposure
Stephen P. H. Whiteside, Ph.D., Mayo Clinic

Which Psychotherapies Are Used to Treat PTSD? A Survey of ABCT Members and US Mental Health Providers
Carmen P. McLean, Ph.D., National Center for PTSD
Sadie E. Larsen, Ph.D., National Center for PTSD
Craig S. Rosen, Ph.D., National Center for PTSD Dissemination & Training Division
Devin Tse, B.A., National Center for PTSD
Eve A. Rosenfeld, Ph.D., National Center for PTSD
Jiyoung Song, Ph.D., National Center for PTSD

Anxiety Sensitivity as a Risk Factor & Mechanism of Change in Youth Anxiety Treatment: Findings from the Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children & Adolescents
Madison E. Bigler, B.A., University of Miami
Lauren Milgram, M.S., University of Miami
Hannah L. Grassie, Ph.D., Institute of Living
Elizabeth Halliday, Ph.D., Columbia University Medical Center
Jill Ehrenreich-May, Ph.D., University of Miami

Earn 2 continuing education credits

Paca, Third Fl., Hilton

Individual Oral Group 39

CBT Across Cultures and Languages

Barriers to Providing Evidence-based PTSD Treatments in Spanish: Preliminary Insights from the LIFESCAPE Study
Peter D. Goldie, Ph.D., Stanford University
Antonia Clifford, MSW, Stanford University
Madeline Price, B.A., Stanford University
Riley Saham, M.P.H., Stanford University
Elliot Marrow, Ph.D., University of California San Francisco
Tiffany Artime, Ph.D., Pacific Lutheran University
Marylene Cloitre, Ph.D., New York University Silver School of Social Work
James W. Dilley, MD, M.D., University of California San Francisco
William Hua, Ph.D., UCSF Alliance Health Project
Debra Kaysen, ABPP, Ph.D., Stanford University
Nadra E. Lisha, Ph.D., University of California San Francisco
Martha Shumway, Ph.D., University of California San Francisco
Annesa Flentje, Ph.D., Stanford University School of Medicine

Implementation of Dialectical Behavior Therapy-informed Skills Groups on Inpatient Units for English and Spanish-speaking Caregivers
Beverlin Rosario-Williams, Ph.D., Johns Hopkins University School of Public Health
Katherine M. Harris, M.A., George Mason University
Deborah Zlotnik, Ph.D., Children's National Hospital

Implementation and Treatment Outcomes of a Culturally Responsive Telehealth Adaptation of RUBI for Spanish Speaking Latinx Caregivers
Yoreidy Tavarez, Ph.D., Kennedy Krieger Institute/Johns Hopkins School of Medicine
Elías S. Loría Garro, Ph.D., Kennedy Krieger Institute
Jeremy Perrin, M.S., Kennedy Krieger Institute
Elizabeth Cross, Ph.D., Kennedy Krieger Institute, Johns Hopkins School of Medicine
Ji Su Hong, Johns Hopkins School of Medicine

Global Perspectives on Mental Health Support: insights from a Cross-national Online Survey
Erica Szkody, Ph.D., Northwestern University Feinberg School of Medicine
Ian Sotomayor, B.A., Northwestern University Feinberg School of Medicine

How Language Shapes Emotion in Spanish and English Speaking Bilingual Adults
Amy G. Weisman de Mamani, Ph.D., University of Miami
Denise S. Chung-Zou, B.S., University of Miami
Alessia McGowan, B.A., University of Miami
Genesis M. Saenz Escalante, B.A., M.S., University of Miami

Development of a Streamlined Cognitive Behavioral Therapy Program for Japanese Adults with ADHD: Study Protocol and Intervention Development
Ikue Umemoto, M.A., National Center of Neurology and Psychiatry
Chiharu Maeda, M.A., Waseda University
Hironori Kuga, M.P.H., M.D., Ph.D., National Center of Neurology and Psychiatry in Japan

Delivering Evidence-based Care in Yiddish: A Community-engaged Qualitative Study of Provider Experiences and Adaptations
Temma L. Schaechter, B.A., Lehigh University
Vanesa Abigail Mora Ringle, Ph.D., Lehigh University
Elyse Ganss, M.A., Lehigh University
Alanna Rivera, B.A., Lehigh University

Earn 1.5 continuing education credits

Johnson A&B, First Fl., Hilton

Symposium 70

Compassion, Connection, and CBT: How Psychedelic-assisted Therapies May Enhance Cognitive-behavioral Treatment Through Compassion-related Processes

CHAIR:
Brian C. Pilecki, Ph.D., Portland Psychotherapy

DISCUSSANT:
Joanna Arch, Ph.D., University of Colorado Boulder

Basic level of familiarity with the material

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *2026 Theme - Treatment - Compassion-focused Approaches, Treatment - Change Process / Mechanisms, Treatment - Cognitive Behavior Therapy (CBT)*

Compassion as Catalyst: Self-transcendent Emotions During Cbt-informed Mdma-assisted Therapy Predict Belonging, Gratitude, and Purpose in Social Anxiety Treatment
Jason B. Luoma, Ph.D., Portland Institute for Psychedelic Science
Christina Chwyl, PhD, Portland Psychotherapy

Psilocybin-assisted Therapy Increases Self-compassion in Alcohol Use Disorder: Implications for Compassion-focused Mechanisms of Change
Gabby Agin-Liebes, Ph.D., Yale

The Promise of Combining MDMA with Massed Prolonged Exposure for PTSD
Rothbaum Barbara, ABPP, Ph.D., Emory University School of Medicine
Jessica Maples-keller, Ph.D., Emory University
Seth D. Norrholm, Ph.D., Wayne State University School of Medicine

Trajectories of Change in PTSD and Relationship Functioning During Mdma-assisted Cognitive-behavioral Conjoint Therapy
Kayla Knopp, Ph.D., VA San Diego Healthcare System/University of California, San Diego
Chandra Estelle Khalifian, PhD, VA San Diego
Leslie Morland, Psy.D., National Center for PTSD

Psychotherapeutic Processes in Psilocybin-assisted Psychotherapy for Major Depressive Disorder and Co-occurring Alcohol Use Disorder
Dara G. Friedman-Wheeler, Ph.D., Johns Hopkins School of Medicine

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Symposium 71

Clinical Innovations for Integrating Treatment for Posttraumatic Stress Disorder and Substance Use Disorder: Compassionately Meeting People Where They Are

CHAIR:
Kevin Wenzel, Ph.D., Maryland Treatment Centers

DISCUSSANT:
Tanya Saraiya, Ph.D., Medical University of South Carolina

Moderate to Advanced level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Symptoms / Disorders - Trauma and Stressor Related Disorders, Symptoms / Disorders - Addictive Behaviors, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Written Exposure Therapy in Residential Substance Use Treatment: A Randomized Pilot Feasibility Trial
Rebecca L. Schacht, Ph.D., University of Maryland, Baltimore County
Kevin Wenzel, Ph.D., Maryland Treatment Centers
Laurel Meyer, B.A., University of Maryland, Baltimore County
Samantha K. Berg, B.S., University of Maryland, Baltimore County
Marc Fishman, M.D., Maryland Treatment Centers

Building a Mobile Health App for Co-occurring PTSD and OUD from the Ground Up

Nicole Weiss, Ph.D., University of Rhode Island
Kathryn Price, B.S., University of Rhode Island
Dominique Sheldon, B.S., University of Rhode Island
Jeniska Rivera Galarza, M.S., University of Rhode Island
Andrew Rolles, B.S., University of Rhode Island
Ryan Koch, M.S., University of Rhode Island
Benjamin Seebold, M.S., University of Rhode Island
Benjamin Katz, Ph.D., University of Rhode Island

Project BETTER Results: Evaluating Indicators of Alcohol Misuse Use Outcomes in a RCT of a Brief, Self-directed CBT Intervention for Co-occurring Posttraumatic Stress Symptoms and Alcohol Misuse

Kristen Lindgren, Ph.D., University of Washington
Mai Pham, B.A., University of Washington
Brian H. Calhoun, Ph.D., University of Washington
Isaac Rhew, PhD, University of Washington
Debra Kaysen, ABPP, Ph.D., Stanford University
Michele Bedard-Gilligan, PhD, University of Washington

Evidence-based Treatment of Adolescents with Co-occurring Substance Use Disorders & PTSD: Leveraging Baseline Data from a Nida-funded RCT to Inform the Who, What, How, & Why to Promote Compassionate Care

Carla Kmett Danielson, Ph.D., Medical University of South Carolina
Michael McCart, Ph.D., Medical University of South Carolina
Zachary Adams, Ph.D., Indiana University
Nathanial Baker, M.S., Medical University of South Carolina
Charli Kirby, B.A., Medical University of South Carolina
Paula Riggs, M.D., University of Colorado, Denver

Earn 1.5 continuing education credits

Holiday 1, Second Fl., Hilton

Symposium 72

Innovations in Pediatric OCD and Anxiety Disorders: expanding Our Understanding, Improving Treatment's Effectiveness and Reach

CHAIR:

Martin E. Franklin, Ph.D., Rogers Behavioral Health

DISCUSSANT:

John C. Piacentini, ABPP, Ph.D., University of California Los Angeles

Moderate level of familiarity with the material

Primary Category: Symptoms / Disorders - Obsessive Compulsive and Related Disorders

Key Words: *Symptoms / Disorders - Obsessive Compulsive and Related Disorders, Symptoms / Disorders - Anxiety and Fear, Research Methods - Technology*

The Role of Homework Adherence in Exposure-based CBT for Youth with Obsessive-compulsive Disorder

Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

Risk and Resilience for OCD Onset Among Trauma-exposed Youth: Prospective Findings from a Two-year Study

Caitlin M. Pinciotti, Ph.D., Baylor College of Medicine
Max Thorsson, PhD, Lund University
Matti Cervin, PhD, Lund University
Katherine L. Foshee, B.S., Baylor College of Medicine
Joanna Xiaohan Zhou, BA, Baylor College of Medicine
Wayne K. Goodman, M.D., Baylor College of Medicine
Eric Storch, Ph.D., Baylor College of Medicine
D. Jeffrey Newport, MD, Dell Medical School
Karen Wagner, MD, PhD, UT Medical Branch
Charles Nemeroff, MD, PhD, Dell Medical School

Innovation in Exposure Therapy Training: From Experimental Therapeutics to Virtual Reality

Joshua Kemp, Ph.D., Alpert Medical School of Brown University
Kristen Benito, PhD, Alpert Medical School, Brown University
Jennifer Herren, Ph.D., Alpert Medical School of Brown University
Margo Adams Larsen, Ph.D., Virtually Better, Inc.
Peter Tuerk, Ph.D., University of Virginia
Jennifer Freeman, Ph.D., Alpert Medical School of Brown University

Implementing Technology-based CBT Formats for Youth Anxiety in Usual Care: Therapist Factors, Organizational Factors, and Treatment Outcomes in the Kids FACE FEARS Trial

Jonathan S. Comer, Ph.D., Florida International University
Donna Pincus, Ph.D., Boston University
Molly Adrian, Ph.D., University of Washington
Anthony Dick, Ph.D., Florida International University
Jami M. Furr, Ph.D., Florida International University
Dana McMakin, Ph.D., Florida International University, Department of Psychology
Leslie Miller, M.D., Johns Hopkins University School of Medicine
Rheanna Platt, M.P.H., M.D., Ph.D., Johns Hopkins University School of Medicine
Ronald Rapee, Ph.D., Macquarie University
Andrea Spencer, M.D., Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University
Michelle Porche, Other, University of California Riverside School of Medicine
Lisa Fortuna, M.P.H., M.D., University of California Riverside School of Medicine

Earn 1.5 continuing education credits

Poe A/B, First Fl., Hilton

Symposium 73

Embracing Diverse, Strengths-based Perspectives of LGBTQ+ Resilience and Its Sources

CHAIRS:

Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University
Benjamin F. Shepherd, Ph.D., Yale School of Public Health

DISCUSSANT:

Briana S. Last, Ph.D., Stony Brook University

Basic to Moderate level of familiarity with the material

Primary Category: Population - LGBTQIA+ People

Key Words: *Population - LGBTQIA+ People, Context - Strengths / Growth / Resilience, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Community Belonging as a Cognitive-behavioral Source of Resilience Among Gay and Bi+ Men: The Role of Self-critical Rumination
Benjamin F. Shepherd, Ph.D., Yale School of Public Health
Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University
Laura Nagy, PhD, High Point University
Jessica R. Peters, Ph.D., Alpert Medical School of Brown University

An Affect-regulation Model of Resilience to Stigma: Examining Cognitive Reappraisal and Emotion Regulation as Individual Predictors of Resilience Trajectories Among Sexual Minority Young Adults
Jae Ji, BA (anticipated), Harvard University
Nathan L. Hollinsaid, B.S., Department of Psychology, Harvard University
Mark Hatzenbuehler, Ph.D., Harvard University

The Effects of Social Support, Community Connectedness, and Pride on Emotion Regulation Ability in Transgender and Gender Diverse Adults
Dominic M. Denning, M.S., University of Massachusetts Amherst

Moving past Minority Stress: Understanding Gender-diverse Embodied Resilience
Nina Micanovic, M.S., Queen's University
Vera Vine, Ph.D., Queen's University

Earn 1.5 continuing education credits

Brent, Third Fl., Hilton

Symposium 74

Not One Story: Culture, Context, and Coping Among Black Populations

CHAIRS:

Timothy Simmons, B.A., University of Maryland- College Park
Bunmi Odubayo, Other, University of Maryland- College Park

DISCUSSANT:

Donte Bernard, Ph.D., University of Missouri-Columbia

Basic to Moderate level of familiarity with the material

Primary Category: Population - African Americans / Black Americans

Key Words: *Population - African Americans / Black Americans, Context - Stigma and Oppression, Context - Cultural Factors*

The Impact of Online Racial Discrimination on the Self-esteem of Black Young Adults
Timothy Simmons, B.A., University of Maryland- College Park
Lena-Semanta Weldemicael, B.S., University of Maryland- College Park
Kamryn McKenzie, B.S., University of Maryland- College Park
Antoinette V. Dorzon, University of Maryland- College Park
Henry Artez Willis, Ph.D., University of Maryland- College Park

Identity & Interpretation: Stress Appraisal of Online Racial Discrimination in Black Young Adults
Bunmi Odubayo, University of Maryland- College Park

Childhood Emotional Abuse and Problematic Alcohol Use in Black Emerging Adults: Emotion Regulation as a Mediator and Everyday Discrimination as a Moderator
Diamonde C. McCollum, M.S., University of South Carolina
Lauren Butler, B.S., University of South Carolina
Kalyn Prothro, B.A., University of South Carolina
Julie Nguyen, B.S., University of South Carolina
Jennie Teeters, Ph.D., Western Kentucky University

Racial Discrimination, Internalized Racism, and Impostorism Among Black Sexual Minorities
India Matthews, B.A., University of Missouri-Columbia
India Matthews, B.A., University of Missouri-Columbia
Donte Bernard, Ph.D., University of Missouri-Columbia

Earn 1 continuing education credit

336, Level 300, Convention Center

Symposium 75

Compassion Meets Computation: Artificial Intelligence to Enhance CBT Training, Fidelity, and Clinical Impact

CHAIR:

Torrey A. Creed, Ph.D., University of Pennsylvania School of Medicine

DISCUSSANT:

Emily M. Becker-Haimes, Ph.D., University of Pennsylvania

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Integrating Science and Compassion in Research, Practice, and Education

Key Words: *2026 Theme - Integrating Science and Compassion in Research Practice and Education, Workforce - Development / Training / Supervision, Research Methods - Technology*

Examining the Feasibility of an Ai-powered Socratic Dialogue Coaching Tool

Philip Held, Ph.D., Rush University Medical Center
Daniel Szoke, Ph.D., Rush University Medical Center
Ilana Hutzler, BA, Rush University Medical Center
Sarah Pridgen, M.A., Rush University Medical Center
Katherine Dondanville, ABPP, Psy.D., UT Health San Antonio
David Rozek, ABPP, Ph.D., University of Texas Health Science Center at San Antonio

Implementing Ai-generated Fidelity Feedback Within Community CBT Training: Lessons from Project AFFECT

Torrey A. Creed, Ph.D., University of Pennsylvania School of Medicine
Ana I. DeCesare, B.A., Perelman School of Medicine at the University of Pennsylvania
Roisin Slevin, BS, Lyssn.io
Christina Somaq, PhD, Lyssn.io
Patty Kuo, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Zac Imel, Ph.D., Lyssn.io
David Atkins, PhD, Lyssn.io

Therapist Variability in Natural Language Processing Based Predictions of CBT Fidelity Scores and Clinical Outcomes

Patty Kuo, Ph.D., Perelman School of Medicine at the University of Pennsylvania
Derek Caperton, Ph.D., University of Calgary
Ana I. DeCesare, B.A., Perelman School of Medicine at the University of Pennsylvania
Christina S. Soma, Ph.D., Lyssn.io
Roisin Slevin, BS, Lyssn.io
Zac Imel, PhD, University of Utah
David Atkins, PhD, Lyssn.io
Torrey A. Creed, Ph.D., University of Pennsylvania School of Medicine

Earn 1 continuing education credit

338, Level 300, Convention Center

Symposium 76

The Power of Listening: Understanding Veterans' Mental Health Needs to Improve Care

CHAIR:

Haley Miles-McLean, Ph.D., VISN 5 MIRECC/School of Medicine, University of Maryland, Baltimore

DISCUSSANT:

Alicia Lucksted, Ph.D., VA Baltimore MIRECC/ University of Maryland Medical Center

Basic to Moderate level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *2026 Theme - Community Engagement, Population - Military and Veterans, Population - Lived Experience / Patient Stakeholders*

Understanding Menopause in Women Veterans with Mental Illness: Qualitative Findings to Inform CBT for Menopause
Haley Miles-McLean, Ph.D., VISN 5 MIRECC/School of Medicine, University of Maryland, Baltimore

Integrating Patient Preferences to Address the Reproductive Health Needs of Women Veterans with Mental Illness
Amy Drapalski, Ph.D., VISN 5 Mental Illness Research, Education and Clinical Center

Development of Clinical Guidelines for Treating Insomnia in Veterans with Co-occurring Psychosis
Elizabeth Klingaman, Ph.D., US Department of Veterans Affairs

Veteran Experiences with an Intervention Designed to Sustain Smoking Cessation After Psychiatric Hospitalization
Corinne N. Kacmarek, Ph.D., US Department of Veterans Affairs

Earn 1 continuing education credit

341, Level 300, Convention Center

Symposium 77

Reaching High-need Communities Through Community-partnered Implementation to Improve Perinatal Mental Health and Reduce Disparities

CHAIRS:

Yunying (Annie) Le, Ph.D., University Of Denver
Galena Rhoades, Ph.D., University of Denver

DISCUSSANT:

Kristina Coop Gordon, Ph.D., University of Tennessee - Knoxville

Basic level of familiarity with the material

Primary Category: 2026 Theme - Community Engagement

Key Words: *Intervention - Early Intervention, Population - Women, Symptoms / Disorders - Depression*

Same Time Next Week?: Predictors of Program Engagement Among Under-resourced and Under-represented Birthing People
Katherine Lenger, Ph.D., University of North Carolina at Chapel Hill
Yunying (Annie) Le, Ph.D., University of Denver
Galena Rhoades, Ph.D., University of Denver

Indirect Effects of Motherwise on Maternal Depressive Symptoms in the First 1000 Days Postpartum: The Role of Conflict Management Skills
Yunying (Annie) Le, Ph.D., University of Denver
Jenny Lee, B.A., University of Denver

Galena Rhoades, Ph.D., University of Denver

Implementing La Luz in a Safety-net Hospital: Comparing Virtual and In-person Delivery of a Postpartum Depression Prevention Program
Galena Rhoades, Ph.D., University of Denver
Yunying (Annie) Le, Ph.D., University Of Denver
Nicholas Perry, Ph.D., University of Denver
Catherine Demers, Ph.D., University of Colorado Anschutz
Robert Gallop, PhD, West Chester University
Nandi Dube, B.A., University of Denver
Mariah Menaker, B.A., University of Denver
Jenny Lee, B.A., University of Denver
Jennifer Hyer, M.D., Denver Health
Elysia Poggi-Davis, Ph.D., University of Denver

Implementation of a Postpartum Depression Prevention Program with Pregnant Teens
Jenny Lee, B.A., University of Denver
Galena Rhoades, Ph.D., University of Denver
Elysia Poggi Davis, Ph.D., University of Denver

Earn 1.5 continuing education credit

342, Level 300, Convention Center

Symposium 78

OCD Treatment in the Digital Era: EMA, App-based CBT, and Scalable Augmentations

CHAIR:
Valerie Swisher, M.S., Penn State University

DISCUSSANT:
Sabine Wilhelm, Ph.D., Massachusetts General Hospital

Moderate level of familiarity with the material

Primary Category: Intervention - Digital Health/Tele-Mental Health

Key Words: *Intervention - Digital Health/Tele-Mental Health, Symptoms / Disorders - Obsessive Compulsive and Related Disorders, Treatment - Cognitive Behavior Therapy (CBT)*

The Feasibility and Acceptability of Ecological Momentary Assessment in a Partial/residential Treatment Program for OCD
Lauren Oh, B.A., McLean Hospital OCDI
Jacob A. Nota, Ph.D., McLean Hospital
Mira S. Becker, B.A., McLean Hospital
Heather S. Martin, B.A., University of Massachusetts Boston
Mary E. McNamara, Ph.D., McLean Hospital
Christian A. Webb, Ph.D., McLean Hospital & Harvard Medical School
Courtney Beard, Ph.D., Mass General Brigham/McLean Hospital/Harvard Medical School
Martha J. Falkenstein, Ph.D., McLean Hospital

An Ecological Momentary Assessment Study of the Cognitive Behavioral Model for OCD: An Examination of the Reinforcement of Compulsions
Valerie Swisher, M.S., Penn State University
Michelle G. Newman, Ph.D., The Pennsylvania State University

Patient Perspectives and Analytic Considerations for Improving App-based CBT for OCD

Amelia Dev, Ph.D., Massachusetts General Hospital
Ryan J. Jacoby, Ph.D., Massachusetts General Hospital
Gienn Long, Massachusetts General Hospital
Sara Velazquez, B.S., Massachusetts General Hospital
Jennifer Greenberg, Psy.D., Massachusetts General Hospital / Harvard Medical School
Hilary Weingarden, Ph.D., HabitAware
Oliver Harrison, M.D. M.P.H., Koa Health
Sabine Wilhelm, Ph.D., Massachusetts General Hospital

A Subtype-specific Digital Engagement Intervention for OCD: Perceived Helpfulness of the FEARLESS App

Olivia Woodson, B.S., San Diego State University
Olivia M. Wallace, B.S., San Diego State University
Sadia Najmi, Ph.D., Center for Understanding and Treating Anxiety
Nader Amir, Ph.D., San Diego State University
Jennie M. Kuckertz, Ph.D., McLean Hospital

Testing a Digital Interpretation Bias Intervention to Augment Exposure and Response Prevention for OCD: Findings from a Pilot RCT

Martha J. Falkenstein, Ph.D., McLean Hospital
Lauren Oh, B.A., McLean Hospital OCDI
Mira S. Becker, B.A., McLean Hospital / Harvard Medical School
Heather Martin, B.A., University of Massachusetts Boston
Christian A. Webb, Ph.D., McLean Hospital & Harvard Medical School
Sabine Wilhelm, Ph.D., Massachusetts General Hospital
Courtney Beard, Ph.D., Mass General Brigham/McLean Hospital/Harvard Medical School

Earn 1.5 continuing education credits

345, Level 300, Convention Center

Symposium 79

Autistic Burnout: Translating Lived Experience into Scientific Innovation to Meet the Unique Needs of Autistic Individuals Across the Lifespan

CHAIRS:

Jared K. Richards, M.S., Drexel University
Elizabeth R. Black, *B.S.*, Children's National Hospital

DISCUSSANT:

Susan White, *ABPP*, *Ph.D.*, University of Alabama

Moderate level of familiarity with the material

Primary Category: Population - Autism

Key Words: *Population - Autism*, *2026 Theme - Community Engagement*, *Research Methods - Self-Report Measures*

Autistic Burnout and Its Key Ingredients: Cooking up a Construct Bridging Lived Experience and Measurement via a Delphi Survey Approach

Jared K. Richards, M.S., Drexel University
Madeline J. Barrett, M.A., Drexel University
Aubrey Eason, *B.S.*, *B.A.*, AJ Drexel Autism Institute
Tamara Garfield, M.A., Drexel University
Ava N. Gurba, M.S., Drexel University
Kyleigh M. Hricak, *B.A.*, Drexel University
Brooke Schaeffer, *B.S.*, Drexel University
Kilmer Merritt-Gawe, *B.A.*, Drexel University
Matthew D. Lerner, *Ph.D.*, Drexel University

The Role of Camouflaging as a Predictor of Autistic Burnout in Youth and Young Adults

Alexandra Kalinyak, M.A., The University of Alabama
Carla Mazefsky, Ph.D., University of Pittsburgh School of Medicine
Susan White, ABPP, Ph.D., University of Alabama

Links Between Autistic Burnout and Depression in Transition-aged Autistic Youth

Elizabeth R. Black, B.S., Children's National Hospital
Alan H. Gerber, Ph.D., Children's National Hospital
Goldie McQuaid, Ph.D., George Mason University
Allison Ratto, Ph.D., Children's National Hospital
Jennifer R. Bertollo, Ph.D., Children's National
Rachel M. Benecke, Other, Children's Hospital of Philadelphia
Dave Ki, B.A., Children's Hospital of Philadelphia
Elizabeth A. Kaplan-Kahn, Ph.D., The Children's Hospital of Philadelphia
Meredith Cola, M.A., La Salle University
Elizabeth Escobar Gomez, BS, Children's Hospital of Philadelphia
Ariana Garagozzo, Psy.D., Children's Hospital of Philadelphia
Alyssa Verbalis, PhD, Children's National Hospital
Alejandro Todd, B.S., Children's National
Tara Anderson, B.A., Children's National Hospital
Benjamin Yerys, Ph.D., Children's Hospital of Philadelphia
Lauren Kenworthy, Ph.D., Center for Autism Spectrum Disorders, Children's National Hospital
Gregory L. Wallace, Ph.D., The George Washington University

Evaluating the Independence and Overlap of Autistic Burnout and Depression Symptoms with a Novel Autistic Burnout Measure

Goldie McQuaid, Ph.D., George Mason University
Gregory L. Wallace, Ph.D., The George Washington University

Predicting Future Levels of Autistic Burnout in Longitudinal Data

Derica J. Su, B.A., Rowan University
Jared K. Richards, M.S., Drexel University
Zachary Williams, M.D., *Ph.D.*, University of California Los Angeles
Steven M. Brunwasser, Ph.D., Rowan University
Katherine O. Gotham, Ph.D., Rowan University

Earn 1.5 continuing education credits

347, Level 300, Convention Center

Symposium 80

Bridging the Divide in Acute Care: Advancing Cognitive Behavioral Therapies in Psychiatric Inpatient Settings

CHAIR:

Adam Kuczynski, Ph.D., University of Washington School of Medicine

DISCUSSANT:

Connor T. Adams, Psy.D., Stanford University

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Schizophrenia / Psychotic Disorders

Key Words: *Symptoms / Disorders - Schizophrenia / Psychotic Disorders, Treatment - Cognitive Behavior Therapy (CBT), Population - Forensic and Prison Populations*

Acceptability and Feasibility of Digital Mental Health Interventions for People with Psychosis in the Long-term Civil Commitment Inpatient Psychiatry Setting

Adam Kuczynski, Ph.D., University of Washington School of Medicine
Dror Ben-Zeev, Ph.D., University of Washington School of Medicine
Sarah L. Kopelovich, ABPP, Ph.D., University of Washington School of Medicine
Kevin Hallgren, Ph.D., University of Washington
R Michael Huijón, M.D., University of Washington

Addressing Suicide Risk and Adverse Outcomes Following Psychiatric Hospitalization in Veterans with Serious Mental Illness: Outcomes and Brief Intervention Feasibility

Emma Parrish, Ph.D., VA San Diego Healthcare System/University of California, San Diego

Ellen Lee, MD, Department of Veterans Affairs Medical Center / Department of Psychiatry, University of California San Diego

Andrew Bismark, PhD, Department of Veterans Affairs Medical Center / Department of Psychiatry, University of California San Diego

Neal Doran, Ph.D., VA San Diego Healthcare System; University of California San Diego School of Medicine, Department of Psychiatry

Jiajie Chen, B.A., Department of Veterans Affairs Medical Center / Department of Psychiatry, University of California San Diego

Colin A. Depp, Ph.D., University of California, San Diego and Veterans Affairs San Diego Healthcare System

CBT Care Pathway: Enhancing Care Continuity for Individuals Experiencing Psychosis Across Levels of Care

Sarah L. Kopelovich, ABPP, Ph.D., University of Washington School of Medicine

348, Level 300, Convention Center

Symposium 81

New Directions in Grief Research: Advancing the Measurement and Conceptualization of Grief

CHAIR:
Kyani Uchimura, B.A., University of Hawaii at Manoa

DISCUSSANT:
Jonathan D. Singer, Ph.D., Texas Tech University

All levels of familiarity with the material

Primary Category: Symptoms / Disorders - Grief / Bereavement

Key Words: *Symptoms / Disorders - Grief / Bereavement, Individual Factors - Risk / Vulnerability Factors, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Identifying Profiles of Bereavement Adjustment Using Latent Profile Analysis
Kyani Uchimura, B.A., University of Hawaii at Manoa

Identity Motives as Moderators of the Relationship Between Secondary Stressors and Grief
Layla Kratovic, B.S., University of Hawai'i at Manoa
Anthony Papa, Ph.D., University of Hawai'i at Manoa

An Item Response Theory Analysis of Prolonged Grief Disorder in a Turkish Bereaved Sample
Elisabeth McLean, M.A., Texas Tech University

Evaluating the Informativeness of Prolonged Grief Disorder Symptoms Using Item Response Theory
Carol Fadalla, M.S., Texas Tech University
Elisabeth McLean, M.A., Texas Tech University
Andrew Littlefield, Ph.D., Texas Tech University
Jonathan D. Singer, Ph.D., Texas Tech University

Earn 1 continuing education credit

349, Level 300, Convention Center

Symposium 82

Addressing Mental Health Disparities in High-need Populations: Risk, Mechanisms, and Outcomes in a Community Health Worker Intervention

CHAIR:

Jocelyn Little, M.A., The University of Texas at Austin

DISCUSSANT:

Kari Eddington, Ph.D., UNC Greensboro

All levels of familiarity with the material

Primary Category: Treatment - Cultural Adaptations

Key Words: *Treatment - Cultural Adaptations, Context - Mental Health Disparities, Symptoms / Disorders - Transdiagnostic*

Developmental Variation in Socio-structural Stressors and Health Across Adulthood
Jocelyn Little, M.A., The University of Texas at Austin

Mechanisms of Action in a Culturally Adapted Intervention Delivered by Community Health Workers
Kari Eddington, Ph.D., University of North Carolina Greensboro

Management of Suicide Risk in a Community Health Worker Intervention
Jack Rubacka, M.A., University of North Carolina at Greensboro

Earn 1.5 continuing education credits

337, Level 300, Convention Center

Panel Discussion 45

Building and Sustaining Research Programs in Clinical Science: Navigating an Evolving Sociopolitical and Funding Landscape

MODERATOR:

Kolin G. Lewis, B.A., Duke University

PANELISTS:

M. Zachary Rosenthal, Ph.D., Duke University
Jamilah Silver, Ph.D., University of North Carolina at Chapel Hill
Kenneth Fling, B.S., University of Maryland- College Park
Akram J. Yusuf, B.S., University of Maryland- College Park
Lilly J. Kelemen, B.S., Duke University

Primary Category: 2026 Theme - Compassionate Dialogues across Divides

Key Words: *2026 Theme - Evidence-Based Collective Action, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, 2026 Theme - Context - Sociopolitical Conflicts*

An increasingly challenging sociopolitical and funding landscape in academia has exacerbated existing barriers for trainees and early-career scholars aiming to enter and establish themselves in cognitive-behavioral research. Accordingly, compassion must guide the training of the next generation of clinical scientists. Compassionate practice includes the proactive recognition of and response to requests for help and guidance. Existing literature suggests that seeking help from colleagues or peers (e.g., consultation, emotional support, or guidance on possible courses of action) facilitates professional decision-making in research contexts. Thus, fostering open dialogue about ongoing field-wide changes presents an opportunity for evidence-informed collective action that benefits researchers across career stages and backgrounds. The session chair will open with a brief overview of help-seeking as a key component of professional decision-making frameworks in challenging research environments. Initial discussion will focus on the impact of recent changes on professional development and highlight the roles of help-seeking, openness, and

collaboration in navigating these challenges. Then, the panel will present strategies for navigating the evolving funding landscape, including adapting research proposals for traditional funding mechanisms and identifying alternative funding sources. Panelists were intentionally selected to reflect diversity in background, career stage, and institutional affiliation, including current clinical psychology PhD students and faculty with varied gender, racial, and ethnic identities. Graduate student panelists bring diverse postbaccalaureate pathways, levels of clinical training, and research interests. Faculty panelists span early-career to senior ranks with experiences across traditional academia, clinical practice, industry, and international dissemination and training contexts. Together, panelists will offer complementary, career-stage specific takeaways for all attendees by drawing on experiences related to entering clinical psychology graduate programs, establishing new research programs, and adapting longstanding research programs in recent years.

Earn 1.5 continuing education credits

340, Level 300, Convention Center

Panel Discussion 46

Global Reach, Hidden Risks: Safeguarding Data Quality and Recruitment in Digital Clinical Research

MODERATOR:

Chantal Kasch, M.S., Philipps University Marburg

PANELISTS:

Anu Asnaani, Ph.D., University of Utah
Michael Levin, Ph.D., Utah State University
Lorenzo Lorenzo-Luaces, Ph.D., Indiana University
Shota Noda, Ph.D., University of Marburg, Germany

Primary Category: 2026 Theme - Evidence-Based Collective Action

Key Words: *Research Methods - Technology, Research Methods - Statistics, Research Methods - Other*

The growing number of digital intervention studies and methodologies requiring large, representative datasets in the field of clinical science encourages researchers to study a wider variety of participants and phenomena. However, while larger data sets mean more information and more sophisticated analyses, they also mean more risks. Artificial intelligence (AI) and technological advanced tools allow us to recruit large, international, and diverse data sets (e.g. via social media, large-scale surveys, recruitment websites). However, they present a double-edged sword, as such recruitment channels are often compromised by the infiltration of scammers or AI-generated participation. This threatens data quality and interpretation. Mass data collection approaches can compromise the recruitment process, making it harder to control for oversampling in certain geographic regions or to ensure balanced representation across study sites. These issues pose a growing threat to work aimed at increasing access to treatments. Efforts such as dissemination of digital interventions, cultural adaptation of psychological research, and use of innovative analytic approaches all aim to increase access to evidence-based care, but require reliable strategies for handling and processing data. To address threats to data integrity and diversity in an increasingly internet-based world, we bring together a panel of experts who rely on online data collection and have encountered such challenges firsthand. The panelists have conducted research using expansive online treatment platforms targeting a variety of disorders

(e.g., depression, specific phobias, OCD, autism, social anxiety), with a range of specific cultural or other demographic groups (e.g., ethnic/racial minorities in the United States, global cross-cultural studies, youth vs adult samples in various regions), and through use of a variety of platforms that facilitate large amounts of data collection (e.g., Qualtrics, mTurk). The panel will discuss major challenges and threats to data integrity, highlight safeguards that have been implemented, and explore proactive strategies the field must adopt as technology advances to ensure treatments remain accessible and research samples representative.

Earn 1.5 continuing education credits

343, Level 300, Convention Center

Panel Discussion 47

Understanding and Overcoming Challenges in U.S.-based Military Suicide Prevention Research and Clinical Practice: Bridging Compassion and Science

MODERATOR:

Jonathan J. Trouern-Trend, B.S., Connecticut Army National Guard

PANELISTS:

Lauren Khazem, Ph.D., The Ohio State University Wexner Medical Center
Justin C. Baker, ABPP, Ph.D., The Ohio State University
David Rudd, ABPP, Ph.D., University of Memphis
Andrew M. Sherrill, Ph.D., Emory University
Kristen H. Walter, Ph.D., Naval Health Research Center
David Rozek, ABPP, Ph.D., University of Texas Health Science Center at San Antonio
Jonathan J. Trouern-Trend, B.S., Connecticut Army National Guard

Primary Category: Population - Military and Veterans

Key Words: *Population - Military and Veterans, Symptoms / Disorders - Suicide, 2026 Theme - Integrating Science and Compassion in Research Practice and Education*

Suicide is a salient health concern in U.S. military and veteran populations, and research and clinical practice in this population pose unique challenges. Speakers will discuss challenges in bridging compassion and science in their suicide prevention efforts through evidence-based collective action. Primary topics include working within military infrastructure and culture, co-designing projects with military collaborators, and understanding shifting agency priorities regarding suicide prevention. Drs. Baker and Khazem conduct military-sponsored clinical trials and provide clinical care for service members. They will discuss suicide prevention trials they have conducted aboard active-duty military

sites and share insights from a paper under review, entitled "Serving a shared mission: Lessons learned from a military-academic suicide prevention partnership." Dr. Baker is also a US Navy Veteran. Dr. Rudd is a developer of Brief Cognitive Behavioral Therapy (BCBT) and Crisis Response Planning (CRP) for suicide prevention and will discuss challenges with implementing suicide prevention approaches in the military. Dr. Walter is Division Head of the Clinical Research Program at the Naval Health Research Center, conducts treatment research regarding suicidality, depression, and trauma in service members, and is a privileged psychologist at Naval Medical Center San Diego. She will discuss barriers and facilitators of suicide prevention based on her recently completed clinical trial. Dr. Sherrill conducts clinical trials with service members and veterans and will discuss real-world implementation of suicide prevention in the Emory Veteran's Program. Dr. Rozek conducts suicide prevention and community-engaged research and training with military and veteran populations. He will discuss barriers and facilitators of training clinicians who provide care to service members. Command Sergeant Major Trouern-Trend is a Prevention Generalist at the Connecticut Army National Guard and serves as a military liaison for a DoD-funded study focused on supporting peers in suicide prevention efforts. He will explore challenges related to appointing and training Suicide Intervention Officers, and study recruitment in the National Guard.

Earn 1.5 continuing education credits

344, Level 300, Convention Center

Panel Discussion 48

Utilizing Behavioral and Cognitive Therapies to Address the Increasing Rates of Sti's in Aging Populations

MODERATORS:

Panayiota Courelli, Ph.D., Keck School Of Medicine, University of Southern California
Thanmai Yandrapati, B.S., University of Southern California

PANELISTS:

Salma Setia, B.S., University of Southern California
Sierra Coleman, B.S., University of Southern California
Leilani Benton, B.S., University of Southern California
Eknoor Anand, B.S., University of Southern California
Mishael Earley, M.S., University of Southern California
Andrea Shin, B.S., University of Southern California

Primary Category: Context - Health Psychology / Behavioral Medicine

Key Words: *Treatment - Cognitive Behavior Therapy (CBT), Treatment - Motivational Interviewing*

Sexually transmitted infections (STIs) among adults aged 50 and older represent one of the fastest-growing and most underrecognized public health crises in the United States. Chlamydia, gonorrhea, and syphilis rates have risen dramatically in this population over the past decade, driven by low condom use, gaps in sexual health education, provider reluctance to screen, and age-related physiological vulnerabilities. Despite this, behavioral and cognitive interventions targeting older adult sexual health remain markedly underdeveloped. This panel's goal is to examine how evidence-based CBT/CBI approaches/interventions, including: cognitive-behavioral therapy, motivational interviewing, and psychoeducational interventions, can be adapted and utilized to address this gap. We intend to discuss how cognitive restructuring can target shame, misinformation, and risk minimization; how MI (motivational interviewing) frameworks can increase engagement with safer sex behaviors; and how provider-level training can improve clinical communication

around sexual health across the lifespan. Discussion will also address implementation barriers including stigma, ageism in clinical settings, and the absence of older adults from most sexual health intervention research. Our goal is for attendees to leave with practical, adaptable strategies for integrating sexual health behavior change into clinical practice with older adult populations (a group increasingly visible in mental health and primary care settings alike).

Earn 1.5 continuing education credits

346, Level 300, Convention Center

Panel Discussion 49

Increasing Access to Compassionate, Evidence-based Treatments Through an Employer-based Certification Training Program

MODERATOR:

Kathryn Gordon, Ph.D., Equip

PANELISTS:

Danielle Bono, M.S., LPC, Equip Health
Melodie Simmons, M.S., LPC, Other, Equip

Primary Category: Workforce - Development / Training / Supervision

Key Words: *Workforce - Development / Training / Supervision, Workforce - Professional / Interprofessional Issues, Treatment - Cognitive Behavior Therapy (CBT)*

Despite the severity of negative outcomes associated with eating disorders, including premature mortality (Krug et al., 2025), most therapists do not use evidence-based protocols as their frontline treatments (e.g., 6-35%; Waller, 2016). One barrier is the lack of accessible, evidence-based eating disorder treatment training available to therapists during their graduate training and beyond (Labarta et al., 2023). Equip has addressed this barrier by providing protected, paid time and internal training for therapists during their first six months of employment in a certification training program. The program was modeled after existing non-employer-based certification programs and includes live and e-learning didactics, individual weekly supervision with therapy session video reviews and treatment fidelity feedback, and an exam testing competence in the treatment modality. To date, 155 therapists have been enrolled in the program in 1 of 3 evidence-based treatment tracks: family-based treatment (Lock & Le Grange, 2026), cognitive-behavioral therapy for avoidant/restrictive intake disorder (Thomas & Eddy, 2019), and enhanced cognitive-behaviour therapy (Fairburn, 2008). Preliminary data from the 32 therapists who have completed the program show increases in therapist competence and confidence self-ratings, high satisfaction with training experiences, and that they are able to provide treatment to fidelity for patients with eating disorders. The panel includes perspectives from a therapist who completed the program, current supervisors of the program, and the director of clinical

training. The discussion will focus on the ways this investment in employees expands access to virtual evidence-based care for people who would otherwise face significant barriers. The weekly supervision component of the model also allows for expert consultation on delivering treatments to fidelity while prioritizing compassionate, culturally-tailored care for diverse patients from a variety of communities and backgrounds.

Earn 1.5 continuing education credits

350, Level 300, Convention Center

Panel Discussion 50

The Development, Implementation, and Evaluation of an International CBT Mentorship Program to Augment Cultural Competencies in Developing Clinicians

MODERATOR:

Eva L. Feindler, Ph.D., Long Island University

PANELISTS:

Ki Eun Shin, Ph.D., Yale University School of Medicine
Amanda Clinton, Ph.D., American Psychological Association
Subasri Ashok, Psy.D., Northwell Health Zucker Hillside Hospital
Ryan Sparks, Psy.D., Northwell Health Zucker Hillside Hospital
Melanie De Jesus, Psy.D., Long Island University

Primary Category: Context - Cultural Factors

Key Words: *Workforce - Development / Training / Supervision, Workforce - Professional / Interprofessional Issues, Treatment - Cultural Adaptations*

In the last decade, those who develop and implement training programs in various mental health professions have increased the focus on the development of multicultural competencies in trainees. Although there are some unique graduate programs with a cultural focus, it remains challenging to integrate cross-cultural learning beyond a course or a culturally inclusive curriculum. This panel discussion will provide an overview of the development, implementation, and evaluation of a unique CBT Mentorship collaboration in Tanzania. The mission of TMP (Tanzania Mentorship Program) was to provide culturally sensitive and supportive consultation and mentorship to psychologists from another culture who had limited training in a CBT model of psychotherapy and to give US based

graduate students an opportunity for international collaboration. Collaborative research projects were developed to examine the impact of participation in the program on the participants' CBT competencies, attitudes towards evidence-based practice, and multicultural competencies for both the US-based graduate students as well as the Tanzanian psychologists. This panel discussion will describe the development and structure of the TMP program, the outcomes and challenges of our research efforts, the process of adapting the UP to a Tanzanian culture, and finally will summarize the impact of participation on the developing psychologists who participated. We have learned, time and time again, about how to be aware of our own cultural biases and expectations and to balance multicultural competency with strengthening the clinical psychology field in Tanzania. It is our sincerest hope that this CBT mentorship program provides a model for enhanced cultural competency training in other doctoral programs as well as for international CBT consultation.

Earn 1.5 continuing education credits

Ruth, First Fl., Hilton

Individual Oral Group 9

Self-compassion

PAUSE: A Feasibility Study of an Online Neurodiversity-affirming Self-compassion Intervention for Autistic Adults
Laura Graham Holmes, Ph.D., Hunter College, City University of New York
Emily Rothman, Other, Boston University
Katherine Stewart, Ph.D., Boston University
Lisa Morgan, MSW, NA

Shifting Self-compassion Trajectories in At-risk College Students: Longitudinal Effects of a Brief Resilience-promoting Intervention
Moriah S. Stendel, Ph.D., Massachusetts General Hospital/Harvard Medical School
Taryn Berman, Ph.D., Massachusetts General Hospital/Harvard Medical School
Anne S. Burke, Ph.D., Massachusetts General Hospital/Harvard Medical School
Daphne J. Holt, M.D., Ph.D., Harvard Medical School, Massachusetts General Hospital

Perfectionism and State Self-compassion Across Group ACT for Social Anxiety Disorder
Nancy L. Kocovski, Ph.D., Wilfrid Laurier University
Kamila Szczyglowski, M.A., Wilfrid Laurier University
Cortney Burnham, M.A., Wilfrid Laurier University
Jan E. Fleming, M.D., The Mindfulness Clinic

With Age Comes Wisdom and Self-compassion: The Moderating Effect of Self-compassion on Depression for Older People with HIV Who Use Substances
Cameron Bonnevie, B.A., Boston University
Alexandria Miller, Ph.D., Boston University
Abigail W. Batchelder, M.P.H., Ph.D., Boston University School of Medicine & Boston Medical Center

Increasing Self-compassion in Racially and Ethnically Minoritized Groups Exposed to Discrimination via Digital Interventions
Giovanni Ramos, Ph.D., University of California, Berkeley
Yinyin Wen, B.A., University of California Los Angeles
Michelle Liu, M.P.H., Loyola University Chicago

Earn 1.5 continuing education credits

Peale C, First Fl., Hilton

Individual Oral Group 6

College Student Mental Health

Time to Remission of Suicidal Ideation in Digital Mental Health Treatment for College Students
Kelly V. Klein, M.A., American University
Alyssa Palko, B.S., TimelyCare
Dorothy M. Loren, Ph.D., TimelyCare
Nassim Bickham, MFT, TimelyCare
Robert T. Booth, M.D., TimelyCare
Nathaniel R. Herr, Ph.D., American University

Emotion Regulation and Racial Identity Beliefs Shape Help-seeking Attitudes in College Students
Modupeoluwa Osuntokun, Psy.M., Rutgers, The State University of New Jersey
Linda Oshin, Ph.D., Rutgers, The State University of New Jersey

State of Muslim College Students' Mental Health
Hoor Ul Ain, M.A., University of Nevada, Las Vegas
Kara Christensen Pacella, Ph.D., University of Nevada, Las Vegas

Online, Single-session Episodic Future Thinking Intervention Reduces Anxiety and Substance Use in College Students with Probable ADHD
Brendan Rich, Ph.D., Catholic University of America
Alexis Stokes, M.A., Virginia Commonwealth University
Anahi Collado, Ph.D., University of Colorado Boulder

A Three-step Theory of Suicide Informed Ambulatory Investigation of the Impact of Internal Minority Stress on Suicidal Desire in Sexual Minority College Students
Emma J. O'Brien, B.A., Louisiana State University
Miguel Blacutt, M.A., M.Ed., University of Notre Dame
Jackson Bolner, B.S., The Ohio State University Wexner Medical Center
Ryan M. Hill, Ph.D., Louisiana State University
Brooke Ammerman, Ph.D., University of Wisconsin Madison
Ross Jacobucci, Ph.D., University of Wisconsin-Madison
Raymond Tucker, Ph.D., Louisiana State University

Earn 1.5 continuing education credits

Holiday 2, Second Fl., Hilton

Individual Oral Group 11

Women's Health

Menstrual Cycle Irregularity Is a Neuroendocrine Marker of Adolescent Girl's Mental Health Problems
Marianne G. Chirica, M.S., Indiana University
Taylor M. Drazan, B.A., Indiana University
Natasha Chaku, Ph.D., Indiana University

Personalized Intervention to Reduce Women's Risk of Sexual Violence Revictimization: A Pilot Test of Acceptability and Feasibility
Niamh J. Christie, M.S., Purdue University
Molly Maloney, Ph.D., Brown University
Daniel W. Oesterle, Ph.D., Auburn University
Jennifer L. Brown, Ph.D., Purdue University
Christopher I. Eckhardt, Ph.D., Purdue University

Examining Sources of Social and Environmental Stress Among Socioeconomically Disadvantaged Black Women in a Mindfulness-based Intervention
Anthony Morales, M.S., Northwestern University Feinberg School of Medicine
Inger Burnett-Zeigler, Ph.D., Northwestern University Feinberg School of Medicine

An Experimental Test of Alcohol, Sexual Objectification, and Women's Decisions to Leave Risky Sexual Situations
Lucia Fetkenhour, B.A., University of Nebraska-Lincoln
Sarah J. Gervais, Ph.D., University of Nebraska-Lincoln
David DiLillo, Ph.D., University of Nebraska-Lincoln

Preferences for Mental Health Treatment and Support Among Individuals Affected by Perinatal Suicidal Thoughts and Behaviors
Lauren Kobylski, M.P.H., George Washington University
*Sophia Dalal, P*sychological Brain Science Department
Alex A. Schroeder, George Washington University
Catherine Thong, B.S., George Washington University
Huynh-Nhu Le, Ph.D., George Washington University
Jennifer M. Keller, M.P.H., M.D., The George Washington University School of Medicine and Health Sciences

Earn 1.5 continuing education credits

Holiday 3, Second Fl., Hilton

Individual Oral Group 12

Personality Disorders and Substance Use

Internalized and Anticipated Stigma During Substance Use Treatment: Changes and Impacts on Treatment Engagement in Justice-involved Adults
Kelly Moore, Ph.D., East Tennessee State University

"Progress over Perfection": A Qualitative Exploration of Lived-experience Perspectives of Recovery in Borderline Personality Disorder
Thea M. McAfee, B.A., The Ohio State University
Verenice Torres, B.S., University of Hartford
Alexandra Alario, Ph.D., Yale University School of Medicine
Paulina Tein, B.A., Yale University
Sarah Fineberg, M.D., Ph.D., Yale University School of Medicine
Sharon Nelson, Ph.D., University of Pennsylvania

Examination of Identity-based Discrimination Amongst Individuals with Borderline Personality Disorder Receiving Treatment
Cheyene K. Horner, M.A., University of Kentucky
Rea A. Franks, University of Kentucky
Shannon Sauer-Zavala, Ph.D., University of Kentucky

Changes in DSM-5 AMPD Constructs over Time: The Role of Trait- and Contextually Bound Psychological Flexibility
John J. Donahue, Psy.D., University of Baltimore
Stefphanie Gambrell, M.S., University of Baltimore
Olivia Brady, B.S., University of Baltimore

Outcome, Not Engine: Living in Line with One's Interpersonal Values May Follow, Rather Than Drive Change over the Course of Treatment for Borderline Personality Disorder
Thea M. McAfee, B.A., The Ohio State University
Shannon Sauer-Zavala, Ph.D., University of Kentucky
Matthew W. Southward, Ph.D., The Ohio State University

Earn 1.5 continuing education credits

Peale B, First Fl., Hilton

Clinical Round Table 28

Clinical Applications of Third-wave Approaches in Pediatric Outpatient Settings

MODERATOR:

Laura Saldana, Ph.D., Children's National Health System

PANELISTS:

Lilia M. Andrew, Ph.D., Children's National Health System
Erin Sadler, Psy.D., Children's National Health System
Komal Sharma-Patel, Ph.D., Children's National Health System
Mi-Young Ryee, Ph.D., Children's National Health System
Irene Zhang, Ph.D., Children's National Hospital
Molly Seltzer, Ph.D., Children's Hospital of Philadelphia

Primary Category: 2026 Theme - Treatment - Compassion-focused Approaches

Key Words: *Population - Children / Adolescents, Treatment - Mindfulness & Acceptance, Symptoms / Disorders - Transdiagnostic*

The transdiagnostic effectiveness of third-wave approaches such as Acceptance and Commitment Therapy and Dialectical Behavior Therapy are well-studied in youth with different diagnostic presentations (Sandery et al., 2024; Tayyebi et al., 2024). Third-wave approaches emphasize the context and function of clients' thoughts, feelings, and behaviors (Swart et al., 2015). These core components of Cognitive-Behavioral Therapy allow practitioners to extend their clinical repertoire based on client experiences (O'Brien et al., 2008). This clinical roundtable will highlight the utility, need, and value of infusing third-wave approaches into practice to deliver compassionate, patient-focused clinical care. This clinical roundtable features licensed clinical psychologists and supervisors working with youth and adolescents with different behavioral health presentations. The presenters offer different perspectives on extending cognitive-behavioral principles to meet patient needs based on their respective outpatient specialty. Two presenters work in an outpatient clinic that specializes in mood and trauma. One presenter specializes in the treatment of co-occurring anxiety and obsessive-compulsive disorders in children. Two presenters specialize in working with youth living with chronic medical conditions. One presenter specializes in the delivery of brief interventions within an integrated pediatric primary care program.

Each panelist will speak about the integration of acceptance-based and dialectal behavioral techniques to enhance patient care. In addition, the presenters' experience delivering individual and group therapy will expand the panel discussion to include adaptations based on modality. Importantly, the presenters will share their clinical expertise in 1) assessing clinical "fit" of third-wave approaches based on patient presentation and goals; 2) adapting therapeutic approach to increase patient and family engagement; and 3) modifying approaches based on modality (individual, group), patient population, and setting.

Earn 1.5 continuing education credits

Holiday 1, Second Fl., Hilton

Mini Workshop 18

Harnessing Generative AI in Exposure Therapy: Opportunities, Risks, and Best Practices

Donovan Ellis, Ph.D., Emory University School of Medicine
Page L. Anderson, ABPP, Ph.D., Georgia State University
Rebecca L. Schneider, Ph.D., Emory University School of Medicine
Andrew M. Sherrill, Ph.D., Emory University

Basic to Moderate level of familiarity with the material

Primary Category: Technology/Digital Health

Key Words: *ERP (Exposure and Response Prevention), Technology / Mobile Health, Anxiety*

Exposure therapy is a cornerstone intervention for anxiety-, obsessive–compulsive-, and trauma-related disorders. Despite strong empirical support, clinicians encounter barriers to implementation, including difficulty generating idiographic exposure stimuli, limited session time, and challenges maintaining engagement. Concurrently, generative artificial intelligence (GenAI) tools have become widely accessible to clinicians and patients, creating new opportunities and risks for exposure design and delivery. GenAI has the potential to augment exposure therapy by enabling rapid, personalized creation of exposure stimuli (e.g., scripts, images, hierarchies) and by increasing engagement through collaborative approaches. However, these tools were not designed for clinical use and carry ethical and clinical risks, including reinforcement of avoidance, inadvertent reassurance, privacy concerns, and misuse without adequate clinician oversight. Clear guidance is needed to help clinicians integrate GenAI into exposure therapy in evidence-based, culturally responsive, and developmentally appropriate ways. This mini-workshop will introduce participants to practical, clinician-guided uses of GenAI for exposure therapy, grounded in emerging guidelines. Participants will learn core principles of exposure-specific prompt engineering, practice generating and refining exposure stimuli using their own mobile devic-

es, and evaluate examples across the lifespan for anxiety, OCD, and trauma presentations. The workshop will emphasize fidelity to inhibitory learning principles, avoiding safety behaviors and reassurance, and tailoring exposures to clients' cultural contexts and lived experiences. Ethical considerations—including consent, privacy, bias, and appropriate boundaries—will be addressed. Workshop presenters currently lead clinical and research innovations translating emerging GenAI tools into safe, ethical exposure-based practice. Through didactic content and live demonstrations, attendees will leave with concrete skills for incorporating GenAI as an adjunctive tool in exposure therapy while preserving the central role of clinical judgment and therapeutic alliance

Recommended Readings:

Sherrill, A. M., Mattioli, D. O., Schneider, R. L., Bell, K. M., Kee, S., Wiese, C. W., ... & Ellis, D. M. (2025). Generative artificial intelligence for exposure therapy: Guidelines for clinicians and patients. Journal of cognitive psychotherapy, 39(4). https://doi.org/10.1891/JCP-2025-0036

Bernstein, E. E., Jaroszewski, A. C., Jacoby, R. J., Bailen, N. H., Ragan, J., Usmani, A., & Wilhelm, S. (2025). Feasibility of using ChatGPT to generate exposure hierarchies for treating Obsessive-Compulsive disorder. Behavior Therapy, 56(4), 680-688. https://doi.org/10.1016/j.beth.2025.02.005

Chenneville, T., Duncan, B., & Silva, G. (2024). More questions than answers: Ethical considerations at the intersection of psychology and generative artificial intelligence. Translational Issues in Psychological Science, 10(2), 162-178. 78. https://doi.org/10.1037/tps0000400

At the end of this session, the learner will be able to:

- Describe one ethical risk of using GenAI to develop exposure therapy materials.
- Identify at least one cultural and one developmental consideration when using GenAI to generate exposure therapy materials.
- List two prompt-engineering strategies to generate clinically useful stimuli.
- Evaluate GenAI-generated exposure materials for fidelity to evidence-based exposure principles (e.g., avoidance reduction, response prevention).

Earn 1.5 continuing education credits

Poe A&B, Second Fl, Hilton

Mini Workshop 20

Using Culturally Adaptive Motivational Interviewing and Socratic Questioning to Effectively Address Internalized Stigma and Increase Individual Empowerment

Carmella R. Tress, Psy.D., Diversity Action Committee of The Academy of CBT
Hollie Fay. Granato, Ph.D., University of Texas at Austin
Lisa Bolden, Psy.D., Diversity Action Commitee of The Academy of Cogniitive and Behavioral Therapies
Scott H. Waltman, ABPP, CBT Collective

Basic to Moderate level of familiarity with the material

Primary Category: Culture / Ethnicity / Race

Key Words: *Stigma, Oppression, Motivational Interviewing*

Internalized stigma is a pervasive psychological process affecting individuals from historically oppressed and marginalized groups, shaping self-concept, emotional functioning, and behavioral choices (Steele et al., 2022). Although clinicians routinely address symptoms linked to shame, low self-worth, and identity conflict, these experiences are often treated as individual pathology rather than contextualized responses to structural inequality and social devaluation (Dunn et al., 2025). As a result, internalized stigma may remain unexplored or be inadvertently reinforced through well-intentioned but culturally limited clinical interventions. Addressing stigma is a culturally adaptive approach for members of highly stigmatized identity groups (Norder at al., 2023). This workshop explores internalized stigma using an integrative framework that combines motivational

interviewing (MI) techniques with quantitative assessment (Miller & Rollnick, 2023). Motivational interviewing provides a collaborative and nonjudgmental method for eliciting clients' own meanings about identity and power, while quantitative tools offer structured ways to identify and track internalized stigma across treatment (Moize et al., 2025). Participants will learn how to use MI skills to explore stigmatizing self-narratives without imposing interpretations, examine internalized beliefs through values-based discrepancy, and support client empowerment. The workshop introduces measures of internalized stigma with attention to cultural considerations and clinical relevance (Pachankis et al., 2023). Clinicians will practice integrating assessment results into collaborative feedback conversations that deepen insight rather than pathologize identity-based distress. Through case examples and experiential exercises, participants will develop practical strategies for addressing internalized stigma across various intersecting identities. This workshop is designed for clinicians and supervisors seeking concrete tools to address internalized stigma as a socially produced psychological experience, and equips participants to address it through relational, reflective, and assessment-informed clinical methods.

Recommended Readings:

Steele, J. M., & Newton, C. S. (2022). Culturally adapted cognitive behavioral therapy as a model to address internalized racism among African American clients. Journal of Mental Health Counseling, 44(2), 98-116.

Dunn, I. B., Power, E., Casey, L. J., & Wootton, B. M. (2025). Cognitive behavioural therapy for internalizing symptoms in LGBTQ+ people: a preliminary meta-analysis. Cognitive Behaviour Therapy, 54(2), 246-275.

Pachankis, J. E., Harkness, A. R., Jackson, S. D., & Safren, S. A. (2022). Transdiagnostic LGBTQ-affirmative cognitive-behavioral therapy: Therapist guide. Oxford University Press. https://doi.org/10.1093/med-psych/9780197643303.001.0001

At the end of this session, the learner will be able to:

- Identify research on internalized stigma and assessment measures for this construct.
- Demonstrate providing psychoeducation on internalized stigma to clients.
- Develop a CBT case conceptualization for how internalized stigma impacts current behaviors, thoughts, and emotions.
- Apply motivational interviewing strategies for discussing internalized stigma.
- Role play Socratic questioning to explore internalized stigma.

Thursday, November 12, 2026

6:00 PM – 7:30 PM

networking **Holiday Ballroom Foyer, Second Fl., Hilton**

Poster Session PSA

Categories: *Population - LGBTQIA+ People, Research Methods - Self-Report Measures, Treatment - Cognitive Behavior Therapy (CBT)*

(PSA-1) Adapting Compassion-informed Cognitive Behavioral Therapy for Anxiety Related to Identity Disclosure in Preadolescence: A Single-case Repeated Measures Study
Cherliz Cohen, M.A., Hofstra University

(PSA-2) Cultural Adaptation of a Cbt-based Perinatal Depression Prevention Intervention for Fathers in Rural Sub-saharan Africa
Inna Goncearenco, M.A.[1], *Kantoniony Rabemananjara, Ph.D.*[1], *Elena McEwan, M.D.*[3], *Huynh-Nhu Le, Ph.D.*[1], 1. George Washington University, 2. Catholic Relief Services

(PSA-3) Increasing Hope and Preparedness in Care Partners of Persons with Dementia: A Randomized Controlled Trial
Lauren Elliott, M.A., *Carol Fadalla, M.S.*, *Elisabeth McLean, M.A.*, *Danielle Levitt, Ph.D.*, *Jonathan D. Singer, Ph.D.*, Texas Tech University

(PSA-4) Compassion-focused CBT Support Group for Individuals Affected by Infidelity: A Clinical Practice Model
Ummul Fatima, Breather Therapy Ltd.

(PSA-5) Resilience Through Solidarity: Collective Action Buffers the Effect of Hate Violence on Psychological Distress and Internalized Transnegativity Among Transgender and Nonbinary Adults
Evan J. Basting, M.A.[1], *Jae Eun Kwak, M.A.*[2], *michael munson, B.A.*[3], *Emil Rudicell*[3], *Caleb Weinhardt, B.A.*[3], *Ryan C. Shorey, Ph.D.*[4], *Gregory L. Stuart, Ph.D.*[1], 1. The University of Tennessee, Knoxville, 2. University of Tennessee, 3. FORGE, 4. University of Wisconsin - Milwaukee

(PSA-6) Scaling Universal Mental Health Screening Efforts Across Local Contexts
Violet J. Landrum, B.S., *Alix Paredes Molina, B.A.*, *Katherine Lashway, LICSW*, *Erica Plunkett, M.Ed.*, *Tracy Gladstone, Ph.D.*, Brown University

(PSA-7) Randomized Controlled Trial Examining a Self-compassion Intervention for Collegiate Student-athletes
Caitlin E. Tycz, M.A., *Nicholas L. Salsman, ABPP, Ph.D.*, Xavier University

(PSA-8) Daily Discrimination Predicts Same-day Stress and Stress Carryover Among Pregnant Latinas: A Pilot Daily Diary Study
Nicolette C. Molina, B.A., M.S.[1], *Anna Zhou, Ph.D.*[2], *Alexandra S. Aringer, M.S.*[1], *Elisabeth Conradt, Ph.D.*[3], *Sheila E. Crowell, Ph.D.*[1], *Sierra Carter, Ph.D.*[4], 1. University of Oregon, 2. University of Louisville, 3. Duke University, 4. University of Georgia

(PSA-9) Fear of Self-compassion & Self-compassion as Moderators of the Relationship Between Ocd-symptom Severity and Ocd-related Shame
Lauren Woodard, B.A., *Anthony H. Ahrens, Ph.D.*, American University

(PSA-10) What's in an Ideal Crisis Mental Healthcare Service for Adolescents? Hearing from Those with Lived Experience of Adolescent Psychiatric Hospitalization
Emma C. Burris, B.A.[1], *Morgan C. Shields, M.S., Ph.D.*[2], 1. Barnard College, Columbia University, 2. Washington University in St. Louis

(PSA-11) Co-creating Care: A Culturally Responsive Intervention for Cardiovascular Risk and Co-occurring Disorders in Justice-involved Black Men
Ayorkor L. Gaba, Psy.D.[1], *Gilbert Nick, Ph.D.*[2], *Samantha Fagan, M.A.*[1], *Williams Ojo, Ph.D.*[1], 1. Teachers College Columbia University, 2. SUNY Downstate

(PSA-12) Brief Loving-kindness Meditation, State Self-compassion, and State Anxiety Levels in Postpartum Women
Maya Bauer, M.A., *Randy Fingerhut, Ph.D.*, *Kyla Cassidy, M.A.*, La Salle University

(PSA-13) Examining the Role of Self-compassion on Symptom Severity Among Treatment-seeking Veterans with Co-occurring Posttraumatic Stress Disorder and Alcohol Use Disorder
Shannon Forkus, Ph.D.[1], *Sudie E. Back, Ph.D.*[2], *Julianne C. Flanagan, Ph.D.*[2], 1. University of Texas Health Science Center at Houston, 2. Medical University of South Carolina

(PSA-15) School Climate and Youth Depression: Familism as a Moderator
Evelin Regalado, B.A., *Maria Jose Gonzalez Anaya, B.A.*, *Jessica Saavedra, B.S.*, *Elina Mendoza, B.A.*, *Antonio Polo, Ph.D.*, DePaul University

(PSA-16) Self-compassion Buffers Self-stigma and Promotes Affective Well-being Among Asian Young Adults in Daily Life
Yikai Xu, M.A., *William Tsai, Ph.D.*, New York University

(PSA-17) Self-compassion and Disordered Eating in Adolescents: A Systematized Review and Meta-analysis
Allison M. Boyar, B.S.[1], *Alison O'Daffer, M.S.*[1], *Angelina Van Dyne, M.A.*[1], *Ambuj Kumar, M.P.H., M.D.*[2], *Kristen J. Wells, Ph.D.*[3], 1. University of California San Diego, 2. University of South Florida, 3. San Diego State University

(PSA-18) Attitudes and Contextual Risk Factors for Aggression and Sexual Decision-making Among Adolescent Boys
Daniel W. Oesterle, Ph.D., Auburn University

Friday, November 13, 2026

9:30 AM – 10:30 AM

Key Ballroom, Second Fl., Hilton

Poster Session 1

Categories: *Population - Children / Adolescents, Symptoms / Disorders - Self-Injury, Population - System Stakeholders*

(PS1-1) Mixed-methods Approach to Developing a Therapist Measure of Barriers When Delivering Interventions to Pre-adolescents with Self-injurious Thoughts and Behaviors
Kavya Mudiam, Ph.D.[1], *Lily Nguyen, B.S.*[1], *Madison Squier, B.A.*[2], *William Booker, M.S.*[2], *Rinatte Gruen, M.S.*[2], *Molly Adrian, Ph.D.*[3], *Susan Mikulich, Ph.D.*[1], *Laura G. Anthony, Ph.D.*[1], *Sarah M. Kennedy, Ph.D.*[1], 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado, 3. University of Washington

(PS1-2) Examining the Components of Self-compassion in Relation to Posttraumatic Stress in Veterans Receiving Compassion-focused Treatment for PTSD
Kristin E. Cirulli, M.S.[1], *Annie-Lori Joseph Denk, Ph.D.*[2], *Amanda W. Baker, Ph.D.*[1], *Jorge C. Armesto, Ph.D.*[3], *Susan Fairchild, M.A.*[1], *Nicole J. LeBlanc, Ph.D.*[1], *Jonah Cohen, Ph.D.*[1], 1. Massachusetts General Hospital, 2. Massachusetts General Hospital/Harvard Medical School, 3. Private Practice

(PS1-3) Color Outside the Lines: An Art-based Transdiagnostic Intervention Targeting Perfectionism and Tolerance of Uncertainty in Children and Adolescents
Sofia I. Andrade, PsyM[1], *Julia M. Lange*[1], *Alexandrina Yakimov, B.A.*[1], *Caroline E. Bucher, M.A.*[2], *Jenny C. Seham, Ph.D.*[3], *Lauren B. Yadlosky, Ph.D.*[1], 1. Montefiore Medical Center, 2. Hofstra University, 3. Montefiore Medical/Albert Einstein College of Medicine

(PS1-4) The Intersection of Cultural Dialectics and Acculturation in Dialectical Behavior Therapy: A Case Study Clinical Practice
Richard Bedard, M.A.[1], *Lizbeth Gaona, Ph.D.*[2], *Liam F. Alvarez-Gonzalez, Psy.D.*[1], 1. Hofstra University, 2. California Baptist University

(PS1-5) Implementing Evidence-based Treatments for Healthcare Workers: Addressing Occupational Stress and Trauma with Ethical and Cultural Competence
Annmarie Wacha-Montes, Psy.D.[1], *Rebecca Schwartz, Ph.D.*[1], *Heidi Levine, M.D.*[2], *Mayer Bellehsen, Ph.D.*[1], 1. Northwell Health, 2. Hofstra University

(PS1-6) From Rupture to Repair: Integrating Compassion and Evidence-based CBT in the Treatment of Emotion Dysregulation
Caroline C. Born, M.A., Estella Fox, M.A., Kate Sheehan, M.A., Wesley bullock, Ph.D., University of Toledo

(PS1-7) Evaluating Evidence-based Training Competencies in Trainee Clinicians
Emily Mintz, M.A.[1], *Rachel Zack Ishikawa, Ph.D.*[2], *Andra M. Preda, B.S.*[3], *Christa Bailey, B.A.*[2], *Phyu Pannu Khin, Ph.D.*[2], *Nicole J. LeBlanc, Ph.D.*[2], *Jonah Cohen, Ph.D.*[2], *Amanda Waters Baker, Ph.D.*[2], 1. Hofstra University, Massachusetts General Hospital, 2. Massachusetts General Hospital, 3. Boston University

(PS1-8) Supporting Diversity in Psychology Training: Evaluating a Mentorship Program Serving Psychology Externs with Marginalized Identities
Tamanna Chhabra, Psy.D., Iris Garza, Psy.D., Northwell Health Zucker Hillside Hospital

(PS1-9) Lifestyle Mismatch and Mental Health: Domain-specific Links to Anxiety and Depression in Undergraduate Students
Suraj J. Bera, M.A., Caroline E. Bucher, M.A., Emily Mintz, M.A., Talia Petigrow, M.A., Olivia Baryluk, B.S., Eden R. Astorino, B.A., Kate Siegler, M.A., Ernie Goldberg, M.A., Jeremy Cohen, M.A., Michael Moerdler-Green, M.A., Scott Gulbransen, M.A., William C. Sanderson, PhD, Ph.D., Hofstra University

(PS1-10) An Examination of Disorder Identity and Nonsuicidal Self-injury in a Clinical Sample of Adults
Campbell Linker, B.A., Stephanie Jarvi Steele, Ph.D., Smith College

(PS1-12) Protective and Vulnerability Cultural Factors Impacting Racism-related Stress
Julia Zhong, M.S., Jen H. Martinez, Ph.D., Suffolk University

(PS1-13) A Mixed-methods Analysis Exploring the Effect of Firearm Ownership Quantity on Firearm Storage Practices in Women
Kathryn A. Fassih, M.S.[1], *Jarrod M. Hay, B.S.*[2], *Rosie Bauder, M.P.H., B.A., M.A., Ph.D.*[1], *Eve Saltzman, B.S.*[1], 1. The Ohio State University, 2. The Ohio State University Wexner Medical Center

(PS1-14) Understanding the Implementation of Trauma Programs Across the Prevention Spectrum: Prevention, Early Identification, and Treatment
Sophia C. Sodano, B.S., Sawyer A. Byerly, B.S., Chad Bolman, B.A., Logan M. Lopus, Thairu Moore-Petinak, MS, Kelsey Sala-Hamrick, Ph.D., Eastern Michigan University

(PS1-15) When Meltdown Happens: Insights from Minoritized Caregivers in Early Intervention
Maya Renaud, M.S., Quentin Wedderburn, M.A., Catheryn G. Corns, None, Zoe C. Rogers, B.A., Sarah R. Edmunds, Ph.D., University of South Carolina

(PS1-16) Gender Differences on Self-compassion and Fears of Compassion in the Context of Social Anxiety
Joshua Milmine, Cortney Burnham, M.A., Nancy L. Kocovski, Ph.D., Wilfrid Laurier University

(PS1-17) Examining Adverse Childhood Experiences as a Moderator of the Associations of Antisocial and Borderline Personality Disorder Symptoms with Intimate Partner Violence
Amber P. Talley, Mary C. Jensen, M.A., Gregory L. Stuart, Ph.D., The University of Tennessee, Knoxville

(PS1-18) Imposter Phenomenology and Perfectionism: Individuals High in Imposterism Do Not Recognize That Elevated Perfectionism Is Abnormal
Grace Hess, B.S., Colin Xu, Ph.D., University of Idaho

(PS1-19) A Pragmatic Tool for Assessing Cognitive Flexibility: The Flexibility Inventory Questionnaire (FIQ)
Jonathan Safer-Lichtenstein, Ph.D.[1], *Mary Troxel, Ph.D.*[1], *Lauren Kenworthy, Ph.D.*[2], *Laura G. Anthony, Ph.D.*[1], 1. University of Colorado Anschutz Medical Campus, 2. Children's National Health System

(PS1-20) Using Measurement-based Care to Optimize Treatment Length in CBT for Military-affiliated Clients in Community Care
Steven L. Lancaster, Ph.D.[1], *David J. Linkh, Ph.D., LCSW*[2], 1. Cohen Veterans Network, 2. Columbia University School of Social Work

(PS1-21) Maladaptive Emotion Regulation Selectively Mediates Emotional Awareness on Emotional Distress
Emma C. Church, M.A., Caroline C. Born, M.A., University of Toledo

(PS1-22) Momentary Relationships Between Social vs. Nonsocial Anticipatory and Consummatory Reward Responsiveness
Emma G. Balkind, M.S.[1], *Sylvie J. Weinstein, B.A.*[1], *Kayla A. Lord Leeshock, Ph.D.*[2], *Nathaniel Santiago, B.A.*[1], *Helen Z. MacDonald, Ph.D.*[3], *Gabrielle i. Liverant, Ph.D.*[1], 1. Suffolk University, 2. Institute of Living, 3. Emmanuel College

(PS1-23) A Network Analysis of Distress Symptoms Within the Hitop Internalizing Model
Sarah K. Vandiver, Drew D. Whittington, M.A., M.S., Nicholas C. Borgogna, Ph.D., University of Alabama at Birmingham

(PS1-24) Dissociation Interventions in a Community Sample: An Exploration of the Methods Tried and Those That Provided Relief
Lia Follet, M.S.[1], *Catie Sappenfield, B.S.*[1], *Mia Truesdell, B.S.*[2], *Aahana Mukherjee*[1], *Brian Bauer, Ph.D.*[1], 1. University of Georgia, 2. Vanderbilt University

(PS1-25) Developing an Empirical Framework for Between-session Engagement in Therapy: A Factor-analytic Study of Patients
Andrew Williams, B.A.[1], *Truls Ryum, Ph.D.*[2], *Rebecca Crochiere, Ph.D.*[1], 1. Williams College, 2. Norwegian University of Science and Technology

(PS1-27) Using Large Language Models in Personalized Treatment: Development of Session-level Personalized Networks
Juliet L. Bockhorst, B.A.[1], *Clarissa Ong, Ph.D.*[1], *Hiba Arnaout, Ph.D.*[2], *Kate Sheehan, M.A.*[3], *Estella Fox, M.A.*[3], *Eugen Owtscharow, B.S.*[2], *Iryna Gurevych, D. Phil.*[4], 1. University of Louisville, 2. Technische Universität Darmstadt, 3. University of Toledo, 4. Technical University of Darmstadt

(PS1-28) The Dysfunction of Distortions

Niki Bountovinas, M.A.[1], *Rhiannon Frisone, B.A.*[2], *Daniel J. Moran, Ph.D.*[1], 1. Touro University, 2. Molloy University

(PS1-29) Beyond the Intake Call: The Role of Self-report Questionnaires in Intake Assessments

Emily Axner, B.S.[1], *Cindy Pikus, Ph.D.*[1], *Sarah Hope Lincoln, Ph.D.*[2], *Melanie Rista, LCSW*[1], *Lucene Wisniewski, Ph.D.*[3], 1. Center for Evidence Based Treatment, 2. Northeastern University and Center for Evidence Based Treatment, 3. Case Western Reserve University

(PS1-30) Impact of Personalized Mental Health Feedback on Key Mechanistic Targets of Mental Health Outcomes: A Pilot Study

Chloe Uelman, B.S., *Megan L. Rogers, Ph.D.*, Texas State University

(PS1-31) How Psycho-educational Career Interventions Reshape Daily Behavioral Self-regulation and Career–life Satisfaction: A Process-based Study Among Emerging Adults

sumesh p v, Ph.D., krishna Mohan University, Mathura, India

(PS1-32) Sexual Assault Recovery Within Social Contexts: an Exploration of Undergraduate Ego-centric Social Networks

Allyson M. Blackburn, Ph.D.[1], *Nathan R. Todd, Ph.D.*[2], *Nicole E. Allen, Ph.D.*[3], 1. University of Washington School of Medicine, 2. University of Illinois at Urbana-Champaign, 3. Vanderbilt University

(PS1-33) Use of Coping Strategies and Distress Outcomes in First Responders: A Cluster Analysis Approach

Taylor K. Tardibuono, B.A.[1], *Elizabeth K. Lee, M.A.*[1], *Mikael Rubin, Ph.D.*[2], *Cynthia L. Lancaster, Ph.D.*[1], 1. University of Nevada, Reno, 2. Palo Alto University

(PS1-34) Effects of a Brief Positive Emotion Focused Intervention on Savoring Beliefs in College Students

Maya Jackson, M.Ed.[1], *Corinne Carlton, Ph.D.*[1], *Di Yao, B.A.*[1], *Anh Dao, M.S.*[2], *Yinru Long, B.A., M.Ed.*[1], *Autumn Kujawa, Ph.D.*[1], 1. Vanderbilt University, 2. University of Southern California

(PS1-35) Mental Health Identity as an Interpersonal Experience in College Students

Mason Jupinka, B.S., *Ally M. Heiland, M.S.*, *Lily M. Brouder, M.S.*, *Whitney M. Lara, M.S.*, *Jennifer S. Cheavens, Ph.D.*, The Ohio State University

(PS1-36) Procrastination, Perfectionism and the Imposter Phenomenon Cycle

Colin Xu, Ph.D., *Grace Hess, B.S.*, University of Idaho

(PS1-37) Examining the Moderating Effect of Clients' Perceptions of Therapist Responsiveness on Client Trait Anger and Clients' Perceptions of the Working Alliance

Nicole patino, M.S.[1], *Thomas DiBlasi, Ph.D.*[1], *Lauren M. Lipner, Ph.D.*[2], *Michael Katz, Ph.D.*[3], 1. Long Island University, 2. Fairleigh Dickinson University, 3. Augusta University

(PS1-38) Findings from a Randomized Controlled Trial of a Preliminary School-based Intervention to Improve Help-seeking Skills
Emma Brown, B.S., *Sarah Dilchand, None*, *Elizabeth B. Raposa, Ph.D.*, Fordham University

(PS1-39) Mentoring and Emotion Regulation as Protective Factors Against Depression and Perceived Stress in First-generation College Students
Emma Brown, B.S., *Elizabeth B. Raposa, Ph.D.*, Fordham University

(PS1-41) Discrepancies Between Student and Teacher Reports of Resilience and Their Association with Academic Competencies
Abigail R. Pearlman, B.S., B.A.[1], *Brendan Rich, Ph.D.*[2], *Nina Shiffrin Starin, Ph.D.*[1], *Mary K. Alvord, Ph.D.*[1], 1. Alvord, Baker & Associates, LLC, 2. Catholic University of America

(PS1-42) Exploration of the Desired Resources of Health Service Psychology Trainees with Lived Experience of Mental Health Conditions
Calvary R. Fielden, B.S.[1], *Emily Blanco, M.A.*[2], *Joanne Jung, M.A.*[2], *Matthew Stratton, B.A.*[1], *Nathan Mann*[1], *Melisa V. Rempfer, Ph.D.*[1], 1. University of Kansas, 2. University of Missouri - Kansas City

(PS1-43) Experiences of Neurodivergent Graduate Students in Mental Health Programs
Jewell A. Dehon, B.S., M.S., *Annie A. Garner, Ph.D.*, Saint Louis University

(PS1-44) A Systematic Review of Posttraumatic Growth in Mental Health Providers Who Have Experienced Client Suicide
Caroline C. Born, M.A., *Peter Mezo, Ph.D.*, University of Toledo

(PS1-45) Psychometric Properties of Measures of Clinical Competence in Cognitive and Behavioral Therapy
Abigail Blick, B.A., *Mark D. Terjesen, Ph.D.*, *Alexa Hoffman, B.A.*, *Zoe Weiner, B.A.*, St. John's University

(PS1-46) Perceived Social Support and Flourishing Among Chinese International Students over Time: Self-compassion as a Mediator
Grace A. Ding, B.A., *Qingyi Zhang, M.A.*, *William Tsai, Ph.D.*, New York University

(PS1-47) Genetics Providers' Knowledge, Beliefs, and Attitudes Around Trauma-informed Care: Implications for Implementation Across Contexts
Zoe Lapham, M.S.[1], *Kelsey Sala-Hamrick, Ph.D.*[1], *Jessica Scott Schwoerer, MD*[2], *Kathryn Gasperian, MS, CGC*[3], 1. Eastern Michigan University, 2. Medical College of Wisconsin and Children's Wisconsin, 3. Rady Children's Health [formerly known as Children's Hospital of Orange County (CHOC)]

(PS1-48) A Trauma-informed Protocol for Early Identification and Intervention of Trauma Exposure and Traumatic Stress in Medical Genetics Care Settings
Amber Efthemiou, M.S., *Kelsey Sala-Hamrick, Ph.D.*, *Zoe Lapham, M.S.*, *Isabella Cafini, B.S.*, *Kanica Bhutoria, M.S.*, Eastern Michigan University

(PS1-49) Implicit and Explicit Weight Bias in a National Sample of Doctoral Clinical Psychology Trainees: The Student Health Attitudes and Perceptions Evolution Study (SHAPES)
Paula M. Brochu, Ph.D.[1], *Katherine West, M.S.*[1], *Katerina Rinaldi, M.S.*[1], *Molly Robbins, M.S.*[1], *Sean Phelan, Ph.D.*[2], 1. Nova Southeastern University, 2. Mayo Clinic

(PS1-50) Mental Health Risk and Protection: Understanding Simultaneous Experiences in College Students Using Latent Profile Analysis
Esha Vaid, Ph.D.[1], *Holly Pham, Ph.D.*[2], *Jarl Ahlkvist, Ph.D.*[3], *Martha E. Wadsworth, Ph.D.*[3], 1. Rutgers University, 2. University of Pittsburgh, 3. The Pennsylvania State University

(PS1-51) Emotion Regulation as a Moderator of the Relation Between Racism-related Discrimination and Psychological Distress Symptoms Among College-age Students of Color
Hana M. Young, B.S., Jen H. Martinez, Ph.D., Suffolk University

(PS1-52) Examining the Association Between Barriers to Care and Self-efficacy to Seek Mental Health Treatment in U.S. Latine Adults
Emma Cervantes, B.A., Gloria J. Gomez, M.A., Louise Dixon De Silva, Ph.D., Denise A. Chavira, Ph.D., University of California Los Angeles

(PS1-53) Peer Coaching in a Massed Clinical Program for Veterans: Who Opts in and Does Participation Affect Treatment Outcomes?
Bannon Jones, B.A., Samantha R. Blais, B.A., Jake McCaffreyr, René M. Lento, Ph.D., Massachusetts General Hospital

(PS1-54) Provider Perspectives on Agency Leader Implementation Support for a Caregiver Coaching Intervention in Part C Early Intervention
Florinda Kina, B.S.[1], *Diondra Straiton-Webster, Ph.D.*[2], *Hanna Christian, B.A., MSW*[3], *Emily M. Becker-Haimes, Ph.D.*[1], *Melanie Pellecchia, Ph.D.*[1], 1. University of Pennsylvania, 2. Perelman School of Medicine at the University of Pennsylvania, 3. University of Pennsylvania School of Medicine / Philadelphia VA Medical Center

(PS1-56) Utilizing an Understanding of Existential Dimensions for Treatment of Suicidal Ideation
Stephanie Hunsucker, Elison Santos, Ph.D., David A. Jobes, ABPP, Ph.D., Catholic University of America

(PS1-57) Lived Experiences with Food Insecurity: Understanding Mental Health in Aging Women
Diamond Hercules, B.S., Karen Morado, B.A., Salomé A. Wilfred, Ph.D., Taylur Loera, B.S., Lisa S. Smith-Kilpela, Ph.D., University of Texas Health Science Center at San Antonio

(PS1-58) Food Insecurity as an Influential Moderator: Binge Eating Disorder, Depression, and Social Isolation
Salomé A. Wilfred, Ph.D., Diamond Hercules, B.S., Taylur Loera, B.S., Karen Morado, B.A., Lisa S. Smith-Kilpela, Ph.D., University of Texas Health Science Center at San Antonio

(PS1-59) "I Would Feel That My Heart Is so Sore": Occupational Stress and Burnout Among Community Health Workers Providing HIV Care in South Africa
Imani Brown, M.S.[1], *Jessica Bonumwezi, Ph.D.*[2], *Noah S. Triplett, Ph.D.*[1], *Alexandra Rose, Ph.D.*[3], *Abigail C. Hines, M.P.H.*[1], *Kristen S. Regenauer, Ph.D.*[4], *Sibabalwe Ndamase, B.A.*[1], *Nonceba Ciya*[1], *Kim Johnson, M.S.*[1], *Bronwyn Myers-Franchi, Ph.D.*[1], *Jessica Magidson, Ph.D.*[1], 1. University of Maryland- College Park, 2. Loyola University Maryland, 3. University of Washington, Seattle, 4. Massachusetts General Hospital

(PS1-60) Evaluating the Acceptability, Feasibility, and Appropriateness of an Asynchronous E-learning Module for Parents of Children with Selective Mutism
Sarah Koppelman, M.A.[1], *Steven Kurtz, ABPP, Ph.D.*[2], *Phyllis S. Ohr, Ph.D.*[1], 1. Hofstra University, 2. Kurtz Psychology Consulting P.C.

(PS1-61) DBT Consultation and Burnout: Exploring the Impact of Structured Team Consultation Within the VHA
Samantha J. Smith, Psy.D., *Thorayya Giovanelli, Psy.D.*, *Stephanie Jeffirs, Ph.D.*, James A. Haley Veteran's Hospital

(PS1-62) Using Decolonial Approaches to Bolster Equity Initiatives in Clinical Psychology Doctoral Training
Scott Gulbransen, M.A., *Nevita George, M.A.*, *Laura Godfrey, M.A.*, Hofstra University

(PS1-63) Mindfulness as a Training Strategy for Disability Cultural Competence for Healthcare Providers Within an Aging Society: A Scoping Review
Alexandra Bolshagettigan, B.A., *Maren Westphal, Ph.D.*, Pace University

(PS1-64) Balancing DBT Fidelity and Training Needs in Psychology Training Clinics: Implications for Expanding Access to Evidence-based Care
Laura Rowley, Ph.D., *Amber Efthemiou, M.S.*, Eastern Michigan University

(PS1-65) The Dissociation-responsive Therapy Model: A Qualitative Meta-analysis on Therapist Responsiveness to Dissociation
Nicholas A. Pierorazio, M.A., *Heidi M. Levitt, Ph.D.*, University of Massachusetts Boston

(PS1-66) Cognitive Defusion and Impostor Syndrome in Mental Health Trainees: A Single-subject ACT Intervention
Abigail Romano, B.S., *Shannon Coyle, M.A.*, *Addison Flanery, B.S.*, *Jack Verdeber, B.A.*, *Maggie Burke, M.A.*, *Isabelle G. Orlan, M.A.*, *Joseph E. Verdeber, III, M.A.*, *Joseph Scardapane, Ph.D.*, Hofstra University

(PS1-67) Preparing Future Professionals to Use Evidence-based Practices: Insights from a Study of Graduate Training Faculty
CJ Fleming, Ph.D.[1], *Stephanie Marie Ernestus, Ph.D.*[2], *Susan J. Wenze, Ph.D.*[3], *Kerstin Blomquist, Ph.D.*[4], 1. Elon University, 2. Stonehill College, 3. Lafayette College, 4. Furman University

(PS1-68) Evaluating a Deliberate Practice Training Model for Military Behavioral Health Technicians: Preliminary Findings of Effectiveness
Nicole A. Roitman, B.A., *Kelly Daly, Ph.D.*, *Danielle Mitnick, Ph.D.*, New York University

(PS1-69) Evaluation of a Motivational Interviewing Training Utilizing Fidelity Coding Consultation
Catherine Waye, B.A.[1], *Nicole P. Porter, Ph.D.*[2], *Craig E. Henderson, Ph.D.*[3], *Paulo A. Graziano, Ph.D.*[4], *Amanda Jensen-Doss, Ph.D.*[1], 1. University of Miami, 2. Partnership to End Addiction, 3. Sam Houston State University, 4. Florida International University

(PS1-70) Evaluating a Deliberate Practice Training Model for Behavioral Parent Training: A Pilot Study of Clinician Competence and Patient Outcomes
Sarah Harris, B.A.[1], *Jennifer Piscitello, Ph.D.*[1], *Kelly Daly, Ph.D.*[1], *Tamara Del Vecchio, Ph.D.*[2], *Mark D. Terjesen, Ph.D.*[2], *Fengyi Tao, B.S.*[3], *Khanh Chi Vũ, B.A.*[1], 1. New York University, 2. St. John's University, 3. Family Translational Research Group

(PS1-71) Cognitions Under Pressure: Staff Self-efficacy as a Target of Crisis Training
Sophia Siciliano, Psy.D., *Mackenzie Sommerhalder, Ph.D.*, Johns Hopkins University School of Medicine

(PS1-72) Inviting Therapists to the Research Table: A Scoping Review of Engagement Strategies in Performance-based Psychotherapy Research
Emily L. Starratt, M.S., *Theresa Moyers, Ph.D.*, *Luisa Herrera, , Melody Mohammadzadeh, None*, *Brianna Orona, None*, *Nicole Shirley, None*, University of New Mexico

(PS1-73) Reducing Care Partners' Suicidal Cognition: A Randomized Controlled Trial
Madison Self, *Lauren Elliott, M.A.*, *Carol Fadalla, M.S.*, *Elisabeth McLean, M.A.*, *Danielle Levitt, Ph.D.*, *Jonathan D. Singer, Ph.D.*, Texas Tech University

(PS1-74) Examining Rape Myth Acceptance and Bystander Behavior in Sexual Minority College Students
Noa Croitoru, Allison Tobar-Santamaria, M.S., *Meagan J. Brem, Ph.D.*, Virginia Polytechnic Institute and State University

(PS1-75) Eating Disorder Symptom Severity Moderates the Association Between Intolerance of Uncertainty and Distress in an Experimental Eating Task
Grace Haase, B.A.[1], *Kayla Costello, Ph.D.*[1], *Alix Timko, Ph.D.*[2], *Julia M. Hormes, Ph.D.*[1], 1. University at Albany, State University of New York, 2. University of Pennsylvania and Children's Hospital of Philadelphia

(PS1-76) Tolerance of Others' Distress: Development of a Novel Measure
Lucas Marinack, M.A., *Joshua D. Clapp, Ph.D.*, University of Wyoming

(PS1-77) Do Transdiagnostic Factors Predict Emotion Recognition?
Grace L. Wheeler, B.A., M.S.[1], *Shari A. Steinman, Ph.D.*[2], 1. West Virginia University, 2. University of Vermont

(PS1-78) Integrating Cultural Contexts in Digital Interventions for Eating Disorders
Falzah F. Farooq, B.S., *Emily Presseller, Ph.D.*, Dartmouth College

(PS1-79) Modifying Cognitive and Behavioral Interventions for Individuals with Limited Language
Andrea D. Guastello, Ph.D., *Josh Nadeau, Ph.D.*, *Justin Han, Ph.D.*, University of Florida

(PS1-80) Reciprocal Relationship Between Pain and Anxiety: A Random-intercept Cross-lagged Panel Analysis
Margot Steinberg, M.A.[1], *Laura Long, Ph.D.*[1], *Michael W. Otto, Ph.D.*[1], *Michael J. Zvolensky, Ph.D.*[2], *Lorra Garey, Ph.D.*[2], *Michael Businelle, Ph.D.*[3], 1. Boston University, 2. University of Houston, 3. University of Oklahoma

(PS1-81) Stability and Variability of Daily Primal World Beliefs in LGBQ Individuals with a History of Suicidal Ideation
Anikait Gadi, B.S.[1], *Olga Revzina, M.A.*[2], *Abby A. Mandel, Ph.D.*[1], 1. Catholic University of America, 2. Duke University Medical Center

(PS1-82) Effectiveness of Compassion-based Interventions for Adolescents: A Meta-analysis of Randomized Controlled Trials
Julia Petrovic, Ph.D., *Zev Schuman-Olivier, M.D.*, Harvard Medical School

(PS1-83) Online Evidence-based Psychotherapy for Healthcare Workers: Mental Health and Workplace Outcomes
Jonathan Morgenstern, Ph.D.[1], *Svetlana Levak, Ph.D.*[1], *Tal Eliyahu, B.A.*[2], *Sean P. Madden, M.A.*[1], *Alexis Kuerbis, Ph.D.*[3], *Frederick Muench, Ph.D.*[1], *Lindsy Koroly, Psy.D.*[1], *Courtney Bancroft, Psy.D.*[1], *Megan Grella, LCSW*[1], *Amit Baumel, Ph.D.*[1], *Manavi Katechia*[1], *Manish Sapra, M.D.*[1], 1. Northwell Health Zucker Hillside Hospital, 2. Hunter College, City University of New York, 3. Hunter College

(PS1-84) The Role of Coping Self-efficacy in Exposure and Response Prevention Treatment Outcomes for OCD
Nicholas Kim, B.S.[1], *Martha J. Falkenstein, Ph.D.*[2], *Jennie M. Kuckertz, Ph.D.*[2], 1. OCD Institute, McLean Hospital, 2. McLean Hospital

(PS1-85) Intersectionality and Couple-level Minority Stress: A Qualitative Study of Individuals in Polyamorous Relationships Across Countries
Anne R. Vogel, M.S., *Vera Wolferstetter, M.S.*, *Melanie S. Fischer, Ph.D.*, University of Marburg, Germany

(PS1-87) Associations Between Adolescent Internalizing Symptoms and Problematic Internet Use in a Clinical Sample
Meredith Scafe, Ph.D.[1], *Libby Matile Milkovich 4, M.D.*[2], *Tre D. Gissandaner, Ph.D.*[3], *Meaghan Flynn, Ph.D.*[4], *Ram Chettiar*[3], *Mark Connelly, M.S., Ph.D.*[4], 1. The University of Missouri - Kansas City and Children's Mercy Hospital, 2. Children's Mercy Kansas City, 3. Children's Mercy/University of Missouri-Kansas City School of Medicine, 4. Children's Mercy

(PS1-88) Chronobiology in OCD: Individuals with Obsessive-compulsive Disorder Are Five Times More Likely to Exhibit Eveningness Preference
Daniel Mandelbaum, M.A., *Hadar Naftalovich, Ph.D.*, *Eyal Kalanthroff, Ph.D.*, The Hebrew University of Jerusalem

(PS1-89) Feasibility and Uptake of a Second-phase Screening, Brief Intervention, and Referral to Treatment Program for Healthcare Workers
Jeffrey Pavlacic, Ph.D., *Naomi Brownstein, Ph.D.*, *Alyssa A. Rheingold, Ph.D.*, *Andrew Goodwin, M.D.*, *Rebecca Verdin, John Clark, Dee Ford, M.D.*, Medical University of South Carolina

(PS1-90) From Reinterpreting the Present to Rewriting the Past: I-cbm-i Modifies Autobiographical Memory Valence in Major Depressive Disorder
Daniel Mandelbaum, M.A., *Eyal Kalanthroff, Ph.D.*, The Hebrew University of Jerusalem

(PS1-91) Improving Emetophobia Care and Expanding Access to Evidence-based Treatment Through Bia, a Self-guided Digital Treatment Program
Anu Asnaani, Ph.D.[1], *Kiran Kaur, M.S.*[2], *Nancy Lagunas, M.S., MFT*[3], *Brooke E. Franklin, M.S.*[4], *David Yusko, Psy.D.*[5], *William Schaller*, 1. University of Utah, 2. Massachusetts General Hospital/Harvard Medical School, 3. San Francisco State University, 4. The University of Utah, 5. Center for Anxiety & Behavior Therapy

(PS1-92) Feasibility and Acceptability of a Novel Lifestyle Intervention for Young Adults With First-episode Pychosis
Noah Green[1], *Amelia C. Blanton, B.S.*[1], *Julia Browne, Ph.D.*[1], *Gabrielle Simons, MS, RD, LDN*[1], *Isabella Zhang, Undergraduate*[1], *Haniya Rizwan, Undergraduate*[1], *Janice Weinberg*[2], *Olivia Thomas, M.S., RD, LDN*[1], *Hannah Brown, M.D.*[3], 1. Boston Medical Center, 2. Boston University School of Public Health, 3. Boston Medical Center Wellness & Recovery After Psychosis (WRAP) Research Program

(PS1-93) Improving family-level well-being in early childhood education settings: Community insights on a brief emotion-focused intervention
April Highlander, Ph.D.[1], *Adamari López, M.A.*[1], *Jennifer Wolff, Ph.D.*[2], *Shirley Yen, Ph.D.*[3], 1. University of Rhode Island, 2. Warren Alpert Medical School of Brown University, 3. Beth Israel Deaconess Medical Center

(PS1-95) Restoring the Self: Integrating Compassion-focused Cognitive Behavioral Therapy in Neurobehavioral HIV Healthcare
Raine Dominique I. Flora, B.S.[1], *Panayiota Courelli, Ph.D.*[2], 1. University of Southern California, 2. Keck School of Medicine, University of Southern California

11:00 AM – 12:00 PM

Poster Session 2

Categories: *2026 Theme - Community Engagement, 2026 Theme - Integrating Science and Compassion in Research Practice and Education, Symptoms / Disorders - ADHD*

(PS2-1) Bridging the Research-to-practice Gap: A Case Study in Academic Partnerships with Community-led Parent Training Initiatives
Kailee R. Kodama Muscente, M.A., M.Ed.[1], *Gabrielle Drake, M.A.*[1], *Madeline Kerner*[2], *Jasanna Britton, M.A.*[2], *Jessica Ogilvie, B.A.*[2], *Anil Chacko, Ph.D.*[1], 1. New York University, 2. Flock

(PS2-2) What Is the Role of Parental Self-regulation in Parenting Programs? A Scoping Review and Recommendations for Future Research
Mikaela A. Rowe, M.A.[1], *Jessica L. Hopkins, M.A.*[2], *Shannon Savell, Ph.D.*[3], *Ben Harnke*[3], *Shaelyn S. Solenske, B.S.*[3], *Soo Hyun Ree, Ph.D.*[1], *Laura G. Anthony, Ph.D.*[3], *Jacob B. W. Holzman, Ph.D.*[3], 1. The University of Colorado at Boulder, 2. University of Colorado Denver, 3. University of Colorado Anschutz Medical Campus

(PS2-3) Pathways: Feasibility of a Parent-focused Group Intervention for Adolescents with Emotionally Based School Avoidance
Mark Maley, M.A.[1], *Hannah Grassie, Ph.D.*[2], *David F. Tolin, ABPP, Ph.D.*[1], *Kimberly S. Sain, Ph.D.*[1], *Maria C. DiFonte, Ph.D.*[1], 1. Anxiety Disorders Center, The Institute of Living, 2. Institute of Living

(PS2-4) Preparing for PCIT: Function-informed Caregiver Training in FCT and DRA Prior to Parent–child Interaction Therapy
Liliana Acosta, Ph.D., University of Florida

(PS2-5) Applying the Unified Protocol to Youth with Autism Spectrum Disorder
Kenna Hollander, B.S., *Lauren Milgram, MS*, *Jill Ehrenreich-May, Ph.D.*, University of Miami

(PS2-6) Clinical and Demographic Characteristics of Older Autistic Adults (50+) Initiating Autism-adapted Cognitive Behavioral Therapy
Kelly M. Whaling, Ph.D.[1], *Molly Fechter-Leggett, Psy.D.*[1], *Micah Mazurek, Ph.D.*[2], *Glen Veed, Ph.D.*[1], *Rachel Loftin, Ph.D.*[1], 1. Prosper Health, 2. University of Virginia

(PS2-7) Psychometric Validation of the PHQ-9 in an Autistic Telehealth Sample: Reliability, Validity, Measurement Invariance, and Differential Item Functioning
Kelly M. Whaling, Ph.D.[1], *Glen Veed, Ph.D.*[1], *Micah Mazurek, Ph.D.*[2], *Melanie Penner, M.D.*[3], *Rachel Loftin, Ph.D.*[1], 1. Prosper Health, 2. University of Virginia, 3. Holland Bloorview Kids Rehabilitation Hospital

(PS2-8) Psychometric Evaluation of the GAD-7 in Autistic Adults Participating in Cognitive Behavioral Therapy
Kelly M. Whaling, Ph.D.[1], *Rachel Loftin, Ph.D.*[1], *Micah Mazurek, Ph.D.*[2], *Glen Veed, Ph.D.*[1], *Melanie Penner, M.D.*[3], 1. Prosper Health, 2. University of Virginia, 3. Holland Bloorview Kids Rehabilitation Hospital

(PS2-9) Self-regulated Learning Targets Both Academic Outcomes and Emotional Distress
Emma C. Church, M.A., *Yu-Jin Eun, M.A.*, *Peter Mezo, Ph.D.*, University of Toledo

(PS2-10) The Indirect Effect of Parental Experiential Avoidance in the Association Between Risky Family Backgrounds and Parenting Stress
Patricia Gao, B.S., *Jacqueline Hersh, Ph.D.*, *Reagan Breitenstein, Ph.D.*, *Joshua J. Broman-Fulks, Ph.D.*, *Lisa Curtin, Ph.D.*, Appalachian State University

(PS2-11) Addressing the Needs of Low-income Families in Behavioral Parent Training for Early-onset Bds: Supporting Parenting Change by Using a Technology-enhanced Approach
Alanah Claybaugh, M.A.[1], *Rex Forehand, Ph.D.*[2], *Deborah J. Jones, Ph.D.*[1], *Grace H. Cain, M.A.*[1], *Suazo C. Nazaret, M.A.*[1], *Yexinyu Yang, M.A.*[1], 1. University of North Carolina at Chapel Hill, 2. University of Vermont

(PS2-12) The Impact of an Online, Interactive Narrative Intervention for Family Rejection on Compassion, Acceptance, and Self-esteem
Justin Dainer-Best, Ph.D.[1], *Gili Freedman, Ph.D.*[2], *Kristina Howansky, Ph.D.*[2], *Darcey N. Powell, Ph.D.*[3], *Melanie C. Green, Ph.D.*[4], 1. Bard College, 2. St. Mary's College of Maryland, 3. Texas A&M University-Corpus Christi, 4. University at Buffalo

(PS2-13) Autistic Adolescents' and Caregivers' Perceptions of Neuroaffirming Care in the STRW and PEERS Interventions

Amie Duncan, Ph.D.[1], *Grace Lee Simmons, Ph.D.*[2], *Katie Rowland, B.S.*[2], *Sophie B. Mueller, M.Ed.*[2], *Carrie Fassler, B.S.*[3], *Maeve M. Corcoran, B.S.*[2], *Abigail Lim, B.A.*[1], *Nico Bilinski, B.A.*[3], *Laura G. Klinger, Ph.D.*[2], 1. Cincinnati Children's Hospital, 2. University of North Carolina at Chapel Hill, 3. Cincinnati Children's Hospital Medical Center

(PS2-14) Co-designing a Digital Tool to Augment Parent Management Training

Anna Groszkowski, B.A.[1], *Basith Faizal, B.S., M.S.*[1], *Elizabeth Tandilashvili, B.S.*[2], *Maegan Wood, B.S.*[1], *Olivia Metcalf, Ph.D.*[3], *Wendy K. Silverman, ABPP, Ph.D.*[4], *Lynda H. Powell, Ph.D., M.Ed.*[5], *Francisco Pereira, Ph.D.*[1], *Gillian Hayes, Ph.D.*[6], *Daniel S. Pine, M.D.*[1], *Melissa A. Brotman, Ph.D.*[7], *Lauren M. Henry, Ph.D.*[3], 1. National Institute of Mental Health, 2. The Catholic University of America, 3. NIH, 4. Yale University School of Medicine, 5. Rush University Medical Center, 6. University of California, Irvine, 7. NIMH IRP

(PS2-15) Teaching Parents to Coach: A Systematic Review of Parent-led Interventions for Child Anxiety and Improving Accessibility of Evidence-based Practices

Hilary B. Vidair, Ph.D.[1], *Olivia A. Walsh, Psy.D.*[2], *Mark D. Terjesen, Ph.D.*[3], *Kathryn M. Rivard-Lentz, B.A.*[4], *Alyssa R. Pfeffer, B.A.*[1], 1. Long Island University, Post, 2. North Coast Psychological Services, PLLC, 3. St. John's University, 4. Long Island University

(PS2-16) Mindful Parenting and Behavioral Parent Training: Mapping Treatment Content Towards Theoretical Clarity

Grace H. Cain, M.A., Katherine Lenger, Ph.D., University of North Carolina at Chapel Hill

(PS2-17) Quality of Care and Hospital-based Educational Opportunities Predict Post-discharge School Outcomes in Adolescents

Emma C. Burris, B.A.[1], *Morgan C. Shields, M.S., Ph.D.*[2], 1. Barnard College, Columbia University, 2. Washington University in St. Louis

(PS2-18) More Excitatory Than Inhibitory: A Large-scale Synthesis of E/I Imbalance in Autism

Michael S. House, B.A.[1], *Ghowash Irshad, B.A., M.A.*[2], *David Eisenberg, Ph.D.*[2], 1. Montclair State University and IMAF and H Consulting, 2. Montclair State University

(PS2-19) Evaluating Factors That Predict the Feasibility, Acceptability, and Appropriateness of Two School-based CBT Programs for Autistic Students: A Mixed-methods Study

Michelle F. Pu, B.S.[1], *Richard Boles, Ph.D.*[2], *Nailah Islam, B.S.*[1], *Lindsey DeVries, Ph.D.*[2], *Stephanie Reszka, Ph.D.*[3], *Alexis Brewe, Ph.D.*[3], *Sarah Nickels, B.S.*[4], *Nina Menon, B.A.*[5], *Sarah Myers, B.S.*[1], *Alexander Kolios, B.S.*[1], *Laura G. Klinger, Ph.D.*[3], *Judy A. Reaven, Ph.D.*[4], *Katherine Pickard, Ph.D.*[1], 1. Emory University School of Medicine, 2. University of Colorado Anschutz, 3. University of North Carolina at Chapel Hill, 4. University of Colorado Anschutz Medical Campus, 5. Emory University

(PS2-20) Student Mental Health Outcomes from a School-based CBT and Mindfulness Skills Group Intervention
Emma L. Starr, M.Ed.[1], *Tyler Hein, Ph.D.*[2], *Natalie Rodriguez-Quintana, M.P.H., Ph.D.*[2], *Emily L. Bilek, ABPP, Ph.D.*[3], *Carolyn Andrews, M.S.*[2], *Elizabeth Koschmann, Ph.D.*[2], 1. Harvard University, 2. TRAILS, 3. University of Michigan

(PS2-21) Does Social Preference Moderate the Relation Between Peer Victimization and Children's Disclosure to Adults?
Alyssa Schmit, *Jessica M. Rice, B.A.*, *Tim A. Cavell, Ph.D.*, University of Arkansas

(PS2-22) Are High School Students Effective Mentors for Young Children?
Rachel Christenbury, B.A., *Tim A. Cavell, Ph.D.*, *Jessica M. Rice, B.A.*, University of Arkansas

(PS2-23) Examining Gender-based Variations in BESS Risk Profiles in Elementary Students
Hanan Sayma, B.A., *Dahlia Johnson, B.A.*, *Hannah Dennis, B.A.*, *Shereen Naser, Ph.D.*, Cleveland State University

(PS2-24) Parenting Stress Across Diagnostic Groups in Youth with School Non-attendance
Maria Saleem, M.A., *Kelly A. Buchanan*, M.S., *Diego Aragon-Guevara, B.S., M.S.*, *Raymond G. Romanczyk, Ph.D.*, *Jennifer Gillis Mattson, Ph.D.*, Binghamton University

(PS2-25) Evaluating Real World-implementation of the HOPS Intervention in Schools
Emma Walz, B.A.[1], *Phylicia D. Fleming, Ph.D.*[1], *Brittany D. Chamberlin, M.A.*[1], *Thomas D. Power, Ph.D.*[1], *Jenelle D. Nissley-Tsiopinis, Ph.D.*[2], 1. Children's Hospital of Philadelphia, 2. Perelman School of Medicine at the University of Pennsylvania & Children's Hospital of Philadelphia

(PS2-26) Understanding Workplace Stressors in Early Childhood Educators: Program Differences and Structural Constraints
Ayokunmi Faseru[1], *Jennifer Kurian, Ph.D.*[2], *Rimma Ilyumzhinova, M.A.*[3], *Sarah R. Eisenman, M.S.*[4], *Courtney Zulauf-McCurdy, Ph.D.*[5], 1. Northwestern University, 2. Center for Childhood Resilience, 3. Lurie Children's Hospital, 4. Ann & Robert H. Lurie Children's Hospital of Chicago, 5. Northwestern University Feinberg School of Medicine

(PS2-27) How Do Discrimination and Acculturation Impact School Belonging Among Arab Americans?
Hanan Sayma, B.A., *Manar Hesino, B.A.*, *Shereen Naser, Ph.D.*, Cleveland State University

(PS2-28) Disentangling Verbal Peer Victimization from Social Rejection: Differential Arousal Reactivity to Peer Victimization Using Ai-based Facial Expression Analysis
Flynn F. Kelly, M.A., *Lawrence C. Elledge, Ph.D.*, The University of Tennessee, Knoxville

(PS2-29) Perceived Weight and Bullying Experiences Among a Nationally Representative Sample: Does Parental Monitoring Protect Vulnerable Youth?
Isabella Pruscino, B.A.[1], *Rachel Skocypec, Ph.D.*[1], *Stephanie Manasse, Ph.D.*[1], *Elizabeth Velkoff, Ph.D.*[2], 1. Nemours Children's Health, 2. American University

(PS2-30) Emotion Reactivity as a Mediator Between Social Media Consumption and Substance Use in Adolescents
Liam Arteaga, Massachusetts General Hospital

(PS2-31) A Comprehensive, Systematic Review of Teacher-delivered Interventions Targeting Social Emotional Learning Outcomes of Elementary Students
Grace W. Li, B.S.[1], *Bryce D. McLeod, Ph.D.*[1], *Kevin Sutherland, Ph.D.*[1], *Jennifer Ledford, Ph.D.*[2], *Jason Chow, Ph.D.*[2], 1. Virginia Commonwealth University, 2. Vanderbilt University

(PS2-32) Accuracy and Fairness of Adolescent Depression Screening: Examination Across Gender, Race/ethnicity, and School Contexts
Jae Wan Choi, M.S., *Morgan Stutts, M.S.*, *Joseph Cohen, Ph.D.*, University of Illinois at Urbana-Champaign

(PS2-33) Depression and Daily Living Skills: A Cross-reporter Study in Autistic Adolescents
Elizabeth A. Kaplan-Kahn, Ph.D.[1], *Dave Ki, B.A.*[1], *Naveen A. Thourani, B.S.*[1], *Rachel M. Benecke*[1], *Jamie Kleiner, M.A.*[2], *John D. Herrington, Ph.D.*[3], *Gregory L. Wallace, Ph.D.*[4], *Benjamin Yerys, Ph.D.*[2], 1. Children's Hospital of Philadelphia, 2. Catholic University, 3. The Children's Hospital of Philadelphia, 4. The George Washington University

(PS2-34) Listening to Autistic Teens: Essential Insights for Meaningful Executive Function Assessment
Abigail Lim, B.A., *Ellie Thoma, B.S.*, *Leanne Tamm, Ph.D.*, *Lauren Tadevich, Ph.D.*, *Amie Duncan, Ph.D.*, Cincinnati Children's Hospital

(PS2-35) In-person vs. Online: Predictors of Social Satisfaction in Autistic Youth
Olivia Vezina, B.A.[1], *Xiangyu Tao, Ph.D.*[2], *María Contreras-Pérez, B.S., M.S., Ph.D.*[2], *Rachel G. McDonald, Ph.D.*[3], *Elena A. Chauhan*[2], *Tatyanna Landell, B.A.*[2], *Tejaswini Venkat, B.A.*[2], *Rebecca N. Smith, B.A.*[4], *Casey Cragin, Psy.D.*[5], *Kristina Jackson, Ph.D.*[2], *Stephen Sheinkopf, Ph.D.*[6], *Anthony Spirito, ABPP*[1], 1. Warren Alpert Medical School of Brown University, 2. Rutgers University, 3. Rhode Island Hospital/Brown University, 4. Brown University, 5. Boston Children's Hospital/Harvard Medical School, 6. Thompson Center for Autism & Neurodevelopment, University of Missouri

(PS2-36) A Telehealth Social Skills Intervention Reduces Anxiety in Autistic Adolescents
Allison A. Morra, M.A.[1], *Amie Duncan, Ph.D.*[2], 1. Miami University, 2. Cincinnati Children's Hospital

(PS2-37) Confirmatory Factor Analysis of the Parenting Stress Index–fourth Edition, Short Form in Parents of Autistic Children
Daniel Magin, M.A., *Hanna Kent, M.A.*, *Melissa L. Rinaldi, Ph.D.*, *Angela Constantine, B.S.*, *Kristin V. Christodulu, Ph.D.*, University at Albany, State University of New York

(PS2-38) "it Goes Both Ways": Autistic Young Adults Suggest Ways to Improve Social Interactions
Allison M. Birnschein, Ph.D.[1], *Olivia Ward, M.A.*[2], *Theodore S. Tomeny, Ph.D.*[3], 1. Cincinnati Children's Hospital Medical Center, 2. The University of Alabama at Birmingham, 3. The University of Alabama

(PS2-39) Gender Incongruence and Social Camouflaging in a Sample of Autistic Adults
Maura O'Sullivan, B.A.[1], *Hannah E. Morton, Ph.D.*[2], *Clare Harrop, B.S., M.S., Ph.D.*[2], *Patrick R. Harrison, Ph.D.*[3], 1. UNC TEACCH Autism Program, 2. University of North Carolina at Chapel Hill, 3. University of North Carolina at Chapel Hill Department of Psychology & Neuroscience

(PS2-40) Characteristics of Children Diagnosed with Autism During School Age Years Who Were Not Diagnosed as Toddlers
Hannah M. Register, B.S., M.S.[1], *Andrea T. Wieckowski, Ph.D.*[1], *Kassidy Mann, M.Ed.*[1], *Jordan S. Wilson, B.S., M.P.H.*[1], *Karlin Moore, M.S.*[1], *Autumn Austin, M.A.*[1], *Hannah B. Pittenturf*[1], *Leslie A. McClure, Ph.D.*[2], *Georgina Perez Liz, M.D.*[3], *Marianne Barton, Ph.D.*[4], *Inge-Marie Eigsti, Ph.D.*[4], *Cheryl Klaiman, Ph.D.*[5], *Diana L. Robins, Ph.D.*[1], 1. Drexel University, 2. Saint Louis University, 3. AJ Drexel Autism Institute, 4. University of Connecticut, 5. Emory University

(PS2-41) Social Communication Difficulties Moderate the Relationship Between Parenting Stress and Family Quality of Life
Hanna Kent, M.A., Daniel Magin, M.A., Melissa L. Rinaldi, Ph.D., Kristin V. Christodulu, Ph.D., University at Albany, State University of New York

(PS2-42) Transition Readiness as a Predictor of Depressive Symptoms in Autistic Transition-aged Youth
Zach Algaze, B.S., Paige E. Hemming, M.S., Susan White, ABPP, Ph.D., The University of Alabama

(PS2-43) Predicting Future Levels of Autistic Burnout in Longitudinal Data
Derica J. Su, B.A.[1], *Jared K. Richards, M.S.*[2], *Zachary Williams, M.D., Ph.D.*[3], *Steven M. Brunwasser, Ph.D.*[1], *Katherine O. Gotham, Ph.D.*[1], 1. Rowan University, 2. Drexel University, 3. University of California Los Angeles

(PS2-44) Informant Discrepancies in Autistic Adolescents: Agerelated Changes Across a Growth Mindset Singlesession Intervention
China I. Parenteau, M.S.[1], *Alan H. Gerber, Ph.D.*[2], *Kyleigh M. Hricak, B.A.*[1], *Matthew D. Lerner, Ph.D.*[1], *Allison S. Nahmias, Ph.D.*[1], 1. Drexel University, 2. Children's National Hospital

(PS2-45) Dietary Interventions for Autistic Youth: A Scoping Review
Ashley Addonisio, Psy.D.[1], *Elías S. Loría Garro, Ph.D.*[2], *Amy Keefer, ABPP, Ph.D.*[3], 1. Kennedy Krieger Institute/ Johns Hopkins School of Medicine, 2. Kennedy Krieger Institute, 3. Kennedy Krieger Institute/Johns Hopkins University

(PS2-47) What Do Autistic Adults Want from Social-emotional Skills Program? A Mixed Methods Study
Giulietta Flaherty, Psy.D., Megan Fok, Ph.D., Rebecca Stewart, Ph.D., Edward Brodkin, M.D., Perelman School of Medicine at the University of Pennsylvania

(PS2-48) Examining Negative Repetitive Thinking as a Potential Moderator of the Association Between Depressive Symptoms and Insomnia in Autistic Adults
Alexis Khuu, M.A., Katherine O. Gotham, Ph.D., Rowan University

(PS2-49) Imaginative Play and Social Flexibility: Moderated by Autism Status
Haya Farhan, B.A., Zeina Y. Ghanem, B.S., Erin Kang, Ph.D., Montclair State University

(PS2-50) How to Talk to Your Autistic Teen About Sex: A Community-engaged Video Modeling Intervention
Laura Graham Holmes, Ph.D.[1], *B. A. Laris, M.P.H.*[2], *Lane Edwards, M.P.H.*[2], *Mia Barrett, M.S.*[2], *Rachel Firpo, B.A.*[2], *Elizabeth Schieber, Ph.D.*[2], *Regina Firpo-Triplett, M.P.H.*[2], 1. Hunter College, City University of New York, 2. Dfusion, Inc

(PS2-51) Facets of Overcontrol and Emotion Dysregulation Predict Anxiety in an Autism-enriched Sample of Youth
Suleina S. Houston, B.A., *Caroline E. Freden, M.A.*, *Tali Filstein, M.A.*, *Erin Kang, Ph.D.*, Montclair State University

(PS2-52) Facing Your Fears–idd for Autistic Adolescents with Intellectual Disability: Moderators of Parent-reported Anxiety Change
Ellen Wilkinson, M.S.[1], *Elizabeth Glenn, Ph.D.*[2], *Allison Meyer, Ph.D.*[2], *Audrey Blakeley Smith, Ph.D.*[3], 1. Rutgers University, 2. University of Colorado Anschutz Medical Campus School of Medicine, 3. University of Colorado, School of Medicine

(PS2-53) Parent-perceived Child Challenges Link Executive Functioning Difficulties to Caregiver Quality of Life in Autism
Jacob Gutierrez, B.A.[1], *Arabella W. Peters, B.A.*[1], *Ryson Lee, None*[2], *Erin Kang, Ph.D.*[1], 1. Montclair State University, 2. Autism and Neurodevelopment Lab

(PS2-54) A Day in the Life: Exploring Autistic Youths' Experience Through Self-report Time Diary
Nico Bilinski, B.A.[1], *Jennifer Reiter-Purtill, Ph.D.*[1], *Carrie Fassler, B.S.*[1], *Avani C. Modi, Ph.D.*[1], *Amie Duncan, Ph.D.*[2], 1. Cincinnati Children's Hospital Medical Center, 2. Cincinnati Children's Hospital

(PS2-55) Associations Between Autistic Camouflaging, Autistic Burnout, Inauthenticity, and Mental Health Challenges
Yaerin H. Wallenberger, B.A.[1], *Samuel P. Putnam, Ph.D.*[2], 1. Perelman School of Medicine at the University of Pennsylvania, 2. Bowdoin College

(PS2-56) Rethinking the Empathy Deficit Narrative: Investigating Hyper-empathy in the Autistic Female Phenotype
Melissa L. Kina, B.A., University of Maine

(PS2-57) Examining the Association Between Sense of Belonging and Intent to Return for Autistic and Non-autistic First Year College Students
Jessica M. Knaster, B.A., *Diego Aragon-Guevara, B.S., M.S.*, *Jennifer Gillis Mattson, Ph.D.*, *Other*, Binghamton University

(PS2-58) Developmental Adaptation of Caregiver Regulatory Strategies in Young Autistic and Non-autistic Children
Kaitlyn Cortez, M.S., *Sophie Cramer-Benjamin, B.A.*, *Alayna R. Borowy, M.A.*, *Catheryn G. Corns*, *Lorraine Shelton*, *Lennon Hunt*, *Sarah R. Edmunds, Ph.D.*, University of South Carolina

(PS2-59) Social Rejection Sensitivity as a Prospective Predictor of Depressive Symptoms in Neurodiverse College Students
Abigail A. Evans, B.S.[1], *Erin E. McKenney, Ph.D.*[2], *Steven M. Brunwasser, Ph.D.*[1], *Katherine O. Gotham, Ph.D.*[1], 1. Rowan University, 2. St. Olaf College

(PS2-60) Rethinking "atypical" Social Communication: Interaction Patterns and Friendship Outcomes Among Autistic Youth
Elizabeth G. Kilgallon, M.A.[1], *Jessica Granieri, Ph.D.*[2], *Morgan Leigh McNair, Ph.D.*[3], *Alan H. Gerber, Ph.D.*[4], *Ava N. Gurba, M.S.*[5], *Matthew D. Lerner, Ph.D.*[6], 1. University of Massachusetts Boston, 2. Binghamton University, 3. Center for Assessment and Treatment, 4. Children's National Hospital, 5. AJ Drexel Autism Institute, Drexel University, 6. Drexel University

(PS2-61) Understanding Associations Between Perceived Social Competence, Bullying Victimization, and Social Anxiety Among Autistic and Non-autistic Youth
Natalie Libster, Ph.D.[1], *Wei Song, Ph.D.*[1], *Jared K. Richards, M.S.*[1], *Aubrey Eason, B.S., B.A.*[1], *Matthew D. Lerner, Ph.D.*[2], 1. AJ Drexel Autism Institute, 2. Drexel University

(PS2-62) Do Autism, Depression, and Anxiety Predict Lower Sense of Belonging for College Students?
Diego Aragon-Guevara, B.S., M.S., Jennifer Gillis Mattson, Ph.D., Binghamton University

(PS2-63) Flexibility of Co-regulation Strategies in Caregivers of Autistic and Non-autistic Youth
Sophie Cramer-Benjamin, B.A., Kaitlyn Cortez, M.S., Alayna R. Borowy, M.A., Catheryn G. Corns, Lennon Hunt, Lorraine Shelton, Sarah R. Edmunds, Ph.D., University of South Carolina

(PS2-64) Cultural Barriers to Autism Service Access: A Mixed-methods Study of Stigma, Autism Knowledge, and Unmet Needs in Ethnoracial Families
Pranathi Harihar, M.S.[1], *Esther Simonr*[1], *Zeina Y. Ghanem, B.S.*[1], *Sadaf Khawar, Ph.D.*[2], *Erin Kang, Ph.D.*[1], 1. Montclair State University, 2. University of Minnesota

(PS2-65) Respiratory Sinus Arrhythmia as a Biomarker of Anxiety in Autistic and Non-autistic Adolescents
Heather Yarger, Ph.D.[1], *Rachel Resnick, B.S.*[2], *Elizabeth Redcay, Ph.D.*[2], *Connor M. Kerns, Ph.D.*[3], *John D. Herrington, Ph.D.*[4], *Stephen Thomas, Ph.D.*[2], 1. James Madison University, 2. University of Maryland, 3. University of British Columbia, 4. The Children's Hospital of Philadelphia

(PS2-66) Attention Bias to Threat as a Biomarker of Anxiety in Young Autistic Children
Amy Keefer, ABPP, Ph.D.[1], *Vini Singh, MS*[2], *Isabella Ferrara, BS*[2], *Roma Vasa, M.D.*[3], 1. Kennedy Krieger Institute/Johns Hopkins University, 2. Kennedy Krieger Institute, 3. Kennedy Krieger Institute/Johns Hopkins

(PS2-67) Examining Social and Nonsocial Reward Positivity (RewP) and Potential Associations with Depression and Anxiety in Autistic Adolescents
Elika Parab, B.S.[1], *Wenyi Xu, B.S.*[2], *Anwita Chandrasekhar*[2], *Vana Matevosian, B.A.*[3], *Satiago Morales, Ph.D.*[2], *Jessica Schwartzman, Ph.D.*[3], 1. Children's Hospital Los Angeles, 2. University of Southern California, 3. Children's Hospital Los Angeles

(PS2-68) Heightened Neural Sensitivity to Negative Feedback Is Related to Depressive Symptoms Across Autistic and Non-autistic Young Adults
Elizabeth R. Black, B.S.[1], *Caroline Candy, B.S.*[2], *Matthew D. Lerner, Ph.D.*[3], *Brady Nelson, Ph.D.*[4], *Alan H. Gerber, Ph.D.*[1], 1. Children's National Hospital, 2. Montclair State University, 3. Drexel University, 4. Stony Brook University

(PS2-69) Late Positive Potential as a Neural Marker of Emotion Dysregulation in Autistic Adolescents
Rachel G. McDonald, Ph.D.[1], *Natalia Cifuentes*[2], *Angela C. Castillo*[2], *Haylee Garcia*[2], *Hailey Lynch, BA*[2], *Emily Lynch, M.A.*[2], *Erin Kang, Ph.D.*[2], 1. Rhode Island Hospital/ Brown University, 2. Montclair State University

(PS2-70) A Behavior Analyst's Perspective on Internalizing Symptoms
Justin Han, Ph.D., University of Florida

(PS2-71) Examining the Relationship Between Paternal Mental Health Symptoms and Parenting Styles: A Multi-informant Study
Yuekun Chen, B.A., *Katherine Wislocki, M.A.*, *Alyson K. Zalta, Ph.D.*, University of California, Irvine

(PS2-72) The Role of Partner Satisfaction in Parent Stress and Child Behavioral Outcomes
Kyra Fisher, B.A.[1], *Cameron Neece, Ph.D.*[1], *Sydney Park, B.A.*[1], *Laura Lee McIntyre, Ph.D.*[2], 1. Loma Linda University, 2. Michigan State University

(PS2-73) Association Between Use and Perceived Acceptability of Treatments for Pediatric Anxiety and OCD
Joanna Zhou, B.A., *Hannah C. Moore, B.S.*, *Kevin Wagner, Ph.D.*, *Erika S. Trent, Ph.D.*, *Ogechi "Cynthia" Onyeka, Ph.D.*, *Amanda Palo, Ph.D.*, *Abigail E. Candelari, Ph.D.*, *Eric A. Storch, Ph.D.*, Baylor College of Medicine

(PS2-74) What Parents Think, Matters: A Preliminary Review of Parent Cognition Scales
Ariella Fromowitz, M.S., *Olivia Cino, B.A.*, *Michael Fishkin, B.A.*, *Mark D. Terjesen, Ph.D.*, St. John's University

(PS2-75) Measuring Parenting Stress Across English- and Spanish-speaking Caregivers of Infants
Enid A. Moreira, M.S., *Anastassia S. Cafatti Mac-Niven, M.S.*, *Morganne Warner, M.S.*, *Sofia Lluna, M.S.*, *Daniella Vaclavik, Ph.D.*, *Timothy Hayes, Ph.D.*, *Daniel M. Bagner, Ph.D.*, Florida International University

(PS2-76) Evaluating Parents' Perceptions of the Parenting+ Program: A Quality Improvement Analysis
Shannon Lawlor, B.A., *Vini Dattani, B.A.*, *Bernard Merritt, B.S.*, *Hannah Elbogen, None*, *Anna McCabe, None*, *Zachary Meehan, Ph.D.*, *Franssy Zablah, Ph.D.*, *Sydney Simmons, Ph.D.*, *Ryan M. Beveridge, Ph.D.*, University of Delaware

(PS2-77) Examining the Relationship Between Parenting Styles and Children's Externalizing Problems in Military Families
Anh L. Tran, B.A., *Margaret Canady, M.A.*, *Alyson K. Zalta, Ph.D.*, University of California, Irvine

(PS2-78) Conflict with Parents During Young Adulthood: Mother and Father-conflict Are Differentially Associated with Internalizing Disorders
Alexandria P. Dillon, B.A.[1], *Monique M. LeBlanc, Ph.D.*[2], 1. Southeast Louisiana University, 2. Southeastern Louisiana University

(PS2-79) In-person and Online Peer Support as Moderators of Mother-young Adult Conflict and Internalizing Symptoms
Alexandria P. Dillon, B.A.[1], *Monique M. LeBlanc, Ph.D.*[2], 1. Southeast Louisiana University, 2. Southeastern Louisiana University

(PS2-80) Maternal Maladaptive Interpersonal Emotion Regulation Predicts Mothers' Emotional Reactivity and Regulation
Julia Raytselis, B.S., Ashley N. Bruner, B.S., Delaney C. Carey, B.A., Julia R. Richmond, Ph.D., Xavier University

(PS2-81) Navigating Systems: Family Members' Experiences of Their Relatives' ECT Treatment
Macie R. Aronsky, M.A.[1], *Amanda P. Swartz, M.A.*[2], *Christine E. Rowley, M.A.*[3], *Daniel A. Teplow, M.A.*[4], *Alix A. Paredes, B.A.*[5], *Nicole Akramoff, M.A.*[4], *Alexander Navarro, M.A.*[6], *Kristin Long, Ph.D.*[4], *Martha C. Tompson, Ph.D.*[4], 1. The George Washington University, 2. Boston University and The Children's Hospital of Philadelphia, 3. William James College, 4. Boston University, 5. Brown University, 6. Nagoya University

(PS2-82) Testing for Synergistic Prospective Associations Between Maternal and Youth Perceived Stress and Adolescent Internalizing Symptoms
Lindsey P. Battaglia, M.S., Mason A. Ward, Sierra R. Hightower-Henson, M.S., Brian T. Wymbs, Ph.D., Ohio University

(PS2-83) Exploring Caregiver Problem Solving Skills and Their Association with Caregiver Perceived Multilevel Barriers to Accessing Child Mental Healthcare
Puneet K. Parmar, B.A., Jennifer B. Blossom, Ph.D., University of Maine

(PS2-84) Maternal Emotion Regulation and Parenting Stress as Longitudinal Predictors of Child Internalizing and Externalizing Symptoms During the COVID-19 Pandemic
Sarah J. Sadek, B.A.[1], *Fatima Jatoi, B.S.*[1], *Laura Pittman, Ph.D.*[1], *David Bridgett, Ph.D.*[2], 1. Northern Illinois University, 2. University of Nevada, Reno

(PS2-85) Gender Differences in Emotional Regulation and Anxiety Among Parents of Adolescents
Hanna S. Pittman, Kayce M. Hopper, B.S., M.A., Sarah A. Bilsky, Ph.D., University of Mississippi

(PS2-86) Real-time Dyadic Stress Physiology During Preschool Tantrums: Evidence from Wearable Sensors in the Home Environment
Gabriela Kovarsky Rotta, B.A., Antoine Nzeyimana, M.S., Adam Grabell, Ph.D., University of Massachusetts Amherst

(PS2-87) Indirect Associations Between Autonomy-supportive Parenting, Coping Strategies, and Symptoms of Anxiety and Depression in Young Adults
Maxwell J. Luber, M.A., Sarah A. Bilsky, Ph.D., University of Mississippi

(PS2-88) Impact of Parent Training on Caregiver Self-regulation and Youth Top Problems: Preliminary Findings from a Community-based Parenting Workshop
Katherine Y. Sung, B.S., Sisi Guo, Ph.D., Stephanie Violante, Ph.D., Katherine Sheehan, LCSW, John C. Piacentini, ABPP, Ph.D., University of California Los Angeles

(PS2-89) Longitudinal Changes in Parental Coping Among Parents of Adolescents in Group-based Cognitive Behavioral Therapy

Shelby Grody, B.A.[1], *Marc J. Weintraub, Ph.D.*[2], *David J. Miklowitz, Ph.D.*[3], 1. University of California, Los Angeles, 2. University of California Los Angeles Semel Institute, 3. University of California Los Angeles School of Medicine

(PS2-90) Digital Location Tracking in Parent-student Relationships: Prevalence, Motivations, and Sociodemographic Correlates

Emily K. Juel, M.A., Joe B. Friedman, M.A., Nicholas S. Myers, M.A., Jonathan S. Abramowitz, Ph.D., University of North Carolina at Chapel Hill

(PS2-91) Broad and Specific Parenting Practices' Effects on Toddlers' Prosocial Development: A Three-month Longitudinal Study

Cassandra Cheeseman, M.A., Tamara Del Vecchio, Ph.D., Kätlin Peets, Ph.D., St. John's University

(PS2-92) From Daily Patterns to Weekly Profiles: Parenting Responses to One-year-olds' Behavior

Allison S. Tietz, M.A., Nicole E. Lorenzo, Ph.D., American University

(PS2-93) Feasibility and Acceptability of a Caregiver Intervention to Address Youth with Suicidal and Non-suicidal Self-injurious Risk After Emergency Department Discharge

Mary Kathryn Cancilliere, Ph.D.[1], *Timmy Lin, M.A.*[2], *Adrian Lopez, BS*[3], *Lindsay Orchowski, Ph.D.*[2], *Anthony Spirito, ABPP*[1], *Kate Guthrie, PhD*[4], 1. Alpert Medical School of Brown University, 2. Rhode Island Hospital/Alpert Medical School of Brown University, 3. brown University Health, 4. Brown University

(PS2-94) Daily Parental Factors Associated with Accommodation of Child Anxiety and Irritability

Rakshitha Yelimineti, B.A.[1], *Anna Olczyk, PhD*[2], *Nadia Al-Dajani, Ph.D.*[3], *Sara J. Bufferd, Ph.D.*[3], 1. The University of Louisville, 2. Rainbow Babies and Children's Hospital, 3. University of Louisville

(PS2-95) Characterizing Fluctuations in Parenting Behaviors Among Caregivers of Irritable Youth

Ashley R. Karlovich, M.S.[1], *Shannon Shaughnessy, M.S.*[1], *Spencer Evans, Ph.D.*[1], *Julia Modell, B.A.*[2], 1. University of Miami, 2. National Institute of Mental Health

(PS2-96) Associations of Externalizing Symptoms and Functional Impairment with Screen Time and Problematic Media Use in Preschoolers

Molly Joseph, B.S.[1], *Geraldine D. Cadet-Miller, M.S.*[1], *Maria Morales, M.A.*[1], *Averill F. Obee, M.S.*[2], *Terrance Lane, M.S.*[3], *Shayl Griffith, Ph.D.*[1], *Katie C. Hart, Ph.D.*[1], 1. Florida International University, 2. Children's Hospital of Philadelphia, 3. Miami-Dade Community Action Agency

(PS2-97) Can Parental School Involvement Buffer Risk for Peer Victimization?

Madelyn J. Lester, B.S.[1], *John L. Cooley, Ph.D.*[1], *Jenna Sims, M.A.*[1], *Samantha Gregus, Ph.D.*[2], *Carlos R. Sanchez, M.A.*[3], *Antonio F. Pagán, Ph.D.*[4], *Brooke Streicher, B.A.*[1], *Paula J. Fite, Ph.D.*[5], 1. University of Florida, 2. Wichita State University, 3. Texas Tech University, 4. University of Texas Health Science Center at Houston, 5. University of Kansas

(PS2-98) When Goals Are Blocked: Daily Frustration and Inhibitory Control in the Context of Parent–child Conflict
Reut Naim, Ph.D., *Yotam Aroch, Mr.*, *Noa Oded, Ms*, Tel-Aviv University

(PS2-99) Exploring the Pathways from Mild Traumatic Brain Injury to Conduct Disorder in Youth: The Role of Callous-unemotional Traits and Irritability
Swetha Ayinala, B.S., *Pevitr S. Bansal, Ph.D.*, Montclair State University

(PS2-100) Understanding Mothers' Perceptions of Behavioral Parent Training: A Qualitative Study to Increase Compassionate Care
Ryan Schare, M.S.[1], *Hilary B. Vidair, Ph.D.*[2], *Katie E. Darvin, M.S.*[2], *Erica Elliot, M.S.*[1], *Tali Wigod, Psy.D.*[3], 1. Long Island University, 2. Long Island University, Post Campus, 3. Middle Path Psychology

(PS2-101) Addressing Trauma in Behavioral Parent Training: Integrating Compassion and Behavioral Science
Madison D. Forde, B.A., *Gabrielle Drake, M.A.*, *Sive Egan-Djurovic, M.A.*, *Kailee Kodama Muscente, M.A., M.Ed.*, *Anil Chacko, Ph.D.*, New York University

(PS2-102) Baseline Parental Response to Child Anxiety as a Predictor of the Efficacy of SPACE Treatment
Hemakshi Gordy, B.S.[1], *Elizabeth R. Kitt, B.S.*[2], *Taylor J. Keding, Ph.D.*[2], *Alexis Broussard, B.A.*[3], *Gillian Ho, B.S.*[4], *Gillian Weeks, B.A.*[5], *Sadie J. Zacharek, B.S.*[6], *Cristina L. Nardini, M.A.*[7], *Grace Hommel, LCSW*[8], *Maya Barr, M.S.*[9], *Alison Magnotti, M.A.*[10], *Carla E. Marin, Ph.D.*[10], *Hilary P. Blumberg, M.D.*[11], *Wendy K. Silverman, ABPP, Ph.D.*[11], *Eli R. Lebowitz, Ph.D., Ph.D.*[10], *Dylan G. Gee, Ph.D.*[2], 1. University of Maryland- College Park, 2. Yale University, 3. University of Pennsylvania, 4. Lumineer, 5. Rutgers University, 6. MIT, 7. Fordham University, 8. New England Center for OCD and Anxiety, 9. Stanford University, 10. Yale Child Study Center, 11. Yale University School of Medicine

(PS2-103) Do Parental Self-regulation Difficulties Predict Family Engagement and Implementation Outcomes in a Parent Training Program Designed for Accessibility?
Jessica L. Hopkins, M.A.[1], *Mikaela A. Rowe, M.A.*[2], *Shannon Savell, Ph.D.*[3], *Jessica Holmes, M.S., Ph.D.*[3], *Shaelyn S. Solenske, B.S.*[3], *Anthony Arredondo*[1], *Valeria Rebeles, B.A.*[3], *Amy Harrison, Psy.D.*[4], *Eve M. Delao, B.A.*[3], *Andrew Nguyen*[1], *Anna Gurian, B.A.*[3], *Laura G. Anthony, Ph.D.*[3], *Jacob B. W. Holzman, Ph.D.*[3], 1. University of Colorado Denver, 2. The University of Colorado at Boulder, 3. University of Colorado Anschutz Medical Campus, 4. Children's Hospital Colorado

(PS2-104) Expanding Access to Parent–child Interaction Therapy: A Combined Group and Individual Coaching Model
Nicole Lui, M.A., *Ruby A. Paisner, M.A.*, *Sarah Koppelman, M.A.*, *Olivia E. Lawrence, M.A.*, *Sarah Richman, M.A.*, *Abby H. Lee, M.A.*, *Emma L. Kreutzmann, M.Ed.*, *Phyllis S. Ohr, Ph.D.*, Hofstra University

(PS2-105) Parenting Practices and Callous–unemotional Traits in Youth: A Systematic Review and Meta-analysis
Hao Xu, M.A., *Victoria R. Ward, M.A.*, *Bradley A. White, Ph.D.*, The University of Alabama

(PS2-106) Parental Emotion Regulation and the Effects of Behavioral Parent Training on Corporal Punishment: A Meta-analysis
Li Yin Cheok, M.A., Tamara Del Vecchio, Ph.D., St. John's University

(PS2-107) Autigender Inclusion: A Scoping Review of the Overlap of Neurodivergence and Gender Diversity in Psychology
Jonie Welland, M.A., Ph.D.[1], *Alison DeLizza, Ph.D.*[2], *Erika Schmitt, Ph.D.*[2], *Megan Leamon, Ph.D.*[2], *Hanna Grandgenett, Ph.D.*[2], 1. Children's Mercy, 2. Munroe Meyer Institute

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2:00 PM – 3:00 PM

Poster Session 3

Categories: *Individual Factors - Cognitive Science/ Cognitive Processes, Symptoms / Disorders - Eating Disorders, Population - Children / Adolescents*

(PS3-1) Do Executive Functioning Difficulties Link to Daily Impairment? Adaptive Functioning in Adolescents with Anorexia Nervosa
Grace Haase, B.A.[1], *Juliann Spara*[2], *Jiana Schnabel, M.A.*[3], *Marita Cooper, Ph.D.*[4], *Julia M. Hormes, Ph.D.*[1], *Benjamin Yerys, Ph.D.*[2], *Alix Timko, Ph.D.*[5], 1. University at Albany, State University of New York, 2. Children's Hospital of Philadelphia, 3. Temple University, 4. Children's Hospital of Philadelphia, 5. University of Pennsylvania and Children's Hospital of Philadelphia

(PS3-2) Behavioral Outcomes of a Brief Caregiver-mediated Intervention for Pediatric Acquired Brain Injury
Eva Small, M.S., Matt Edelstein, Psy.D., Kennedy Krieger Institute/Johns Hopkins School of Medicine

(PS3-3) Case Presentation of Integrating Interoceptive Exposures and Distress Tolerance Skills into Cognitive Behavioral Therapy – Enhanced for a Client with Bulimia Nervosa
Rachel Andrade-Frietchen, M.S., April Smith, Ph.D., Tiffany A. Brown, Ph.D., Auburn University

(PS3-4) Potentially Traumatic Events by Type in a Functional/dissociative Seizures Clinic: Implications for Case Conceptualization and Treatment
Miranda Schaffer, M.S.[1], *Joseph W. Tu, Ph.D.*[2], *Elissa Patterson, Ph.D.*[3], 1. Eastern Michigan University, 2. Michael E. DeBakey VA Medical Center, 3. University of Michigan Medical School

(PS3-5) Clinical Case Report: Eclectic Psychotherapy for Patient Dually Diagnosed with HIV and Cancer
Jacklyn D. Foley, Ph.D., Kelcie Willis, Ph.D., Massachusetts General Hospital

(PS3-6) Addressing Depression, PTSD, and Peripartum Prep Adherence in Cape Town, South Africa: A Collective Case Study of the Prep Zingisa Intervention
Madison R. Fertig, M.A.[1], *Katherine E. Kabel, M.A.*[1], *Lindokuhle Tyelo, B.A.*[2], *Yolisa Jakavula, B.A.*[2], *Devisi A. Ashar, B.A.*[1], *Stephan Rabie, Ph.D.*[2], *Patience Onuobia, None*[1], *Christina Psaros, Ph.D.*[3], *Conall O'Cleirigh, Ph.D.*[3], *John A. Joska, Ph.D.*[2], *Amelia M. Stanton, Ph.D.*[1], 1. Boston University, 2. University of Cape Town, 3. Massachusetts General Hospital

(PS3-7) The Relationship Between Positive Body Image and Health-promoting Behaviors: A Systematic Review
Catalina R. Pacheco, M.S., *Autumn Sutherland, B.S.*, *Jane Ellen E. Smith, Ph.D.*, University of New Mexico

(PS3-8) Examination of the Psychometric Properties of the Appearance-related Social Media Consciousness Scale Among College Students in the United States
Jason Choi, M.A., *Vidhi Jain, M.A.*, *Zoe Wallace, B.S.*, *Sarah E. Domoff, Ph.D.*, University at Albany, State University of New York

(PS3-9) Understanding Gestational Diabetes Experiences: A Mixed-methods Study to Inform Behavioral Messaging
Miguel A. Garcia, Ph.D.[1], *Sarah Ruiz, Ph.D.*[2], *Michael Kelly, Ph.D.*[3], *Audrey Garcia, B.A.*[3], *Natalie K. Johnson, B.S.*[1], *Theodore V. Cooper, Ph.D.*[4], 1. University of Texas at El Paso, 2. New Mexico State University, 3. Paso del Norte Health Foundation, 4. The University of Texas at El Paso

(PS3-10) Associations Between Body Functionality Appreciation and Behavioral and Psychological Outcomes
Sara L. Alderete, B.A., *Natalie K. Johnson, B.S.*, *Karina A. Torres*, *Aaron J. Ochoa, B.S.*, *Paulina L. Villela*, *Theodore V. Cooper, Ph.D.*, University of Texas at El Paso

(PS3-11) The Integration of Compassion into Cognitive-based Therapies in the Treatment of Psychological Distress in Breast Cancer Care: A Literature Review
Sarah Belak, PsyM, *Pradhanyashre Sundar, PsyM*, *Sara Bielek, Psy.D.*, Wright State University School of Professional Psychology

(PS3-12) Targeted Recruitment in a Phase II Efficacy Trial of Couple-based Diabetes Prevention: Population Health Management Approach
Yiqing Cao[1], *Elizabeth Z. Beaulieu, B.S.*[2], *Bhawishna Bhawna*[2], *Jasmine Crespo, B.S.*[2], *Avery Dockter, B.S.*[2], *Georgia Hatton*[2], *Abraham Martinez*[3], *Kiera Mowery*[2], *Cristina Perez Rivas, None*[2], *James Taylor*[2], *Victoria Vega*[4], *Ellen Maxfield, M.S.*[2], *Paul A. Estabrooks, Ph.D.*[2], *Amy Locke, M.D.*[2], *Kalani Raphael, M.D., M.S.*[2], *Katherine J.W. Baucom, Ph.D.*[2], 1. University of North Carolina at Chapel Hill, 2. University of Utah, 3. University of Virginia, 4. University of Georgia

(PS3-13) The Role of Physical Well-being in Symptom Change Among Youth Receiving Anxiety and Depression Treatment
Bianca Braun, B.A., *Lauren Milgram, MS*, *Elizabeth S. Bocanegra, Ph.D.*, *Jill Ehrenreich-May, Ph.D.*, University of Miami

(PS3-14) Residual Cognitive Impairment in Hepatic Encephalopathy: Implications for Cognitive Behavioral Therapy
Garnik N. Arustamyan, B.S.[1], *Liliana Arustamyan, B.S.*[1], *Marina Manvelian, B.S.*[1], *Panayiota Courelli, Ph.D.*[2], 1. University of Southern California, 2. Keck School of Medicine, University of Southern California

(PS3-15) A Mindfulness-based Cognitive Therapy Intervention in Patients with Type 2 Diabetes and Depression
Bhavya Appana, B.A.[1], *Sean Matambo, B.S.*[2], *Joshua J. Joseph, M.P.H., M.D.*[2], *Sophie A. Lazarus, Ph.D.*[3], 1. The Ohio State University, 2. The Ohio State University College of Medicine, 3. The Ohio State University Wexner Medical

(PS3-16) Counting Backwards: Validating a Novel Interoceptive Exposure Task in Patients with Mild Cognitive Impairment
Tim Barbara, B.A.[1], *Ted T. Schubert, III, M.A.*[1], *Miracle R. Potter, M.S.*[1], *Nik P. Allan, Ph.D.*[2], *Norman B. Schmidt, Ph.D.*[1], 1. Florida State University, 2. The Ohio State University

(PS3-17) Barriers to In-person Visitation for Older Adults in Long-term Care: Structural and Emotional Challenges
Arianna Girimonte, B.A., Nicole Praska, M.A., Caroline Collins-Pisano, B.A., M.A., Rachel Weiskittle, Ph.D., University of Colorado, Colorado Springs

(PS3-18) Associations Between Sociodemographic Factors and Eating Disorder Pathology Among Adults with Type 2 Diabetes
Rhea Mundle, B.S., Aaron Lee, Ph.D., University of Mississippi

(PS3-19) Beyond Avoidance: The Association of Multidimensional Psychological (In) Flexibility with Diabetes Self-management and Distress Among Individuals with Type 2 Diabetes
Chelsea Ratcliff, Ph.D.[1], *Ryan J. Marek, Ph.D.*[2], *Taylor R. Eldridge, M.A.*[2], 1. University of Houston, 2. Sam Houston State University

(PS3-20) Mindfulness as a Protective Factor in the Sleep–pain Cycle Following Spinal Cord Injury
Yuwen Cynthia Jou, M.A.[1], *Alice Ahn, M.A.*[1], *Radha Korupolu, M.D., M.S.*[2], *Shrasti Lohiya, M.P.H.*[3], *Susan Robinson-Whelen, Ph.D.*[4], *Chelsea Ratcliff, Ph.D.*[1], 1. University of Houston, 2. McGovern Medical School, The University of Texas Health Science Center at Houston, 3. The University of Texas Health Science Center at Houston, 4. TIRR Memorial Hermann

(PS3-21) Emotion Regulation and Its Influence on the Stress-skin Picking Link in Adults with Dermatological Symptoms
Shayon Tayebi, M.A., Laura J. Dixon, Ph.D., University of Mississippi

(PS3-22) Tobacco Use, Psychiatric Symptoms, and Clinical Sleep Disorders: A Retrospective Analysis of Behavioral Sleep Medicine Clinic Data from 2016-2026
Eleanor B. Steffens, M.P.H., Ph.D., Arnav J. Patel, None, Molly Atwood, Ph.D., Michael T. Smith, Ph.D., Luis F. Buenaver, Ph.D., Johns Hopkins University School of Medicine

(PS3-23) Disentangling Within- and Between-person Associations Between Sleep and Stress in Adolescents Using EMA and Passive Smartphone Sensing
Griffin B. Murch, B.S.[1], *Hadar Fisher, Ph.D.*[2], *Kristina Pidvirny, B.A.*[3], *Habiballah Rahimi Eichi, Ph.D.*[1], *Justin T. Baker, M.D., Ph.D.*[1], *Christian A. Webb, Ph.D.*[4], 1. McLean Hospital, 2. Harvard Medical School, 3. Mclean Hospital, 4. McLean Hospital & Harvard Medical School

(PS3-24) Psychological Resilience, Emotion Regulation, and Daily Resting Behavior: An Exploratory Biometric Study
Annie Begaj, M.A., Gabriella Garita, M.A., Julia Manuali, M.A., Mohrael E. Baskharon, B.A., M.A., Frank L. Gardner, ABPP, Ph.D., Zella E. Moore, Psy.D., Touro University

(PS3-25) Sleep Regularity as a Moderator of the Relationship Between Psychological Resilience and Perceived Stress: A Longitudinal Biometric Study
Julia Manuali, M.A., Annie Begaj, M.A., Gabriella Garita, M.A., Mohrael E. Baskharon, B.A., M.A., Frank L. Gardner, ABPP, Ph.D., Zella E. Moore, Psy.D., Touro University

(PS3-26) Physiological Bases of Psychological Adaptability: How Objective Recovery Metrics Shape the Protective Influence of Resilience on Perceived Stress
Gabriella Garita, M.A., Julia Manuali, M.A., Annie Begaj, M.A., Mohrael E. Baskharon, B.A., M.A., Frank L. Gardner, ABPP, Ph.D., Zella E. Moore, Psy.D., Touro University

(PS3-27) Does Physical Exercise Moderate the Relationship Between Chronic Stress and Latent Internalizing Symptoms?
Samuel O. Agbeh, B.A., Suzanne Vrshek-Schallhorn, ABPP, Ph.D., University of North Carolina at Greensboro

(PS3-28) Moodivate for Depression in Individuals with Chronic Illness: Engagement and Effectiveness
McKay Lucas, B.A., Gaylen Fronk, M.S., Ph.D., Jennifer Dahne, Ph.D., Medical University of South Carolina

(PS3-29) Evaluating the Peer Parent Coach Experience in a Behavioral Intervention for Diverse Youth with Type 1 Diabetes
Sydney H. White, B.A., Giselle A. Maya, B.S., Emma Straton, B.A., Ria Trivedi, B.S., Amanda Perkins, M.P.H., Randi Streisand, Ph.D., Children's National Health System

(PS3-30) Transdiagnostic Symptom Profiles and Oral Contraceptive Adherence Among College Students
Sophia Meibohm, B.S., Amber T. Riggs, B.S., Jamie Spiegel, Ph.D., University of South Florida

(PS3-31) Nicotine Use Shapes Perceptions of Sleep Onset Latency: Subjective vs. Objective Sleep Quality in Individuals with Traumatic Brain Injury
Eleanor B. Steffens, M.P.H., Ph.D.[1], *Brook Fulton-DeLong, Ph.D.*[2], *Vani Rao, M.D.*[1], *Rachel Salas, M.D., M.Ed.*[1], *Charlene Gamaldo, M.D.*[1], *Claudia M. Campbell, Ph.D.*[1], *Michael T. Smith, Ph.D.*[1], *Luis F. Buenaver, Ph.D.*[1], 1. Johns Hopkins University School of Medicine, 2. George Washington University

(PS3-32) Fractured Foundations: How Early Sibling Violence Shapes Adult Relationship Quality, Mental Health, and Health-seeking Behavior
Isabella Stephanoff, Sophia C. Sodano, B.S., Kelsey Sala-Hamrick, Ph.D., Eastern Michigan University

(PS3-33) Preliminary Analyses of the Effects of Nicotine Use on Perceptions of Sleep Following CBT-I Treatment in Individuals with Traumatic Brain Injury
Eleanor B. Steffens, M.P.H., Ph.D.[1], *Brook Fulton-DeLong, Ph.D.*[2], *Vani Rao, M.D.*[1], *Rachel Salas, M.D., M.Ed.*[1], *Charlene Gamaldo, M.D.*[1], *Claudia M. Campbell, Ph.D.*[1], *Michael T. Smith, Ph.D.*[1], *Luis F. Buenaver, Ph.D.*[1], 1. Johns Hopkins University School of Medicine, 2. George Washington University

(PS3-34) Network Analysis of Health Behaviors in a Pediatric Autonomic Disorders Sample
Zachary C. Wilde, Ph.D.[1], *Karen Weiss, Ph.D.*[1], *Bridget K. Biggs, ABPP, Ph.D.*[1], *Cynthia Harbeck-Weber, ABPP, Ph.D.*[1], *Michele Tsai-Owens, Ph.D.*[2], *Deanna Hofschulte, B.A.*[1], 1. Mayo Clinic, 2. Riley Children's Health

(PS3-35) How Resilience Factors Buffer Negative Mental Health Outcomes in College Students with Chronic Health Conditions
Abigail M. Wilson, B.S., *Jack D. Clancy*, *Elizabeth B. Raposa, Ph.D.*, Fordham University

(PS3-36) The Relationship Between Positive Body Image Constructs and Health-related Quality of Life in an Undergraduate Sample
Rachel M. Ward, B.A., *Neera R. Martin, M.A.*, *Janet D. Latner, Ph.D.*, University of Hawai'i at Manoa

(PS3-37) Within-person BMI Deviations and Mental Health Symptoms Across Four Weight Management Interventions
Claire Pinson, B.A.[1], *Dawn Eichen, Ph.D.*[1], *Carol B. Peterson, Ph.D.*[2], *David R. Strong, Ph.D.*[1], *Kerri Boutelle, Ph.D.*[1], 1. University of California San Diego, 2. University of Minnesota

(PS3-38) Positive Coping After Discharge from an Inpatient Stay: Examining the Role of Physical Activity Among Patients with Suicide Risk
Zachary Scott, B.A.[1], *Melanie Bozzay, Ph.D.*[1], *Jaryd Hiser, Ph.D.*[2], *Grace Cho, Ph.D.*[2], *Leia George, M.S.*[2], *Hayoung Ko, Ph.D.*[1], *Nik P. Allan, Ph.D.*[2], 1. The Ohio State University Wexner Medical Center, 2. The Ohio State University

(PS3-39) Disentangling Exercise Motivation from Eating Disorder Symptom Severity: A Dominance Analysis of Compulsive Exercise Predictors
Sarah Siegel, B.A.[1], *Mitch Earleywine, Ph.D.*[1], *Christina Scharmer, Ph.D.*[2], *Madelyn G. Johnson, M.A.*[1], *Drew A. Anderson, Ph.D.*[3], 1. University at Albany, State University of New York, 2. University of Utah Athletics Department, 3. University of Albany

(PS3-40) The Role of Motivation in the Relationship Between Physical Activity and Anxiety
Abigail McCleary, M.A.[1], *William J. Kowalczyk, Ph.D.*[2], 1. Touro University, 2. Hartwick College

(PS3-41) Brief Alcohol Screening in Primary Care: Evaluating a Single Item to the Alcohol Use Disorders Identification Test-consumption (AUDIT-C)
Emily Allen, M.A., *Marley F. Fradley, M.A.*, *Ana J. Bridges, Ph.D.*, University of Arkansas

(PS3-42) We Don't Talk About It: Is There Stigma in Suicide Prevention, or Is There a Lack of Understanding and Education?
Julia Peterson, B.A.[1], *Sarah Danzo, Ph.D.*[2], *Adia Abler, B.S.*[3], *Annie Hoang, B.S.*[1], 1. University of Washington, Seattle, 2. University of Washington, 3. Seattle Children's Hospital

(PS3-43) Does Increasing Mental Health Care Accessibility Increase Treatment Engagement? A Program Evaluation
Chandni Patel, Ph.D., *Christi Culpepper, Ph.D.*, *Madeline Kaplan, Psy.D.*, Kennedy Krieger Institute

(PS3-44) Measure Twice, Implement Once: Initial Development of a Comprehensive, Multidimensional Measure of Integrated Primary Care Adoption and Future Directions in Measure Development
Zoe Lapham, M.S.[1], *Kelsey Sala-Hamrick, Ph.D.*[1], *Alexandros Maragakis, Ph.D.*[2], *Thomas J. J. Waltz, Ph.D.r*[1], *Yi Tak (Daisy) Tsang, Ph.D.*[3], *Angela D. Staples, Ph.D.*[1], *Evette Addai, Ph.D.*[4], 1. Eastern Michigan University, 2. The Chicago School, 3. University of Michigan Health, 4. Cook County Health

(PS3-45) Examining Parent Involvement in a Digital Safety Planning Intervention for Youth in Primary Care: Respecting Privacy and Autonomy While Balancing Safety
Payton R. Smythe, B.S.[1], *Prama Singh, None*[1], *Laura Richardson, M.P.H., M.D.*[2], *Sarah Danzo, Ph.D.*[3], 1. University of Washington, Seattle, 2. Seattle Children's Hospital, 3. University of Washington

(PS3-46) The Impact of Social Media Usage on Performance in Collegiate Athletes: A Mediational Analysis Study
Mark D. Terjesen, Ph.D., St. John's University

(PS3-47) Exploring Associations Between Social Media Behaviors and Body Dysmorphic Concerns in Female Athletes
Annabelle Thomas, M.S.[1], *Graclynn Willis*[2], *Hayley Perelman, Ph.D.*[3], *Brooke L. Bennett, Ph.D.*[2], 1. JTCC Bolles Academy, 2. Clemson University, 3. Private Practice

(PS3-48) Aesthetics and Athletics: Do Eating and Body Image Concerns Differ Across Sport Types?
Graclynn Willis, *Ellena Wood*, *Caitlin McKenna, B.A.*, *Brooke L. Bennett, Ph.D.*, Clemson University

(PS3-49) Developing an Acceptance and Commitment Therapy Protocol for Early Cognitive Decline: A Dyadic Study
Emily K. Post, B.A.[1], *Adrienne Johnson, Ph.D.*[2], *Madison Self, None*[1], *Shannon Galyean, Ph.D.*[1], *Danielle Levitt, Ph.D.*[1], *Jonathan D. Singer, Ph.D.*[1], 1. Texas Tech University, 2. University of Wisconsin – Center for Tobacco Research and Intervention

(PS3-50) The Impact of Brief Psychoeducation on Subjective Cognitive Complaints in Older Adults
Branden Schaff, M.A., *Mary E. Dozier, Ph.D.*, Mississippi State University

(PS3-51) Addressing Under Detection of Eating Disorders in Primary Care Through Compassion-focused Integrated Behavioral Health
Kayla Queen, M.A., *Tori R. Van Dyk, Ph.D.*, Loma Linda University

(PS3-52) A Pilot Study of the Effects of Viewing an Empowering Ad About Female Athletes on Women's Body Dissatisfaction, Empowerment, and Inspiration
Nathan C. Prince, B.S.[1], *Lindsey Bell*[2], *Taryn A. Myers, Ph.D.*[2], 1. Virginia Wesleyan College, 2. Virginia Wesleyan University

(PS3-53) Fat Talk Moderates Body Dissatisfaction and Interpersonal Difficulties
Maegan Nation, B.S., *Rosha FeiziLighvan, B.A.*, *Kara Christensen Pacella, Ph.D.*, University of Nevada, Las Vegas

(PS3-54) Exploring Moderating Factors in the Relationship Between Obsessive-compulsive Symptoms and Disordered Eating Behaviors and Cognitions
James Demetrius, B.S.[1], *Yvette G. Karvay, M.A.*[2], *Natasha L. Burke, Ph.D.*[2], 1. Uniformed Services University of the Health Sciences, 2. Fordham University

(PS3-55) Examining the Impact of Drive for Muscularity and Drive for Thinness on Eating Disorder Manifestation
Sydney M. Goldberg, B.S.[1], *Amy K. Jordan, Ph.D.*[2], *Aubrey L. Hoffer, Ph.D.*[2], *Cheri Levinson, Ph.D.*[2], 1. Cornell University, 2. University of Louisville

(PS3-56) Domains of Attitudes Toward Fatness as Predictors of Eating Disorder Symptomatology in a Transdiagnostic Clinical Eating Disorder Sample Endorsing Binge Eating
Hannah Wolfe, MSW, *Caitlin B. Shepherd, Ph.D.*, *Wendy Oliver-Pyatt, M.D.*, Within Health

(PS3-57) Understanding Body Appreciation in the Connection Between Eating Disorder Symptoms and Psychological Distress in Emerging Adults
Philip F. Beloate, None, *Shayon Tayebi, M.A.*, *Laura J. Dixon, Ph.D.*, University of Mississippi

(PS3-58) Examining Negative Body Talk Outcomes in a Dissonance-based Eating Disorder Prevention Program
Kristin Denmark, M.S., *Tiffany A. Brown, Ph.D.*, Auburn University

(PS3-59) Motivation for Monetary and Exercise Rewards: Investigating Behavioral Task Performance in Restrictive Eating Disorders
Ava Heyrman, B.S.[1], *Sarah Dolan, M.A.*[2], *Lilian P. Palmer, B.A.*[1], *Mahathi Gavuji, B.S.*[1], *Agatha Laboe, M.S.*[3], *Kainalu Yoshida, B.S.*[2], *Sasha Gorrell, Ph.D.*[2], *Katherine Schaumberg, Ph.D.*[1], 1. University of Texas at Austin, 2. University of California San Francisco, 3. The Unviersity of Texas at Austin

(PS3-60) Speak Out, Fight Back (SOFB): A Flexible and Responsive Group Intervention for Youth Engaged in Eating Disorder (ED) Recovery in Higher Level of Care (HLOC) Treating Settings
Casey Stillman, M.A.[1], *Lauren Salvatore, Psy.D.*[2], *Alexander Dorfman, Psy.D.*[2], 1. Touro University, School of Health Sciences, 2. Northwell Health

(PS3-61) Connectedness to Nature and Body Appreciation Among Oregon Adolescents
Sammy Plezia, B.A.[1], *Esmeralda Castro, M.S., Ph.D.*[2], *Zachary S. Farley, M.P.H., Ph.D.*[3], *Elizabeth L. Budd, M.P.H., Ph.D.*[1], *Nichole Kelly, Ph.D.*[1], 1. University of Oregon, 2. University of California San Diego, 3. Western Kentucky University

(PS3-62) Understanding Experiences of Shame Among College Students with Food Insecurity and an Eating Disorder
Jacqueline A. Kosmas, M.A., *A. Gabrielle G. Patarinski, M.S.*, *Dayna G. Winograd, M.S.*, *Heather A. Davis, Ph.D.*, Virginia Polytechnic Institute and State University

(PS3-63) Autistic Traits and Eating Disorder Symptoms in Youth: Does Gender Matter?
Tali Filstein, M.A.[1], *Rebecca Ahn*[2], *Erin Kang, Ph.D.*[1], 1. Montclair State University, 2. Autism and Neurodevelopment Lab

(PS3-65) Examining the Relationship Between Personality Traits of Neuroticism and Conscientiousness and Eating Disorder Recovery Self-efficacy Across Anorexia Nervosa Subtypes
Ellen Y. Fei, None, *Mary K. Martinelli, Ph.D.*, *Colleen C. Schreyer, Ph.D.*, *Angela S. Guarda, M.D.*, Johns Hopkins University

(PS3-66) Severity Differences in Eating Behavior and Psychopathology in Adolescent Atypical Anorexia Nervosa vs. Anorexia Nervosa
Maryclaire O'Brien, B.S.[1], *Jessica Bibeau, M.A.*[1], *Robyn Sysko, Ph.D.*[1], *Tom B. Hildebrandt, Psy.D.*[2], 1. Icahn School of Medicine at Mount Sinai, 2. Icahn School of Medicine at Mount Sinai

(PS3-67) The Moderating Role of Body Kindness in the Association Between Food Security Status and Disordered and Intuitive Eating Behaviors
Sydney Damon, B.S., *Blair Burnette, Ph.D.*, Michigan State University

(PS3-68) Treatment Outcomes Among Young Adult Patients with ARFID in a Partial Hospitalization Program
Rebecca Felegy[1], *Amy E. Ethridge*[1], *Jamal H. Essayli, Ph.D.*[2], 1. Penn State Hershey Medical Center, 2. Penn State College of Medicine

(PS3-69) Weight/shape Appearance Commentary and Its Impact on Eating Disorder Symptomatology and Body Image: Exploring the Roles of Weight Stigma in a Diverse Group of Women
Weilynn C. Chang, M.S.[1], *Sylvia M. Herbozo, Ph.D.*[2], *Alissa Haedt-Matt, Ph.D.*[3], 1. Illinois Institute of Technology, 2. Rush University Medical Center, 3. Rosalind Franklin University of Medicine and Science

(PS3-70) Improving Hospital Standards of Care: Implementation of Measurement-based Care (MBC) for Youth with Eating Disorders (ED) Admitted for Medical Stabilization at a General Children's Medical Hospital
Tilly Chamberlain, B.A.[1], *CJ Williams, M.A.*[1], *Kyra Citron, M.A.*[2], *Angelique Simeone, M.A.*[2], *Shira Rothbort*[1], *Ramsha Shoaib, B.A., M.A.*[1], *Mun Yee Kwan, Ph.D.*[2], *Lauren Salvatore, Psy.D.*[1], *Alexander Dorfman, Psy.D.*[1], 1. Northwell Health, 2. Hofstra University

(PS3-71) Economic Hardship and Disordered Eating in Emerging Adult College Students
Tatyana Bidopia, M.A.[1], *Giovanna Rafanello, B.S.*[1], *Lindsay Till Hoyt, Ph.D.*[1], *Alison Cohen, M.P.H., Ph.D.*[2], *Natasha L. Burke, Ph.D.*[1], 1. Fordham University, 2. University of California San Francisco

(PS3-72) Disordered Eating and Menstrual Irregularity: The Moderating Role of BMI
Kayla Martins, M.A., Shalom N. Jaffe, M.A., Madeline V. Kane, Ph.D., Eleanor L. McGlinchey, Ph.D., Fairleigh Dickinson University

(PS3-73) Comparing Desired Weight Between Individuals with Anorexia Nervosa and Avoidant/restrictive Food Intake Disorder
Brittany M. Wang, None, Colleen C. Schreyer, Ph.D., Angela S. Guarda, M.D., Mary K. Martinelli, Ph.D., Johns Hopkins University

(PS3-74) Retrospective Analysis of Inpatient Eating Disorder Patient Outcomes at Children's Hospital at Montefiore
Raquel Klinger, B.A.[1], *Claudia Morris, M.Ed.*[2], *Caroline E. Bucher, M.A.*[3], *Alexis D. Richards, M.D.*[2], *Catherine R. Drury, Ph.D.*[4], *Caroline Bandurska, M.D.*[2], *Lauren B. Yadlosky, Ph.D.*[2], 1. Albert Einstein College of Medicine, 2. Montefiore Medical Center, 3. Hofstra University, 4. Montefiore Medical Center/Albert Einstein College of Medicine

(PS3-75) Skinny and Curvy and Muscular, Oh My! Examining Co-occurring Appearance Ideals and Associated Disordered Eating in College Women
Laura E. Boyajian, M.A., Diana Rancourt, Ph.D., University of South Florida

(PS3-76) Beyond One-size-fits-all: Identifying the Hidden Structure of Eating Disorder Pathology Through Group Iterative Multiple Model Estimation (GIMME)
Sara I. Buseman, B.A., Cheri Levinson, Ph.D., University of Louisville

(PS3-77) Using a Dimension Reduction Approach to Parse Heterogeneity in Dietary Restriction
Amanda Makara, M.S., Jared Keeley, Ph.D., Kelsey Hagan, Ph.D., Ann Haynos, Ph.D., Virginia Commonwealth University

(PS3-78) Self-reported Recovery Priorities Among Individuals with an Eating Disorder
Ava Cunningham, Sol-Real Jetter, Juan C. Hernandez, Ph.D., Cheri Levinson, Ph.D., University of Louisville

(PS3-79) Appearance-related Social Media Cognitions Predict Body Image Inflexibility in Emerging Adults
Brynn LiaBraaten, B.A., Taylor Mick-Keck, B.A., Emily Sanders, B.A., Summer Vega, Carlie Sivils, M.S., Amanda Cipolla, M.S., Sarah Erickson, Ph.D., University of New Mexico

(PS3-80) Impact of Muscularity-oriented Disordered Eating on Clinical Impairment Among Transgender Adults
Kevin Danaher, M.S., Other, Bek Urban, Ph.D., Virginia Commonwealth University

(PS3-81) Prospective Associations Between Loneliness and Binge Eating Symptoms in a First-time College-aged Cohort
Nilson Morales-Dias, B.S., Rebecca R. Mendoza, M.A., Sarah Fischer, Ph.D., George Mason University

(PS3-82) Eating and Weight-related Psychological Distress and Suicide: The Mediating Role of Thwarted Belongingness
Angelique Simeone, M.A., Kyra Citron, M.A., Tanvi Pawar, M.A., Tanya Verma, M.A., Mun Yee Kwan, Ph.D., Hofstra University

(PS3-83) Pre- to Post-meal Changes in Mood and Interoception Among Young Women with and Without Loss-of-control Eating
Audrey Harbott, M.A.[1], *Carol B. Peterson, Ph.D.*[1], *Samantha P. Bedard, M.S.*[2], *Drew A. Anderson, Ph.D.*[3], *Julia M. Hormes, Ph.D.*[4], *James F. Boswell, Ph.D.*[4], *Lisa M. Anderson, Ph.D.*[5], 1. University of Minnesota, 2. University of Wyoming, 3. University of Albany, 4. University at Albany, State University of New York, 5. University of Minnesota Medical School

(PS3-84) When to Stop? Uncertainty About Engaging Control in Bulimia Nervosa
Sila Sozeri, B.A.[1], *Riley C. Macks, B.A.*[1], *Jiulin Dai, B.S., B.A.*[2], *Laura A. Berner, Ph.D.*[1], 1. Icahn School of Medicine at Mount Sinai, 2. Texas A & M University

(PS3-85) Comparing Traditional and Developmental Weight Suppression as Predictors of Weight Change in Bulimia Nervosa
Julia R. Pines, M.S., Branislav Jovanovic, M.S., Michael R. Lowe, Ph.D., Drexel University

(PS3-86) In Good Measure: Examining the Factor Structure and Measurement Invariance of the Muscle Dysmorphia Disorder Inventory in a Diverse U.S. College Sample
Jarett Talarczyk, M.A., Laura Boyajian, M.A., Diana Rancourt, Ph.D., University of South Florida

(PS3-88) Appearance-based Exercise Motivation as a Mechanism Linking Body Image Inflexibility and Compulsive Exercise: The Role of Eating Pathology in a College Sample
Sarah Siegel, B.A., Kimberly Colvin, Ph.D., Drew A. Anderson, Ph.D., University at Albany, State University of New York

(PS3-89) How Do Lifestyle Modification Interventions Impact Disordered Eating in Adolescents? A Pilot Trial with 6-month Follow-up
Macarena Kruger, M.A., M.S.[1], *Stephanie Manasse, Ph.D.*[2], 1. Drexel University, 2. Nemours Children's Health

(PS3-90) Tick-tock: A Timely Rapid Review of Eating Disorders Research with Tiktok
Isabella Pruscino, B.A.[1], *Macarena Kruger, M.A., M.S.*[2], *Caroline G. Martin, M.S.*[3], *Elizabeth Velkoff, Ph.D.*[4], 1. Nemours Children's Health, 2. Drexel University, 3. University of Toledo, 4. American University

(PS3-91) Who Benefits Most from the Body Project? The Role of Perseverance and Negative Urgency in Predicting Symptom Change
Jaelin Isquith, B.A., Cheri Levinson, Ph.D., Irina Vanzhula, Ph.D., University of Louisville

(PS3-92) Social and General Reward Sensitivity and Functions of Restrictive Eating in Anorexia Nervosa
Kira Venables, B.A.[1], *Sarah C. Dolan, M.A.*[2], *Lisa M. Anderson, Ph.D.*[3], *Scott Crow, MD*[4], *Ann Haynos, Ph.D.*[1], 1. Virginia Commonwealth University, 2. Hofstra University, 3. University of Minnesota Medical School, 4. University Minnesota Medical School

(PS3-93) Interpersonal Emotion Regulation Difficulties Moderates Intrapersonal Emotion Regulation Difficulties and Eating Disorder Impairment
Maegan Nation, B.S., Kara Christensen Pacella, Ph.D., University of Nevada, Las Vegas

(PS3-94) Addressing Social Media Use in Eating Disorder Treatment: Evidence for a Treatment Gap and Development of a Brief Intervention
Jennifer P. White, B.A., *Julia M. Hormes, Ph.D.*, University at Albany, State University of New York

(PS3-95) Autistic Traits in Youth with Anorexia Nervosa Before and After Treatment
Jiana Schnabel, M.A.[1], *Juliann Spara*[2], *Grace Haase, B.A.*[3], *Marita Cooper, Ph.D.*[4], *Emily S. Kuschner, Ph.D.*[2], *Lauren B. Alloy, Ph.D.*[1], *Alix Timko, Ph.D.*[5], 1. Temple University, 2. Children's Hospital of Philadelphia, 3. University at Albany, State University of New York, 4. Children's Hospital of Philadelphia, 5. University of Pennsylvania and Children's Hospital of Philadelphia

(PS3-96) Do We Need to Support Parents Differently? Network Analysis of Psychosocial Factors and Caregiver Burden in Caregivers of Youth with Anorexia Nervosa
Juliann Spara[1], *Grace Haase, B.A.*[2], *Jiana Schnabel, M.A.*[3], *Alix Timko, Ph.D.*[4], *Marita Cooper, Ph.D.*[5], 1. Children's Hospital of Philadelphia, 2. University at Albany, State University of New York, 3. Temple University, 4. University of Pennsylvania and Children's Hospital of Philadelphia, 5. Children's Hospital of Philadelphia

(PS3-97) Intersections of Sex, Sexual Orientation, and Ethnoracial Group in Prediction of Eating Pathology Course over Adult Development
Ivan Zhao, M.S.[1], *Harmony Vides-Varini, B.S.*[2], *Pamela K. Keel, Ph.D.*[1], 1. Florida State University, 2. Auburn University

(PS3-98) Mind and Body: Exploring the Association Between Trauma Appraisals and Eating Pathology Among College Students with Histories of Interpersonal Violence
Hailie R. Suarez-Rivas, B.S., *Rachel Andrade-Frietchen, M.S.*, *Emily J. Lubin, B.A.*, *Marley G. Billman Miller, M.S.*, *Jen Finkelstein, M.S.*, *Jessalynn R. Ellis, B.S.*, *Hannah B. Sawyer, M.S.*, *Emma Lathan, Ph.D.*, Auburn University

(PS3-99) Prospective Associations Between Loneliness and Restrictive Eating Disorder Symptoms in a First-time College-aged Cohort
Rebecca R. Mendoza, M.A., *Nilson Morales-Dias, B.S.*, *Sarah Fischer, Ph.D.*, George Mason University

(PS3-100) Prospective Bidirectional Associations Between Eating Disorder Psychopathology and Emotion Dysregulation Domains in Iranian Adolescents
Reza Nahid Sahlan, M.S.[1], *Kathryn G. Pasquariello, M.S.*[2], *Tracy L. Tylka, Ph.D.*[3], *Jinbo He, Ph.D.*[4], *Margarita Sala, Ph.D.*[5], *Jennifer J. Thomas, Ph.D.*[6], *Kamryn T. Eddy, Ph.D.*[7], *Kayla Costello, Ph.D.*[8], *Wesley R. Barnhart, Ph.D.*[2], 1. The State University of New York at Buffalo, 2. Suffolk University, 3. Ohio State University, 4. Xi'an Jiaotong-Liverpool University, 5. Yeshiva University - Ferkauf Graduate School of Psychology, 6. Harvard Medical School, 7. Massachusetts General Brigham / Harvard Medical School, 8. University at Albany, State University of New York

(PS3-101) Urge to Behavior: Momentary Characterization of When Urges Become Eating Disorder Behaviors
Savannah H. Bradshaw, M.S.[1], *Jiaxing Qiu, M.S.*[2], *Teague Henry, Ph.D.*[2], *Rowan Hunt, B.A.*[1], *Cheri Levinson, Ph.D.*[1], 1. University of Louisville, 2. University of Virginia

(PS3-102) Pain Catastrophizing Mediates the Association of Neuropathic Pain with Mental Health Among People with Spinal Cord Injury

Alice Ahn, M.A.[1], *Yuwen Cynthia Jou, M.A.*[1], *Shrasti Lohiya, M.P.H., Other*[2], *Susan Robinson-Whelen, Ph.D.*[3], *Radha Korupolu, M.D., M.S.*[4], *Chelsea Ratcliff, Ph.D.*[1], 1. University of Houston, 2. The University of Texas Health Science Center at Houston, 3. TIRR Memorial Hermann, 4. McGovern Medical School, The University of Texas Health Science Center at Houston

(PS3-104) A Two-study Investigation of Adolescent Sleep and Social Media Violence Exposure

Marcus A. Shipp, B.A.[1], *Aijia Yao, M.A., M.S.*[1], *Jessica L. Hamilton, Ph.D.*[2], 1. Rutgers University - New Brunswick, 2. Rutgers University, State University of New Jersey

(PS3-105) Which Symptoms of Depression Are Most Related to Sleep Disturbances in College Student Athletes?

Oscar DG Roeber, B.A.[1], *Kelly N. Kim, M.A.*[1], *Daniel J. Taylor, Ph.D.*[1], *Alisa Huskey, Ph.D.*[1], *Alex Auerbach, Ph.D.*[1], *John Ruiz, Ph.D.*[1], *Michael Grandner, Ph.D.*[1], *Rachell Webb*[2], *Michelle Skog, M.A.*[3], *Thomas Milord*[4], 1. University of Arizona, 2. Charlotte Hornets, 3. City of Tucson Public Safety Communications Department, 4. The University of Arizona,

(PS3-106) Investigating Changes in Sleep Health Through the Utilization of Internet-based Cognitive Behavioral Therapy

Jazzmine Ward, B.S.[1], *Regan Virnoche, B.A.*[1], *Andrew Guzick, Ph.D.*[2], *Sophie Schneider, Ph.D.*[1], *Rebecca L. Greenberg, M.S.*[3], *Amanda Perozo Garcia, B.A.*[4], *Ogechi "Cynthia" Onyeka, Ph.D.*[1], *David Riddle, Ph.D.*[1], *Eric A. Storch, Ph.D.*[1], 1. Baylor College of Medicine, 2. University of Pennsylvania, 3. University of Florida, 4. University of Georgia

(PS3-107) Examining How Self-stigma of Seeking Help and Minority Stress Influences Eating Pathology in Sexual Minority Adults: An Intersectional Investigation of Race/ethnicity and Gender

Harmony Vides-Varini, B.S., Marley G. Billman Miller, M.S., Tiffany A. Brown, Ph.D., Auburn University

(PS3-108) Intersectional Stressors, Binge Eating, and Purging Behavior Among LGBTQ+ Adults of Color: The Moderating Role of Negative Urgency

Griffin Jonathan P. Perry, Leo Miller, M.A., Sarah Fischer, Ph.D., George Mason University

(PS3-109) Intersectional Predictors of Perceived Need for Mental Health Treatment Among Distressed College Students

Ismael Mekdad, None, Drew D. Whittington, M.A., M.S., Nicholas C. Borgogna, Ph.D., University of Alabama at Birmingham

(PS3-110) Extending Cognitive Behavioral Therapy to Neuroinflammatory Disorders: Lessons from Neurosyphilis and Autoimmune Encephalitis

Liliana Arustamyan, B.S.[1], *Garnik N. Arustamyan, B.S.*[1], *Panayiota Courelli, Ph.D.*[2], 1. University of Southern California, 2. Keck School of Medicine, University of Southern California

3:30 PM – 4:30 PM

Poster Session 4

Categories: *Population - Military and Veterans, Symptoms / Disorders - Addictive Behaviors*

(PS4-1) Problematic Gambling in Active-duty U.S. Service Members: A Narrative Review
Maximilian Wright, B.A., *Timothy Regan, Ph.D.*, Uniformed Services University of the Health Sciences

(PS4-2) A Mixed-methods Analysis Exploring the Effect of Firearm Ownership Quantity on Firearm Storage Practices in Women
Kathryn A. Fassih, M.S.[1], *Jarrod M. Hay, B.S.*[2], *Rosie Bauder, M.P.H., B.A., M.A., Ph.D.*[1], *Eve Saltzman, B.S.*[1], 1. The Ohio State University, 2. The Ohio State University Wexner Medical Center

(PS4-3) Measuring Changes with PCL-5 on PTSD with Dialectical Behavior Therapy in a Partial Hospital in an Intensive Outpatient Program (2023/2024)
Clara N. Foltz, *Olivia K. Casey*, *Eric Guendner, M.A.*, *John Lothes, II*, *Nina I. May*, University of North Carolina Wilmington

(PS4-4) Measuring Mindfulness with the Five Facets of Mindfulness Questionnaire in Individuals in Dialectical Behavior Therapy in a Partial Hospital and Intensive Outpatient Program (2023/2024)
Olivia K. Casey[1], *Clara N. Foltz*[1], *Nina I. May*[1], *Cali Tindall*[2], *Eric Guendner, M.A.*[1], *Brielle Colligan*[1], *John Lothes, II*[1], 1. University of North Carolina Wilmington, 2. Catawba College

(PS4-5) Treating Trauma-related Suicidality in Adolescents: A Clinical Model
Kelly M. Holmes, Ph.D., *Kara Belfer, Psy.D.*, *Maura Tully, MSW*, University of Colorado Anschutz Medical Campus

(PS4-6) The Effect of Owning a Firearm for Personal Safety at Home on the Relationship Between Masculine Honor and Safe Storage Practices Among Wildland Firefighters
Lillian M. Banks, *Claudia Cucchiara, B.S.*, *Tony T. Wells, Ph.D.*, Oklahoma State University

(PS4-7) Quantifying Qualitative Change: Using a Large Language Model to Explore Emotional and Cognitive Trajectories During Treatment for Pediatric Irritability
Julia Modell, B.A.[1], *Lauren M. Henry, Ph.D.*[1], *Ramaris E. German, Ph.D.*[1], *Juan Antonio Lossio Ventura, Ph.D.*[1], *Jamell White, Ph.D., LCSW, LICSW*[1], *Lisa Cullins, M.D.*[1], *Francisco Pereira, Ph.D.*[1], *Melissa A. Brotman, Ph.D.*[2], 1. National Institute of Mental Health, 2. NIMH IRP

(PS4-8) Testing a Female-specific Cognitive Behavioral Therapy Group for Alcohol Use Disorder in VA Primary Care

Madeleine Stein, M.P.H.[1], *Elizabeth Epstein, Ph.D.*[1], *Cathryn Holzhauer, Ph.D.*[2], *David Smelson, Ph.D.*[1], *Andrew Nicholson, M.S.*[3], *Sandra Wittleder, Ph.D.*[4], *Kevin A. Hallgren, Ph.D.*[5], *Hannah Grigorian, Ph.D.*[6], *Emily L. Starratt, M.S.*[7], *Jarai Jalloh, B.A.*[1], *Laurel Bickar, B.A.*[2], *Fernanda S. Rossi, Ph.D.*[8], *Barbara S. McCrady, Ph.D.*[7], *Michael Cucciare, Ph.D.*[9], *Chris Timko, Ph.D.*[8], *Shawn Sorge, Ph.D.*[4], 1. University of Massachusetts, 2. University of Connecticut, 3. NYU Langone Medical Center, 4. New York University School of Medicine, 5. University of Washington, 6. VA Bedford Healthcare System, 7. University of New Mexico, 8. Stanford University, 9. University of Arkansas for Medical Sciences

(PS4-9) Do Monetary Incentives Promote Long-term Alcohol Abstinence Following Cognitive Behavioral Therapy for Alcohol Use Disorder? Investigating Bio-verified Abstinence from Risky Drinking in Veterans

Mariah K. Evans, B.A.[1], *Alyssa M. Medenblik, Ph.D.*[2], *Patrick S. Calhoun, Ph.D.*[3], *Jean C. Beckham, Ph.D.*[3], *Nathan A. Kimbrel, Ph.D.*[4], *Eric Dedert, Ph.D.*[5], 1. Indiana University, 2. Durham VA, 3. Durham VA Health Care System and Duke University, 4. Durham VA Health Care System and Duke University School of Medicine, 5. Durham VA Medical Center and Duke University School of Medicine

(PS4-10) Testing Loneliness as a Mechanism of Change: Effects of CBT-PSI on Alcohol Use Among Individuals with Opioid Use Disorder

Leia George, M.S.[1], *Nik P. Allan, Ph.D.*[1], *Stephanie Gorka, Ph.D.*[1], *Tracy Stecker, Ph.D.*[2], *Lisham Ashrafioun, Ph.D.*[3], 1. The Ohio State University, 2. Medical University of South Carolina, 3. University of Rochester Medical Center

(PS4-11) Developmental Differences in Caregiver-child Symptom Concordance and Treatment Engagement in Trauma-focused Cognitive Behavioral Therapy

Olivia Michael, B.S., B.A., *Caroline J. Harris, B.A.*, *Amanda Jensen-Doss, Ph.D.*, University of Miami

(PS4-12) Feasibility and Acceptability of Written Exposure Therapy as a Preventive Intervention for Posttraumatic Stress Disorder After Sexual Assault

Jasper Oliver, B.S.[1], *Andrea Massa, Ph.D.*[1], *Xiao Wen Chen, B.S.*[1], *Johanna Thompson-Hollands, Ph.D.*[2], *Brian Marx, Ph.D.*[2], *Denise M. Sloan, Ph.D.*[2], *Samuel McLean, M.P.H., M.D.*[1], 1. University of North Carolina at Chapel Hill, 2. Boston University School of Medicine & National Center for PTSD

(PS4-13) Expanding Access to Evidence-based CBT for Depression and Suicide Prevention: Digital Interventions for At-risk Veterans

Lisa Brenner, Ph.D.[1], *Ryan Holliday, Ph.D.*[2], *Molly Sullan, Ph.D.*[1], *Joseph Mignogna, Ph.D.*[3], 1. University of Colorado Anschutz Medical Campus, 2. US Department of Veterans Affairs, 3. Rocky Mountain MIRECC

(PS4-14) Cognitive Processing Therapy and Prolonged Exposure Utilization for Posttraumatic stress Disorder Among Veterans with Comorbid Serious Mental Illness

Arnav Reddy, None[1], *Anya Shulga, None*[1], *Jessica Wojtalik, Ph.D.*[1], *Ahmed Mohamed, Ph.D.*[2], *Anouk Grubaugh, Ph.D.*[2], *Wilson Brown, Ph.D.*[1], 1. Case Western Reserve University, 2. Ralph H. Johnson Department of Veterans Affairs

(PS4-15) Treatment Preferences for Psychotherapy, Pharmacotherapy, or Their Combination in Veterans with PTSD: Frequencies and Predictors
Keith Bredemeier, Ph.D.[1], *Ezra Moore, B.A.*[1], *Rahan Siddiqi, B.A.*[2], *Sydney Lempert, B.A.*[2], *Michael E. Thase, M.D.*[3], 1. University of Delaware, 2. Perelman School of Medicine at the University of Pennsylvania, 3. University of Pennsylvania and CMC VA Medical Center

(PS4-16) Violence Spills Over: A Four-wave Cross-lagged Analysis of Interpersonal Violence Exposure and Dating Aggression
Ishita Munshi, M.A., *Valerie A. Simon, Ph.D.*, Wayne State University

(PS4-17) The Association Between Childhood Unpredictability and Adult Mental Health
Julie Ball, None, *David Weissman, Ph.D.*, California State University, Dominguez Hills

(PS4-18) Distinct Coping Patterns Associated with Childhood Emotional Abuse and Emotional Neglect in Adulthood
Justin R. Shields, B.A., *Anjali S. Vijan, B.A.*, *Rajita Sinha, Ph.D.*, *Stephanie E. Wemm, Ph.D.*, Yale University School of Medicine

(PS4-19) Development of a Healthy Relationships Scale
Melanie D. Hetzel-Riggin, Ph.D.[1], *Marisa Berner, M.A.*[2], 1. Penn State Erie, The Behrend College, 2. University of Illinois at Chicago

(PS4-20) Using Experience Sampling Methods to Examine the Benefits of Daily Coping: Protecting Against Psychological Distress and Promoting Positive Cognitions in Mothers at Risk for Child Abuse
Paige Munshell, M.S.[1], *Christina Rodriguez, Ph.D.*[1], *Paul J. Silvia, Ph.D.*[2], 1. Old Dominion University, 2. University of North Carolina Greensboro

(PS4-21) The Role of Intergenerational Maltreatment on Adolescent Service Use
Rebecca Ferro-Burns, M.A., *Rachel Wamser, Ph.D.*, University of Missouri-St. Louis

(PS4-22) The Impact of Adversity on Longitudinal Associations Between Internalizing Symptoms and Risky Sex During Adolescence
Alexys Lavis, B.A., *Miguel Villodas, Ph.D.*, San Diego State University

(PS4-23) Veterans' Preferences for Community-based Mental Health Care for Military Sexual Trauma-related Concerns
Derrecka M. Boykin, Ph.D.[1], *Liliana Varman, Ph.D.*[1], *Patricia V. Chen, Ph.D.*[1], *John C. Fortney, Ph.D.*[2], *Gala True, Ph.D.*[3], *Natalie E. Hundt, Ph.D.*[1], *Jeffrey A. Cully, Ph.D.*[1], 1. Michael E. DeBakey VA Medical Center, 2. University of Washington School of Medicine, 3. New Orleans VA Medical Center

(PS4-24) Psychotherapy Experiences of Veterans with Military Sexual Trauma Receiving VA Community Care
Derrecka M. Boykin, Ph.D.[1], *Erica Rey, M.Ed.*[1], *Joseph W. Tu, Ph.D.*[1], *Patricia V. Chen, Ph.D.*[1], *John C. Fortney, Ph.D.*[2], *Gala True, Ph.D.*[3], *Natalie E. Hundt, Ph.D.*[1], *Jeffrey A. Cully, Ph.D.*[1], 1. Michael E. DeBakey VA Medical Center, 2. University of Washington School of Medicine, 3. New Orleans VA Medical Center

(PS4-25) Transitioning Servicemembers and Veterans (TSMVs) Finding Meaning Through Distress: Past Trauma and Civilian Belonging
Branch T. Archer, IV, M.A., Columbia University

(PS4-26) Anhedonia Moderates the Relationship Between Posttraumatic Avoidance and Hazardous Alcohol Use Among Veterans
Cora V. Frost-Helms, B.A., Meghan E. McDevitt-Murphy, Ph.D., Aglaia Margaris, M.A., University of Memphis

(PS4-27) Depressive Symptom Severity and Facial Expressivity Patterns in Trauma-exposed Veterans: A Mixed-effects Analysis
You-Syuan Lin, B.S., Brennan Foster, M.A., M.S., Isabel Terkuhle, M.A., George A. Bonanno, Ph.D., Teachers College, Columbia University

(PS4-28) Existential Pathways from Moral Injury to Well-being Among Military Veterans
Shira Godin, B.S.[1], *Dawne S. Vogt, Ph.D.*[2], *Xinyin Zhang, B.A.*[1], *Madelyn H. Labella, Ph.D.*[1], *Shaina A. Kumar, Ph.D.*[1], 1. College of William & Mary, 2. VA Boston Healthcare System

(PS4-29) Examining Veterans' Treatment Duration and Modality Preferences in Intensive Cognitive Processing Therapy for Posttraumatic Stress Disorder
Jenna Bagley, M.A.[1], *Marley Warren, B.A.*[2], *Krista Miloslavich, M.A.*[2], *Sarah Pridgen, M.A.*[2], *Philip Held, Ph.D.*[2], 1. Case Western Reserve University, 2. Rush University Medical Center

(PS4-30) Correlates of Sexual Victimization Within Military Couples
Erin M. Picklo, B.A.[1], *Audrey G. Huff, B.A.*[1], *Lilly C. McDonald, B.A.*[1], *Samuel F. Frank, B.A.*[1], *Casey T. Taft, Ph.D.*[2], 1. Boston University School of Medicine & National Center for PTSD, 2. National Center for PTSD

(PS4-31) Examining Trait Anger as a Moderator Between Irrational Ideation and Intimate Partner Violence Risk in Veterans
Audrey G. Huff, B.A., Erin M. Picklo, B.A., Lilly C. McDonald, B.A., Casey T. Taft, Ph.D., Boston University School of Medicine & National Center for PTSD

(PS4-32) The Development of the Military Locus of Control Scale (MILC)
Elizabeth Olson, B.S., Ben Porter, Ph.D., Mississippi State University

(PS4-33) Modeling the Relationship Between Social Anxiety and Problematic Smartphone Use: Exploring Intolerance of Uncertainty as a Mediator
Sana Alavinikoo, M.S., Elyse F. Hutcheson, Ph.D., Jon Elhai, Ph.D., University of Toledo

(PS4-34) Conflict and Polysubstance Use Among Young Adult Romantic Couples: An Examination of Actor and Partner Effects Using Daily Data
Urmi Pandya, M.S.[1], *Brian H. Calhoun, Ph.D.*[2], *Camille A. Fogel, M.S.*[1], *Mary E. Larimer, Ph.D.*[1], *Katherine Walukevich-Dienst, Ph.D.*[3], 1. University of Washington, Seattle, 2. University of Washington, 3. University of Washington School of Medicine

(PS4-35) Correlates of Written Exposure Therapy Completion Among Patients with PTSD-SUD Enrolled in Residential SUD Treatment
Julia M. Thomas, B.S.[1], *Carolyn Clinton, B.S.*[1], *Rebecca L. Schacht, Ph.D.*[2], *Kamala Mallik-Kane, M.P.H., M.S., LPC*[1], *Alexis R. Alfano, B.S.*[2], *Benedicta Anighoro, B.A.*[2], *Gabriela Rivera, B.A.*[2], *Kevin Wenzel, Ph.D.*[1], 1. Maryland Treatment Centers, 2. University of Maryland, Baltimore County

(PS4-36) When Shame Meets Beliefs About Moral Desert: Understanding Risk for Heavier Drinking
Amy F. Berger, M.A., Anthony H. Ahrens, Ph.D., American University

(PS4-37) Scrolling out of Control: Cannabis-related Snapchats More Strongly Predicts Problematic Use at Higher Sense of Agency
Wenyue Wang, M.A., Patrick Duryea, M.A., Dennis E. McChargue, Ph.D., University of Nebraska-Lincoln

(PS4-38) The Relationship Between Positive Emotion Dysregulation and Problematic Pornography Use Among College Men
Carissa Hill, None, Ateka Contractor, Ph.D., Calvin Sims, Ph.D., Samuel Spencer, Ph.D., Alisa Garner, Ph.D., University of North Texas

(PS4-39) Resilience Factors and Posttraumatic Stress Disorder Symptoms Among People in Residential substance Use Treatment
Benedicta Anighoro, B.A.[1], *Alexis R. Alfano, B.S.*[1], *Julia M. Thomas, B.S.*[2], *Gabriela Rivera, B.A.*[1], *Kevin Wenzel, Ph.D.*[2], *Rebecca L. Schacht, Ph.D.*[1], 1. University of Maryland, Baltimore County, 2. Maryland Treatment Centers

(PS4-40) Stress and Alcohol Use: A Bidirectional EMA Study
Seble Adinew, B.A., Aaron J. Fisher, Ph.D., University of California at Berkeley

(PS4-41) How Does Sleep Quality Predict Momentary Emotion Regulation Difficulties During a Stressor Task Among Individuals Who Smoke?
Kathleen E. Cummings, M.S., Danielle L. Hoyt, M.A., M.S., Samantha G. Farris, Ph.D., Teresa M. Leyro, Ph.D. ,Rutgers, The State University of New Jersey

(PS4-42) Intensive Longitudinal Associations Between Parenting Stress and Alcohol Craving and Use in Mothers of Adolescents
Mallory Kisner, M.A., Giselle Bahr, B.S., Lucy McClellan, M.A., Tara M. Chaplin, Ph.D., George Mason University

(PS4-43) An Ecological Momentary Assessment Study of Associations Between Mood, Impulsivity, Alcohol Craving, and Drinking
Emma R. Hayden, M.S., Madison Maynard, M.S., Emily K. Burr, M.S., Tatiana D. Magri, M.S., Nadia Rodriguez, B.S., Callie L. Wang, M.S., Shane Marohnic, B.S., Michael E. Dunn, Ph.D., Lidia Z. Meshesha, Ph.D., Robert Dvorak, Ph.D., University of Central Florida

(PS4-44) Fatigue, Sleepiness, and Energy During a Mobile Laboratory Extended Testing Protocol Assessing Acute Alcohol, Cannabis, and Co-intoxication
Eleftherios M. Hetelekides, M.S.[1], *Daniel F. Morris*[1], *Mark A. Prince, Ph.D.*[2], *William J. M. Gavin, Ph.D.*[1], *Patricia L. Davies, Ph.D.*[1], *Hollis C. Karoly, Ph.D.*[3], 1. Colorado State University, 2. University of Southern California, 3. University of Colorado Anschutz Medical Campus

(PS4-45) Does Cannabis Use Influence Outcomes of a Brief Behavioral Economic Alcohol Intervention for Non-college Emerging Adults?
William Davis, B.S.[1], *Ebonie T. White, B.A.*[1], *Jacob Tempchin, M.S.*[1], *Ashley A. Dennhardt, Ph.D.*[1], *Avery C. Buck, B.A.*[1], *Hannah E. Cole, M.S.*[1], *Meghan E. McDevitt-Murphy, Ph.D.*[1], *Brian Borsari, Ph.D.*[2], *Kristoffer S. Berlin, Ph.D.*[1], *James G. Murphy, Ph.D.*[3], 1. University of Memphis, 2. University of California San Francisco, 3. Memphis

(PS4-46) Patterns of Psychedelic Use Motives Among Young Adults: A Latent Class Analysis Approach
Ava Blakely[1], *Max Ginn*[1], *Emily Barnard, B.A.*[1], *Meredith C. Meacham, Ph.D.*[2], *Maha N. Mian, Ph.D.*[1], 1. Suffolk University, 2. University of California, San Francisco

(PS4-47) Associations Between Mindfulness, Challenging Experiences, and Harm Reduction Strategies Among Young Adults Who Use Psychedelics
Emily C. Barnard, B.A., *Ava Blakely*, *Maha N. Mian, Ph.D.*, Suffolk University

(PS4-48) Coping Motives for Cannabis Use and Mental Health Outcomes Among Hispanic College Students
Austin Vernon, B.S., *Evan Romero, B.A.*, *Aaron J. Ochoa, B.S.*, *Karina A. Torres*, *Joshua Torres, B.S.*, *Theodore V. Cooper, Ph.D.*, University of Texas at El Paso

(PS4-49) When Urgency Meets Anxiety Sensitivity: Examining Associations with Cannabis Problems in Adolescents
Alexis Bechtel, M.S.[1], *Renee Cloutier, Ph.D.*[2], *Heidemarie Blumenthal, Ph.D.*[1], 1. University of North Texas, 2. University of Pittsburgh School of Medicine, Center for Health Services Research

(PS4-50) Alcohol Use Disrupts the Temporal Dynamics of Loneliness: An EMA Study of Young Adults with AUD
Cassandra Richardson, B.A., *Sara Mei, M.S.*, *Jayden B. Mather, B.S.*, *Emma R. Thompson, None*, *Rachel L. Longridge, B.S.*, *Noah N. Emery, Ph.D.*, Colorado State University

(PS4-51) Early Results from a Feasibility Trial Providing Exposure-based PTSD Treatment During Acute Residential Substance Use Treatment
Kamala Mallik-Kane, M.P.H., M.S., LPC[1], *Rebecca L. Schacht, Ph.D.*[2], *Kevin Wenzel, Ph.D.*[1], *Alexis R. Alfano, B.S.*[2], *Gabriela Rivera, B.A.*[2], *Benedicta Anighoro, B.A.*[2], *Julia M. Thomas, B.S.*[1], *Carolyn Clinton, B.S.*[1], *Bonnie Woodward, M.A.*[2], 1. Maryland Treatment Centers, 2. University of Maryland, Baltimore County

(PS4-52) The Protective Nature of Family Dynamics Against Problematic Social Media Use Among Adolescents
Brady S. Mak[1], *Jas K. Sarna, B.A.*[1], *Maya Dalack, M.S.*[1], *Anya Konduru, None*[2], *Jessica L. Hamilton, Ph.D.*[1], 1. Rutgers, The State University of New Jersey, 2. Somerset County Vocational & Technical High School

(PS4-53) Adapting a Harm-reduction Program for Gambling Among College Students: Development and Preliminary Evaluation of the Gambling Skills Training Program
Alexander J. Connolly, M.A., *Kristiana D. Carrasquillo, M.A.*, *Joshua B. Grubbs, Ph.D.*, University of New Mexico

(PS4-54) Increased Frontostriatal Responses to Reward Anticipation After One Year Relate to Reduced Positive Urgency in Women with Substance Use Disorders
Claire A. Lavalley, M.A.[1], *Sonalee Joshi, Ph.D.*[2], *Rayus Kuplicki, Ph.D.*[3], *Jennifer Stewart, Ph.D.*[3], *Emily M. Choquette, Ph.D.*[3], *Jonathan M. Savitz, Ph.D.*[3], *Martin M. Paulus, M.D.*[3], *Robin L. Aupperle, Ph.D.*[3], 1. Laureate Institute for Brain Research; The University of Tulsa, 2. University of Pennsylvania, 3. Laureate Institute for Brain Research

(PS4-55) Targeting Neuroticism in Comorbid Alcohol Use Disorders and Anxiety Disorders: A Secondary Analysis of the Unified Protocol
Julian D. Moreno, M.A.[1], *Marie A. Torre, B.S., M.A.*[2], *Laura Long, Ph.D.*[1], *Daniella Spencer-Laitt, M.A.*[1], *Daniel A. Teplow, M.A.*[1], *Alexander L. Williams, Ph.D.*[3], *Maria Alvarez, M.S.*[4], *Audrey J. Hey, M.A.*[1], *Todd J. Farchione, Ph.D.*[5], 1. Boston University, 2. Université de Bordeaux, 3. Center for Anxiety and Related Disorders, Boston University, 4. Universidad de los Andes, 5. Boston University Center for Anxiety and Related Disorders

(PS4-56) Examination of the Compulsive Substance Use Questionnaire in Adults with Opioid Use Disorder: Further Evidence for Prediction of Craving, Automaticity, and Continued Use Despite Negative Consequences
Emilie G. Huber, B.A.[1], *Nadine R. Taghian, M.A.*[2], *R. Kathryn K. McHugh, Ph.D.*[3], *Robyn A. Ellis, Ph.D.*[3], *Zoe London, B.S.*[3], *Kathleen M. Kantak, Ph.D.*[2], *Michael W. Otto, Ph.D.*[2], 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University, 3. McLean Hospital

(PS4-57) Trajectories of Cannabis Use and Sports Gambling Frequency over Time
Margaret Gunnigle, B.A.[1], *Shane W. Kraus, Ph.D.*[2], *Frankie Nieblas, M.A.*[2], *Karen A. Valle-Frias, B.S.*[2], *Joshua B. Grubbs, Ph.D.*[1], 1. University of New Mexico, 2. University of Nevada, Las Vegas

(PS4-58) Self-monitoring as an Active Ingredient: Assessment Reactivity in the Control Condition of a Web-based Alcohol Intervention
Brennah V. Ross, M.A., Zoe Y. Zong, B.S., Emily E. Patton, B.A., Cynthia A. Stappenbeck, Ph.D., Georgia State University

(PS4-59) Predicting Binge Drinking Onset in First-semester College Students: A Prospective Study
McKenzie Himelein-Wachowiak, M.A., Lynette C. Krick, M.A., Brianna Sarcos, M.A., Marshall S. Tate, M.A., Halla Hafermann, B.A., Michael S. McCloskey, Ph.D., Temple University

(PS4-60) Experiential Avoidance as a Predictor of Treatment Response for Heavy Drinking College Women with Sexual Assault Histories
Brennah V. Ross, M.A., Cynthia A. Stappenbeck, Ph.D., Georgia State University

(PS4-61) Worth the Effort? Effort-based Decision-making in Work Addiction and Its Link to Negative Mental Health Outcomes
Grace Lee, M.A.[1], *Hannah L. Monette, M.S.*[1], *Angala Rajasegaran, B.A.*[1], *Sarah Daniels, B.S.*[1], *A. David Redish, Ph.D.*[2], *Ann Haynos, Ph.D.*[1], 1. Virginia Commonwealth University, 2. University of Minnesota

(PS4-62) GLP-1 Medications and Substance Use in People with Eating Disorders: Findings from a Cross-sectional Epidemiological Study
Annis E. Byram, B.S., Irina Vanzhula, Ph.D., Cheri Levinson, Ph.D., Nicholas C. Peiper, Ph.D., University of Louisville

(PS4-63) The Effects of IPV Victimization and Perpetration Experience on Perceptions of IPV Scenarios
Maria Vetter, M.A., Taylor M. Carpenter, M.A., M.S., Dasha Ogle, B.A., Todd Moore, Ph.D., The University of Tennessee, Knoxville

(PS4-64) Examining Distress Tolerance and Jealousy as Predictors of Daily Cyber Intimate Partner Violence Perpetration
Ella C. Reitmeier, Allison Tobar-Santamaria, M.S., Meagan J. Brem, Ph.D., Virginia Polytechnic Institute and State University

(PS4-65) Preliminary Results of a Randomized Controlled Trial Evaluating a Trauma-informed Partner Violence Intervention Among Court-involved Men in Rhode Island
Audrey G. Huff, B.A., Erin M. Picklo, B.A., Lilly C. McDonald, B.A., Samuel F. Frank, B.A., Casey T. Taft, Ph.D., Boston University School of Medicine & National Center for PTSD

(PS4-66) Communication Patterns and Sexual Coercion Among College Couples
Bryer Holloway, B.S.[1], *Alisa Garner, Ph.D.*[1], *Jasara Hogan, Ph.D.*[2], *Evan J. Basting, M.A.*[3], *Alyssa M. Medenblik, Ph.D.*[4], *Meagan J. Brem, Ph.D.*[5], *Gregory L. Stuart, Ph.D.*[3], 1. University of North Texas, 2. New York University, 3. The University of Tennessee, Knoxville, 4. Durham VA, 5. Virginia Polytechnic Institute and State University

(PS4-67) Polysubstance Use at the Time of Sexual Assault: Associations with Assault-related Shame, Posttraumatic Stress Symptoms, and Insomnia
Olivia DiLillo, B.A.[1], *Sydney Broadway, B.A.*[1], *David DiLillo, Ph.D.*[2], *Alexandra Brockdorf, Ph.D.*[1], 1. University of Memphis, 2. University of Nebraska Lincoln

(PS4-68) Improving Access to Evidence-based Mental Health Care Post-disaster: A Community-based Intervention in Jamaica Following Hurricane Melissa (2025)
Sarah Subhan, Ph.D.[1], *Dionne Brewster Phillip, B.S.*[2], *Cherisse Reena Rambarose, Ph.D.*[3], 1. Antioch University Seattle, 2. University of the West Indies, 3. Kennedy Krieger Institute

(PS4-69) Longitudinal Changes in First Responder Symptomatology Following the World Trade Center Attacks: A Network Analysis
Daniel Craft, M.A., Megan Olden, Ph.D., JoAnn Difede, Ph.D., Weill Cornell Medicine

(PS4-70) The Longitudinal Indirect Association Between Number of Stalking Incidents and Health Outcomes in Sexual Minority Women: The Role of Coping Mechanisms
Laura Wilson, Ph.D., Andrea Green, Hope McCallister, Rae Mears, Alexis Sawchuk, Lauren Spagnuolo, University of Mary Washington

(PS4-71) The CAPS-5 as an Intervention for Trauma-exposed Veterans Receiving Substance Use Disorder Treatment
Geraldine D. Granados Todd, M.A., Dana R. Holohan, Ph.D., Thomas J. Shaw, M.S., Philip Lehman, Ph.D., Steven Lash, Ph.D., Salem VA Medical Center

(PS4-72) Do Trauma Characteristics Moderate the Relationship Between Perspective Taking and Posttraumatic Stress Symptoms?
Megan Walsh, B.A.[1], *Christiane Mandes, B.A.*[2], *Kevin Narine, Psy.D.*[3], *Kendall Yuknewicz-Boisvert, B.A.*[4], *Chloe C. Hudson, Ph.D.*[5], *Juliet L. Bockhorst, B.A.*[6], *Emma Moscardini, Ph.D.*[7], *Courtney Beard, Ph.D.*[8], 1. Salem State University, 2. McLean Hospital, 3. Mclean Hospital/Harvard Medical School, 4. Mclean Hospital, 5. Virginia Polytechnic Institute and State University, 6. University of Louisville, 7. McLean Hospital, Harvard Medical School, 8. Mass General Brigham/McLean Hospital/Harvard Medical School

(PS4-73) Validating the Racial Trauma Scale Short-form in an Adolescent Sample
Taylor McGuire, M.A.[1], *Naira Harutyunyan, B.A.*[2], *Matthew K. Nock, Ph.D.*[1], 1. Harvard University, 2. California State University Northridge

(PS4-74) Network Models of Trauma Severity: An Evaluation of Event Characteristics, Subjective Distress, Repeated Exposure, and Novel Indicators
Jenna L. Mohr, B.A., *Joshua D. Clapp, Ph.D.*, University of Wyoming

(PS4-75) The Impact of Interpersonal Trauma and Sex on the Relationship Between Social Anxiety and Expressive Responding
Cindy Ly, B.S., *Charlotte G. Magee, B.A.*, *Jenna L. Mohr, B.A.*, *Lucas Marinack, M.A.*, *Joshua D. Clapp, Ph.D.*, University of Wyoming

(PS4-76) Intergenerational Effects of Parental Trauma on PTSD Symptom Dimensions in Trauma-exposed Adult Offspring
Charlotte G. Magee, B.A., *Cindy Ly, B.S.*, *Jenna L. Mohr, B.A.*, *Lucas Marinack, M.A.*, *Joshua D. Clapp, Ph.D.*, University of Wyoming

(PS4-77) Posttraumatic Self-blame After Sexual Assault: A National Comparison of Child and Adult Victimization
Matthew C. Sala, B.S., *Madeleine Moore, B.A.*, *James Zech, M.S.*, *Tapan Patel, M.S.*, *Jesse R. Cougle, Ph.D.*, Florida State University

(PS4-78) Time Allocation Patterns Across PTSD, Substance Misuse, Depression, and Anxiety Status in a Sample of U.S. Veterans
Aglaia M. Margaris, M.A., *Meghan E. McDevitt-Murphy, Ph.D.*, *Cora V. Frost-Helms, B.A.*, *Autumn L. Parson, M.S.*, *Avery C. Buck, B.A.*, *Jacob Tempchin, M.S.*, University of Memphis

(PS4-79) Survivor Expectancies for the Disclosure of Trauma and Functional Impairment: An Assessment of Moderating Factors
Lucas Marinack, M.A., *Jenna L. Mohr, B.A.*, *Cindy Ly, B.S.*, *Charlotte G. Magee, B.A.*, *Sierra Schildmeier*, *Joshua D. Clapp, Ph.D.*, University of Wyoming

(PS4-80) Role of Distress Tolerance & Hostility in Predicting Posttraumatic Growth or Trauma-related Shame for Survivors of Intergenerational Trauma
Marisa Berner, M.A.[1], *Melanie D. Hetzel-Riggin, Ph.D.*[2], 1. University of Illinois at Chicago, 2. Penn State Erie, The Behrend College

(PS4-81) Does Trauma Type Matter? Comparing Help-seeking Across Interpersonal and Non-interpersonal Trauma
Kayleigh E. Latimer, B.S., *Josselyn Yanisbeth Telule, B.A.*, *Abigail A. Wilkinson, B.A.*, *Freddie A. Pastrana Rivera, Ph.D.*, *Akila Gopalkrishnan, M.A.*, University of Southern Mississippi

(PS4-82) Examining the Relation Between Mental Health Literacy and Help-seeking Intentions and Recommendations for Posttraumatic Stress Symptoms
Josselyn Yanisbeth Telule, B.A., *Akila Gopalkrishnan, M.A.*, *Abigail A. Wilkinson, B.A.*, *Freddie A. Pastrana Rivera, Ph.D.*, *Kayleigh E. Latimer, B.S.*, University of Southern Mississippi

(PS4-83) A Systematic Review of Changes in Biological Outcomes Within Randomized Controlled Trials of Psychotherapy Interventions to Address Childhood Traumatic Stress
Mary Wallace, B.A.[1], *Sofia Fortuno, B.A.*[2], *Mira Eschtruth, B.A.*[3], *Caley Mikesell, M.A.*[4], *Natalie Slopen, Ph.D.*[5], *Katelyn Malvese, M.A.*[1], *Karestan Koenen, Ph.D.*[5], *Archana Basu, Ph.D.*[1], 1. Massachusetts General Hospital, 2. University of Maryland- College Park, 3. Broad Trauma Initiative, 4. University of Washington, Seattle, 5. Harvard T.H. Chan School of Public Health

(PS4-84) Traumatic Stress Exposure in Parents and Parenting Expectations
Anvi kesarwani[1], *Nevah Coffee*[1], *Wilson Brown, Ph.D.*[1], *Anastasia Rose, B.A.*[1], *Ashley M.Callen, M.A.*[2], 1. Case Western Reserve University, 2. The Behrend College

(PS4-85) Wellbeing Mindset Moderates the Relationship Between Potentially Morally Injurious Events and Moral Injury
Kanika Choudhary, B.S., *Dominoe Jones, B.A.*, *Jasmine A. Lilly-Lee, None*, *Alexis N. Jankowski, M.A.*, *David P. Valentiner, ABPP, Ph.D.*, Northern Illinois University

(PS4-86) Investigation of the PTSD Symptom Network Among Youth in Psychiatric Residential Treatment
Vivian Cho, B.A.[1], *Sahasra Gala, None*[1], *Robert Graziano, Ph.D.*[2], *Wilson Brown, Ph.D.*[1], 1. Case Western Reserve University, 2. Uniformed Services University of the Health Sciences

(PS4-87) When AI Overpathologizes Disability: Effects of Prompt Structure on PTSD Symptom Attribution in Spinal Cord Injury Vignettes
Connor J. Bazar, B.S., *Sean A. Lauderdale, B.A., M.A., Ph.D.*, University of Houston – Clear Lake

(PS4-88) Post-traumatic Symptom Profiles Among Adolescent Suicide Attempt Survivors in Partial and Residential DBT Treatment
Samuel Jack Marquis, B.A.[1], *Isabella Kahhale, Ph.D.*[2], *Allison P. Falls, B.S.*[1], *Daniella H. Levy, B.A.*[1], *Esther Tung, Ph.D.*[2], *Erika Esposito, Ph.D.*[3], *Peggy Worden, Psy.D.*[2], *Kristen L. Batejan, Ph.D.*[2], 1. McLean Hospital, 2. McLean Hospital, Harvard Medical School, 3. DBT Works, LLC

(PS4-89) Understanding the Impact of Post Traumatic Stress Disorder on the Association Between Exposure to IPV and Quality of Life
Rimsha Majeed, M.S., *j. Gayle Gayle Beck, Ph.D.*, University of Memphis

(PS4-90) Facets of Emotion Regulation Predict PTSD Symptom Severity and Written Exposure Therapy Completion in a Residential Substance Use Treatment Sample
Gabriela Rivera, B.A.[1], *Alexis R. Alfano, B.S.*[1], *Julia M. Thomas, B.S.*[2], *Benedicta Anighoro, B.A.*[1], *Kevin Wenzel, Ph.D.*[2], *Rebecca L. Schacht, Ph.D.*[1], 1. University of Maryland, Baltimore County, 2. Maryland Treatment Centers

(PS4-91) A Pilot Study Examining Prolonged Exposure for PTSD in the Perinatal Period
Amanda Jones, B.S., *Tiffany Hopkins, Ph.D.*, University of North Carolina at Chapel Hill

(PS4-92) Associations Between Ptsd-related Avoidance and Depressive Symptoms During Written Exposure Therapy Within a Residential Substance Use Treatment Setting

Alexis R. Alfano, B.S.[1], *Gabriela Rivera, B.A.*[1], *Jennifer Carrano, Ph.D.*[2], *Benedicta Anighoro, B.A.*[1], *Julia M. Thomas, B.S.*[3], *Kevin Wenzel, Ph.D.*[3], *Rebecca L. Schacht, Ph.D.*[1], 1. University of Maryland, Baltimore County, 2. Maryland Treatment Centers, Inc, 3. Maryland Treatment Centers

(PS4-93) The Relation Between Trauma Severity and Self-blame Reductions in Trauma-focused Cognitive-behavioral Therapy

Nicole Milani, M.A.[1], *Elissa J. Brown, Ph.D.*[2], *Michelle Cusumano, Ph.D.*[1], 1. St. John's University, 2. Child HELP Partnership at St. John's University

(PS4-94) Attentional Control Difficulties, Suicidal Ideation, and Symptom Severity in Patients with PTSD

Leo Rosaz Shariyf, B.A.[1], *Marin M. Kautz, Ph.D.*[1], *Tao Lin, Ph.D.*[2], *Barbara Fureman, B.A.*[1], *Yvette I. Sheline, M.D.*[1], *David F. Gregory, Ph.D.*[2], *Sonalee Joshi, Ph.D.*[1], *Kevin G. Lynch, Ph.D.*[1], *Milan Patel, B.S.*[1], *Ivy Sun, B.S.*[1], *Nicholas L. Balderston, Ph.D.*[1], *Lily A. Brown, Ph.D.*[1], 1. University of Pennsylvania, 2. Perelman School of Medicine at the University of Pennsylvania

(PS4-95) PTSD Symptom Clusters as Predictors of Partner Discordance on the CTS2

Lilly C. McDonald, B.A.[1], *Samuel F. Frank, B.A.*[1], *Erin M. Picklo, B.A.*[1], *Audrey G. Huff, B.A.*[1], *Casey T. Taft, Ph.D.*[2], 1. Boston University School of Medicine & National Center for PTSD, 2. National Center for PTSD

(PS4-96) Baseline Anger Predicts PTSD Symptom Severity but Not Treatment Response During Massed Cognitive Processing Therapy in post-9/11 Veterans

Krista Miloslavich, M.A.[1], *Jenna Bagley, M.A.*[2], *Sarah Pridgen, M.A.*[1], *Philip Held, Ph.D.*[1], 1. Rush University Medical Center, 2. Case Western Reserve University

(PS4-97) Alcohol and Marijuana Use Frequency Differentially Moderates the Association Between Childhood Trauma Types and Domain-specific Executive Cognitive Functioning

Jacqueline Carrillo, B.A., Celinene M. Lay, B.A., Rajita Sinha, Ph.D., Yale University School of Medicine

(PS4-98) Baseline Dissociation as a Moderator of PTSD Symptom Change: Evidence from Two Randomized Control Trials

William C. Turner, B.A.[1], *Norah C. Feeny, Ph.D.*[1], *Lori A. Zoellner, Ph.D.*[2], 1. Case Western Reserve University, 2. University of Washington

(PS4-99) Daily Posttraumatic Stress Symptoms and Opioid Cravings: The Influences of Negative and Positive Urgency

Alexa Raudales, Ph.D.[1], *Heather Schatten, Ph.D.*[2], *Nicole Weiss, Ph.D.*[3], 1. Brown University, 2. Butler Hospital & Brown University, 3. University of Rhode Island

(PS4-100) Examining the Relationship Between Posttraumatic Stress Disorder, Parental Emotion Socialization, and Child Distress Among Veterans

Lynn Muldrew, M.A., Abigail Gewirtz, Ph.D., Arizona State University

(PS4-101) A Systematic Review of Correlates of Self-disclosure of Sexual Assault, Access to Resources, and Help-seeking Among Bi+ Women with a Sexual Assault History
Alexis Sheffield, M.S., Lucien Gil Rey, High School Degree, Grace Dean, B.S., Reagan Fitzke, B.S., Elizabeth A. Yeater, Ph.D., University of New Mexico

(PS4-102) Responses to Sexual Assault and Survivor Mental Health: The Roles of Disclosure, Acknowledgment, and Social Reactions
Amie R. Newins, Ph.D.[1], *Laura Wilson, Ph.D.*[2], 1. University of Central Florida, 2. University of Mary Washington

(PS4-103) Self-compassion and Sexual Victimization: A Systematic Review
Alexis A. Adams-Clark, Ph.D.[1], *Jerin Lee, PhD*[2], *Lucy Naughton, BA*[3], *Anna Purcell, BS*[3], *Ananya Sharma, MA*[4], *Siena Candullo, BA*[5], *Kelsey Sawyer, MS*[6], *Prachi Bhuptani, Ph.D.*[7], *Lindsay Orchowski, Ph.D.*[8], 1. Warren Alpert Medical School of Brown University, 2. Providence VA, 3. Rhode Island Hospital, 4. Clark University, 5. Stonehill College, 6. Brown University, 7. Alpert Medical School of Brown University, 8. Rhode Island Hospital/Alpert Medical School of Brown University

(PS4-104) Self-blame as a Mediator in the Relationship Between Perceived Social Reactions and Mental and Physical Health in Women Stalking Survivors
Laura Wilson, Ph.D., University of Mary Washington

(PS4-105) Longitudinal Effects of Violence Exposure on Five Facets of Impulsivity Among Adolescents
William C. Kelner, Ph.D., Paola Mattey Mora, M.P.H., Ph.D., Leslie A. Hulvershorn, M.D., Indiana University School of Medicine

(PS4-106) Longitudinal Outcomes of a Two-week Concurrent Treatment Program for Posttraumatic Stress Disorder and Substance Use
Laura E. Watkins, ABPP, Ph.D.[1], *Amanda Tamman, Ph.D.*[1], *Karen Drexler, M.D.*[1], *Sheila AM Rauch, ABPP, Ph.D.*[2], *Rothbaum Barbara, ABPP, Ph.D.*[1], 1. Emory University School of Medicine, 2. Emory University School of Medicine/Joseph Maxwell Cleland Atlanta VAMC

(PS4-107) The Role of Intimate Relationship Quality in the Association Between Parental PTSD Symptoms and Maladaptive Parenting
Theresa Ngan H. Nguyen, M.A., Seth D. Finkelstein, M.A., Allison M. Sparpana, M.A., David DiLillo, Ph.D., Becca L. Brock, Ph.D., University of Nebraska-Lincoln

(PS4-108) Trajectories of Traumatic Stress Symptoms and Functional Impairment During SPARCS Group Therapy for Adolescents with Chronic Trauma
Sarah G. Curci, Ph.D.[1], *Marina Teruel, M.A.*[1], *Megan Lerner, LCSW*[2], *Aman Datta, B.S.*[1], *Rebecca E. Ford-Paz, Ph.D.*[1], *Kimberly Lienhoop, M.A., LCSW*[1], *Amanda Burnside, Ph.D.*[1], *Anthony T. Vesco, Ph.D.*[1], 1. Ann & Robert H. Lurie Children's Hospital of Chicago, 2. JCFS Chicago Kaufman Wolf Center for Trauma & Resilience Team

(PS4-109) Daily Reciprocal Effects Between PTSD Symptoms and Parent Emotion Regulation
Molly R. Franz, Ph.D.[1], *Emma A. Archibald, M.A.*[1], *Rebecca Brock, PhD*[2], *Mia S. Thompson, B.A.*[1], *Bonnie Woodward, M.A.*[1], *Rebecca L. Nguyen, M.A.*[1], 1. University of Maryland, Baltimore County, 2. University of Nebraska-Lincoln

(PS4-110) Fitting in and Facing Unwanted Contact: Intersectional Experiences of Sexual, Gender, and Racial Minorities
Siena Ho Shue, B.A., *Brenna Carter, M.S.*, *Amber Winters, M.S.*, *Carolyn Lorenzi, M.A.*, *Bradley T. Conner, Ph.D.*, Colorado State University

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5:00 PM – 6:00 PM

Poster Session 5

Categories: *Treatment - Cognitive Behavior Therapy (CBT), Symptoms / Disorders - Trauma and Stressor Related Disorders, Treatment - Dialectical Behavior Therapy (DBT)*

(PS5-1) Gaining Resiliency to Overcome and Withstand Trauma with Hope (GROWTH): A Pilot Study to Address Trauma in Psychiatric Inpatients
Harsheen Singh, M.A.[1], *Isabel Glusman, M.A.*[1], *Theodora Kanellopoulos, Ph.D.*[2], *Jessica P. Hartman, Ph.D.*[3], 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Weill Cornell Medicine, 3. Weill Cornell Medical College/New York Presbyterian Hospital

(PS5-2) Parallel Process in Practice: A Clinical Case Example for Reducing Stigma in Spanish-delivered PCIT
Liliana Acosta, Ph.D., *Beatriz Mendez, Ph.D.*, University of Florida

(PS5-3) Intergenerational Trauma and Problematic Alcohol Use: The Mediating Effect of Emotion Dysregulation in Second-generation South Asians
Gurleen Kaur, B.S., Southern Illinois University

(PS5-4) SES Mindset and Family Factors as Predictors of Academic Success
Alexis N. Jankowski, M.A., *Adrienne J. Chinski, None*, *David P. Valentiner, ABPP, Ph.D.*, Northern Illinois University

(PS5-5) Examining the Acceptability and Feasibility of a Novel Psychoeducation and Process Group for Asians and Asian Americans
Lisa Zhang, Ph.D., *Stacy Lin, Ph.D.*, *Melanie Hom, Ph.D.*, Stanford University

(PS5-6) Enhancing Mental Health Support for Latine Families Facing Immigration Stress
Kaimy A. Torres-Hernandez[1], *Ellen Molino, B.A.*[2], *Maria Yessica Marroquin*[2], *Sarah Polk, M.D.*[2], *Kiara Alvarez, Ph.D.*[3], 1. Johns Hopkins University School of Public Health, 2. Johns Hopkins University, 3. Johns Hopkins Bloomberg School of Public Health

(PS5-7) Daily Variation in Self-rated Distress Tolerance and Emotion-regulation Strategies in an At-risk Community Sample
Ava Rutgers, B.A., *Christopher C. Conway, Ph.D.*, *Kimberly Gilbert, B.A.*, Fordham University

(PS5-9) Superwoman Schema and Anxiety Among Black Women: A Latent Profile Analysis
Kuteara Jamison, B.A., *Tamara Nelson, M.P.H., Ph.D.*, Rutgers, The State University of New Jersey

(PS5-10) The Role of Cultural Values in Screening and Assessment of Latinx Individuals at Clinical High-risk for Psychosis: Clinical Recommendations Based on a Narrative Literature Review
Daylin Delgado, B.A., *Sydney James, M.S.*, *Gregory Strauss, Ph.D.*, *Thania Galvan, Ph.D.*, University of Georgia

(PS5-11) Taking Steps Toward More Accurate and Culturally Sensitive Measurement: The Development of the Religiosity Scale
Alyssa J. Miville, B.A., M.S., *Richard E. Mattson, Ph.D.*, Binghamton University

(PS5-12) "¿Y Ahora Qué?": Culturally Tailored Psychoeducation to Increase Digital CBT Engagement in Latinx Adults
Annell A. Ovalles, M.P.H., M.A., *Michael W. Otto, Ph.D.*, *Marie Parsons, Ph.D.*, Boston University

(PS5-13) Social Risk and Social Protection in Latinx Mental Health: The Roles of Ethnic Discrimination and Support During the COVID-19 Pandemic
Michelle Hsieh, B.S., *Juventino Hernandez Rodriguez, Ph.D.*, *Bianca T. Villalobos, Ph.D.*, California State University, Northridge

(PS5-14) Immigration Worries: The Protective Role of Emotional Resilience Among Latiné College Students
Chelsea Mora, *Daniel H. Saravia, M.A.*, *Denise A. Chavira, Ph.D.*, University of California Los Angeles

(PS5-15) Emotional Self-efficacy as a Protective Factor of Perceived Ethnic Discrimination on Internalizing and Somatic Symptoms: A Multi-group Path Analysis Among Latinx College Students
Katherine A. Jimenez, B.A., *Julianna Martin, B.A.*, *Melanie Menendez, B.A.*, *Jonathan I. Martinez, Ph.D.*, California State University, Northridge

(PS5-16) Recruiting Sexual and Gender Minority Women in the Current Sociopolitical Climate: Methodological Lessons Learned from a Qualitative Study
Rebecca L. Smith, B.A., *Melissa V. Gates, M.S.*, *Christina Balderrama-Durbin, Ph.D.*, Binghamton University

(PS5-17) Readiness for Evidence-based Psychological Treatments in Post-conflict Colombia: A Thematic Analysis of Contextual Fit, Implementation Barriers, and Facilitators
Julian D. Moreno, M.A.[1], *Michel Rattner, M.S.*[2], *Nicolás García-Mejía, M.S.*[3], *Annell A. Ovalles, M.P.H., M.A.*[1], *Todd J. Farchione, Ph.D.*[4], *Lauren C. Ng, Ph.D.*[5], *David Harrison Barlow, ABPP, Ph.D.*[4], *Amantia Ametaj, Ph.D.*[6], 1. Boston University, 2. Palo Alto University, 3. Faculty of Behavioral and Social Sciences, 4. Boston University Center for Anxiety and Related Disorders, 5. University of California Los Angeles, 6. Northeastern University

(PS5-18) Development of the #metoo Perceptions Scale: How #metoo Beliefs Are Associated with Trauma Exposure and Posttraumatic Stress
Rachel Wamser, Ph.D., *Rebecca Ferro-Burns, M.A.*, *Julia Richardson, M.A.*, University of Missouri-St. Louis

(PS5-19) Contextualizing Rumination: Cognitive and Emotional Dimensions of "thinking Too Much" in a War-exposed Population
Amy McCaffrey, M.A.[1], *Richard Divirgilio, M.A.*[1], *Ellington Cooke, M.A.*[1], *Samantha Gieber, M.A.*[1], *Maya Ran, M.A.*[1], *Shannen Recio, B.S.*[1], *Adam Varnai, M.A.*[1], *Nuwan Jayawickreme, Ph.D.*[1], *Eranda Jayawickreme, Ph.D.*[2], 1. Touro University, 2. Wake Forest University

(PS5-20) Does Political Desecration Predict Treatment-seeking Intentions?
Alejandro Eros, B.A., *Magda Travaglia, None*, *Anthony H. Ahrens, Ph.D.*, American University

(PS5-21) The Effect of Distress on Inflammatory Responses to Acute Stress: A Systematic Review and Meta-analysis
Annelise Madison, Ph.D.[1], *Jack Chermside, B.A.*[1], *Vitalina A. Robinson, B.A.*[1], *Seoyoon Chang*[1], *Nikki Kamath*[1], *John Deering*[1], *Catherine ashare*[1], *Tanisha Parikh*[1], *Naoise MacGiollabhui, Ph.D.*[2], 1. University of Michigan, 2. Massachusetts General Hospital

(PS5-22) Personality and Patterns of Viewing Digital Information
Chase D. Kovalcheck, B.A., *Elise Cardinale, Ph.D.*, The Catholic University of America

(PS5-23) Preliminary Validation of the Exposure Readiness Scale (ERS) for Measuring Clinician Readiness to Implement Exposure Therapy and Exposure and Response Prevention
Elena L. Pokowitz, M.S., M.Ed.[1], *Emily L. Bilek, ABPP, Ph.D.*[2], 1. University of Michigan, Ann Arbor, 2. University of Michigan

(PS5-24) Trauma Exposure in First Responders: Effects on Family Relationships
Cristina I. Perez, B.S., *Vincent Van Hasselt, Ph.D.*, Nova Southeastern University

(PS5-25) Advancing Pain Care for Individuals with Sickle Cell Disease: Two Innovative Psychological Approaches
Jeffrey Pavlacic, Ph.D., *Bridget Jules, M.A.*, *Averi Gaines, M.S.*, *Christina Abrams, M.D.*, *Shantae Jenkins, M.D., Ph.D.*, *Alyssa A. Rheingold, Ph.D.*, *Elizabeth Crabtree, Ph.D.*, *Derek Toth*, *Kristin Hanula*, *Rebecca Kilpatrick, Ph.D.*, Medical University of South Carolina

(PS5-26) The Relationship Between Maternal Trait Anxiety and Family Accommodation in Clinically Anxious Youth
Sydney Lempert, B.A.[1], *Sophie Martel, B.A.*[2], *Philip Kendall, ABPP, Ph.D.*[2], 1. Perelman School of Medicine at the University of Pennsylvania, 2. Temple University

(PS5-27) Family Psychiatric History Predicts Emotional, Behavioral, and Social Symptoms in a Clinical Sample of Children
Lily Mendes, B.A., *Amanda Gulsrud, Ph.D.*, University of California, Los Angeles

(PS5-28) The Role of Climate Change Education in Promoting Behavioral Change Among Adolescents
Liam M. Davis-Bosch, M.S.[1], *Isabelle Pardew, M.S.*[2], *Julia Sims*[2], *Lance Swenson, Ph.D.*[1], *McKenna Parnes, Ph.D.*[3], 1. Suffolk University, 2. Subject to Climate, 3. Treuman Katz Center for Pediatric Bioethics and Palliative Care at Seattle Children's Research Institute

(PS5-29) Emotional Impulsivity as a Moderator of the Relationship Between Callous-unemotional Traits and Punishment Responsiveness in Youth
Silina Jaber, M.A.[1], *Pevitr S. Bansal, Ph.D.*[1], *Daniel A. Waschbusch, Ph.D.*[2], 1. Montclair State University, 2. Penn State College of Medicine

(PS5-30) Perspectives from Roleplayed Mental Health Conversations with 3 Llms in a College Psychology Class: Implications for the Therapeutic Alliance
Shantanu Tilak, Ph.D.[1], *Lindsey Bell*[2], *Nathan C. Prince, B.S.*[2], 1. Chesapeake Bay Academy, 2. Virginia Wesleyan University

(PS5-31) Exploring Adolescents' Perspectives to Increase Acceptability of Group Cognitive Behavioral Therapy for Depression
Alanis T. De La Cruz Perez, Ph.D.[1], *Anastasia Berg*[2], *Marina C. Stayner, B.S.*[2], *Leo Kalotihos, B.A.*[2], *Jennifer L. Hughes, M.P.H., Ph.D.*[2], *Jackson Doerr, B.S.*[3], *Jennifer B. Webb, Ph.D.*[4], *Jennifer Wolff, Ph.D.*[5], *Shirley Yen, Ph.D.*[6], *Bailey O'Keeffe, M.S.*[7], *Emily Berthiaume, B.S.*[3], *Vignesh Kumar, B.A.*[3], *William Streit*[8], *Mary A. Fristad, ABPP, Ph.D.*[9], *Katherine Sarkisian, Ph.D.*[2], 1. NCH, 2. Nationwide Children's Hospital, 3. Beth Israel Deaconess Medical Center, 4. UNC Charlotte, 5. Warren Alpert Medical School of Brown University, 6. BIDMC / Harvard Medical School, 7. Butler Hospital & Brown University, 8. Boston Children's Hospital/Harvard Medical School, 9. Nationwide Children's Hospital/The Ohio State University

(PS5-32) Convergent Validity of Treatment Progress Ratings with Measures of Functional Impairment and Problem Severity in Youth Public Mental Health
Rachel M. Ward, B.A.[1], *Max Sender, B.S.*[2], *David S. Jackson, Ph.D.*[2], *Puanani J. Hee, Ph.D.*[2], *Taylor Stacy, Ph.D.*[3], 1. University of Hawai'i at Manoa, 2. Hawai'i State Department of Health Child and Adolescent Mental Health Division, 3. Department of Health Child and Adolescent Mental Health Division

(PS5-33) Neural Set-shifting Capacity Moderates Anxiety-related Emotion Dysregulation in Autistic Youth
Arabella W. Peters, B.A., Erin Kang, Ph.D., Montclair State University

(PS5-34) Racial Disparities in Early Psychosis Diagnostic Classification and Functional Outcomes
Ni Jie, B.S., B.A., Madelyn Crawford, B.A., Kelsi Bowers, B.A., Zachary Meehan, Ph.D., Sydney Simmons, Ph.D., Ryan M. Beveridge, Ph.D., University of Delaware

(PS5-35) The Relationship Between Interoceptive Awareness and Eating Disorder Symptomatology
Madelyn G. Johnson, M.A.[1], *Sarah Siegel, B.A.*[1], *Taylor R. Perry, Ph.D.*[2], *Danielle E. Peters, M.A.*[2], *Drew A. Anderson, Ph.D.*[3], 1. University at Albany, State University of New York, 2. University of Mississippi Medical Center, 3. University of Albany

(PS5-36) Exploring Psychosocial Difficulties, Belongingness, and Residential Mobility Among Third Culture Kids: An Exploratory Factor Analysis

Jae Eun Kwak, M.A.[1], *Jae Hee Kwak, M.A.*[2], 1. The University of Tennessee, Knoxville, 2. AHRC New York City

(PS5-37) The Effectiveness of CBT in a Partial Hospital Program Among U.s.-based Immigrants

Kendall Yuknewicz-Boisvert, B.A.[1], *Kevin Narine, Psy.D.*[2], *Chloe C. Hudson, Ph.D.*[3], *Jeffrey P. Winer, Ph.D.*[4], *Ramya S. Ramadurai, Ph.D.*[5], *Melanie Hom, Ph.D.*[6], *Courtney Beard, Ph.D.*[7], 1. Mclean Hospital, 2. Mclean Hospital/Harvard Medical School, 3. Virginia Polytechnic Institute and State University, 4. Boston Children's Hospital/Harvard Medical School, 5. University of Massachusetts Medical School, 6. Stanford University, 7. Mass General Brigham/McLean Hospital/Harvard Medical School

(PS5-38) How Long Does the Therapeutic Impact Last? A Meta-analysis Investigating the Sustainability of Task-shared Treatments for Posttraumatic Stress Disorder (PTSD)

Clarisa Roye, M.S.[1], *Sitara S. Mitragotri, None*[2], *Anushka Patel, Ph.D.*[3], *Kelly Dixon, Ph.D.*[4], 1. Albizu University, 2. Harvard University, 3. Harvard Medical School, 4. VA San Diego Healthcare System

(PS5-39) Mental Health Beliefs and Help-seeking in the Digital Sphere: A Qualitative Study from the World Mental Health International College Student Qualitative Initiative

Kate Gebbia, B.A.[1], *Ashley Kim*[2], *Kexin Li, Psy.D.*[1], *Franchesca Castro Ramirez, M.A., M.S.*[1], *John Naslund, Ph.D.*[3], *Matthew K. Nock, Ph.D.*[1], 1. Harvard University, 2. McLean Hospital, 3. Harvard Medical School

(PS5-40) What Makes Non-specialist Delivered Psychosocial Interventions Work? An Analysis of Treatment Components in Trauma-exposed Populations

Sitara S. Mitragotri, None[1], *Clarisa Roye, M.S.*[2], *Kelly Dixon, Ph.D.*[3], *Anushka Patel, Ph.D.*[4], 1. Harvard University, 2. Albizu University, 3. VA San Diego Healthcare System, 4. Harvard Medical School

(PS5-41) An Assessment of Pediatric Mental Health Needs and Services in Trinidad and Tobago

Cherisse Reena Rambarose, Ph.D.[1], *Dionne Brewster Phillip, B.S.*[2], *Sarah Subhan, Ph.D.*[3], 1. Kennedy Krieger Institute, 2. University of the West Indies, 3. Antioch University Seattle

(PS5-42) Self-blame Positively Associated with Re-experiencing, Hyperarousal, Avoidance, and Negative Mood and Cognitions in Somali Refugees

Chloe Chen, B.A.[1], *Noni K. Pinales, B.A.*[1], *Norah C. Feeny, Ph.D.*[1], *Jacob A. Bentley, ABPP, Ph.D.*[2], *Lori A. Zoellner, Ph.D.*[3], 1. Case Western Reserve University, 2. University of Washington School of Medicine, 3. University of Washington

(PS5-43) The Moderating Effect of Sexual Orientation on Sexual Assault-related Shame and Religious Coping

Sydney Broadway, B.A.[1], *Olivia DiLillo, B.A.*[1], *David DiLillo, Ph.D.*[2], *Alexandra Brockdorf, Ph.D.*[1], 1. University of Memphis, 2. University of Nebraska-Lincoln

(PS5-44) An Exploratory Study on the Impact of Mindfulness and Religiosity on Cognitive Style
Kaelyn M. Smith, M.S., Hofstra University

(PS5-45) Religiosity and Depression Related Stigma: Testing Symptom Severity as a Moderator
Ellie Emanuel, None, *Samuel T. Murphy, Ph.D.*, Mississippi State University

(PS5-46) Understanding Preferences for Spiritually Affirming Psychotherapy Among Adults Seeking Outpatient Mental Health Care
Esther Kim, M.A., *Derek Kemp, M.S.*, *Joseph M. Currier, Ph.D.*, University of South Alabama

(PS5-47) Does Posttraumatic Growth Predict State Patience? Findings from a 12-month Experience Sampling Study
Shannen Recio, B.S.[1], *Amy McCaffrey, M.A.*[1], *Samantha Gieber, M.A.*[1], *Maya Ran, M.A.*[1], *Ellington Cooke, M.A.*[1], *Adam Varnai, M.A.*[1], *Eranda Jayawickreme, Ph.D.*[2], *Nuwan Jayawickreme, Ph.D.*[1], 1. Touro University, 2. Wake Forest University

(PS5-48) The Mediating Role of Intolerance of Uncertainty on the Relationships Between Mindfulness and Anxiety, PTSD, and Meaning in Life in Asian American Adults
Jacqueline L. Ge, M.A., *Eleanor Xu*, *Matthew W. Gallagher, Ph.D.*, University of Houston

(PS5-49) The Presence of and Search for Meaning in Life Among Sexual Assault Survivors: A Latent Profile Analysis
Kendall Pade, B.S.[1], *Todd Thrash, Ph.D.*[1], *David DiLillo, Ph.D.*[2], *Shaina A. Kumar, Ph.D.*[1], 1. College of William & Mary, 2. University of Nebraska-Lincoln

(PS5-50) Predictors of Resilience and Life Satisfaction in American Jewish Adolescents: Implications for CBT Providers
Sivan B. Komatsu, Ed.S., Cognitive and Behavioral Consultants

(PS5-51) Social Connections Across Contexts Are Associated with Depressive Symptoms and Health Among Black Youth
Rachel Y. Chiu, B.A., *Justin A. Lavner, Ph.D.*, *Steven R. H. Beach, Ph.D.*, University of Georgia

(PS5-52) Behavioral Roots of Cognitive Resilience: Comparing Grit and Growth Mindset pathways in U.S. Adolescents by Immigration Context
Matthew J. Martinez, B.S., *Kristin Valentino, Ph.D.*, University of Notre Dame

(PS5-53) Results of the Resilience Builder Program-universal Pilot Study
Mary P. Fallon, M.A.[1], *Abigail R. Pearlman, B.S., B.A.*[1], *Brendan Rich, Ph.D.*[2], *Mary K. Alvord, Ph.D.*[1], 1. Alvord, Baker & Associates, LLC, 2. Catholic University of America

(PS5-54) Black Young Adults Scrolling Through Stress: The Mediating Role of Social Media Use and the Moderating Role of Gender
Julianna Panton, M.S., *Stephanie Agyemang-Manu, M.S.*, *Blossom Onwubuariri, B.S.*, *Henry Artez Willis, Ph.D.*, University of Maryland- College Park

(PS5-55) Friendship and Romantic Relationship Quality as Moderators of the Link Between Polyvictimization and Offending in Justice-involved Girls
Alexandra N. Ausland, B.S., *Victoria J. Blondell, B.S.*, *Saul A. Padilla, M.A.*, *Grace A. Parker, M.A.*, *Lucybel Mendez, Ph.D.*, The University of Tennessee, Knoxville

(PS5-56) Is It True That "what Doesn't Kill You Makes You Stronger?" Lifetime Adversity and Psychological Outcomes in a 15-month Longitudinal Study
Maya Ran, M.A.[1], *Ellington Cooke, M.A.*[1], *Adam Varnai, M.A.*[1], *Samantha Gieber, M.A.*[1], *Amy McCaffrey, M.A.*[1], *Shannen Recio, B.S.*[1], *Eranda Jayawickreme, Ph.D.*[2], *Nuwan Jayawickreme, Ph.D.*[1], 1. Touro University, 2. Wake Forest University

(PS5-57) Relational Mentoring and Trauma-informed Skill Building: Outcomes from a Sparcs-based School Intervention
Katherine L. Rooney, B.S.[1], *Kathryn Grant, B.S., M.S., Ph.D.*[2], *Jocelyn S. Carter, Ph.D.*[2], 1. University of South Carolina, 2. DePaul University

(PS5-58) Empowering Youth in Care: Development of a Strengths-based Screener for Adolescents in Primary Care
Annie Hoang, B.S.[1], *Adia Abler, B.S.*[2], *Julia Peterson, B.A.*[1], *Sarah Danzo, Ph.D.*[3], 1. University of Washington, Seattle, 2. Seattle Children's Hospital, 3. University of Washington

(PS5-59) Exploring Self-directed Substance Use Harm Reduction Behaviors by Sexual Minority Individuals
Collin S. Williams, M.A., Bekah Estevez, Ph.D., M.Ed., Lindsey B. Stone, Ph.D., Gerard Love, Other, Georgia Southern University

(PS5-60) Acculturative Stress and Alcohol Use Among Latinx Couples, and the Role of Familism as a Moderating Factor
Aida Belay, None, Mark W. Driscoll, Ph.D., Erika Lawrence, Ph.D., Northwestern University

(PS5-61) Developing Community Specific Strategies for Engaging Local Black Families in University-based Health Research
Chenelle Miller, M.A.[1], *Laura Godfrey, M.A.*[1], *Amy Hyoeun Lee, Ph.D.*[2], 1. Hofstra University, 2. John Jay College/City University of New York Graduate Center

(PS5-62) Mental Health Identification and Social Support in Black Americans
Kassidie S. Harmon, M.S., Jennifer S. Cheavens, Ph.D., The Ohio State University

(PS5-63) Culturally Responsive Diagnosis: Factors Impacting the Identification of ASD in Black Children
Naomi Green, B.S., Nova Southeastern University

(PS5-64) The Impact of Self-stigma on the Relationship Between Acculturation Level and Help Seeking Behaviors Among Asian Americans with Suicidal Ideation
Nikita Parulkar, M.A., Mun Yee Kwan, Ph.D., Hofstra University

(PS5-65) Parenting Stress and Positive Reinforcement: The Moderating Role of Face Concern
Gabriela Peralta Reyes, B.A.[1], *Xinwei Zhang, Ph.D.*[1], *Cordelia Zhong, B.A.*[2], *Cindy Huang, Ph.D.*[1], 1. University of Oregon, 2. Columbia University

(PS5-66) Muslim American Young Adult Mental Health Risk and Protective Factors
Donia Hijaz, M.S., Margo C. Hurlocker, Ph.D., University of New Mexico

(PS5-67) Is the Timing of Course Deadlines a Structural Barrier to Quality Sleep Among College Students?
Emily M. Bartholomay, Ph.D., Rachael Turner, Ph.D., Katherine Moen, Ph.D., Krista Forrest, Ph.D., University of Nebraska at Kearney

(PS5-68) Emotion Dysregulation and Cyber Intimate Partner Violence Among College Students
Allison Tobar-Santamaria, M.S., *Payton Stokes*, *Noa Croitoru, Marisa Alkalay, B.A.*, *Meagan J. Brem, Ph.D.*, Virginia Polytechnic Institute and State University

(PS5-69) Disaggregating Grit: Comparing How Perseverance and Passion Moderate Perfectionism and Well-being Among College Students
Melissa Renee Clark, M.A.[1], *Yasmin Banga, M.S.*[1], *Stephanie R. Ragazzo, B.S.*[1], *Munyi Shea, Ph.D.*[2], 1. Seattle Pacific University, 2. Yale University School of Medicine

(PS5-70) Gender Differences in Avoidant Coping as a Moderator of the Association Between Acculturative Stress and Internalizing Symptoms in a Hispanic - Serving Institution
Julianna Martin, B.A., *Melanie Menendez, B.A.*, *Katherine A. Jimenez, B.A.*, *Jonathan I. Martinez, Ph.D.*, *Andrew Ainsworth, Ph.D.*, California State University, Northridge

(PS5-71) Social Avoidance as a Mediator of the Relationship Between Behavioral Inhibition and Social Connectedness During the First Semester of College: Findings from a Prospective Cohort Study
Allison K. Warner, M.S., *Steven M. Brunwasser, Ph.D.*, Rowan University

(PS5-72) Rethinking Help: Alternative Coping and Stages of Change in College Students
Raquel Aguilar, B.A., *Kexin Li, Psy.D.*, *Matthew K. Nock, Ph.D.*, Harvard University

(PS5-73) Sleep Hygiene Moderates the Relation Between Self-compassion and Sleep Self-efficacy in Trauma Survivors
Gemma Brom, B.S., *Jenna Happe, B.S.*, *Paige Klein, B.A.*, *Melissa Mikolaitis, B.A.*, *Zara Kenigsberg, M.A.*, *Leilani Feliciano, Ph.D.*, *Steven Bistricky, Ph.D.*, University of Colorado Colorado Springs

(PS5-74) Timing of Student Service Utilization in Relation to Academic Stressors
Marisa R. Karbowski, B.S., West Valley College

(PS5-75) Generative AI May Not Enhance Knowledge About Cultural Humility but May Enhance Skill Development
Katie West, None, *Amanda A. Draheim, Ph.D.*, Goucher College

(PS5-76) For Who, and Why? The Influence of Target and Rationale on Acts of Kindness Outcomes
Ally M. Heiland, M.S., *Hana Nip, B.A.*, *Jennifer S. Cheavens, Ph.D.*, The Ohio State University

(PS5-77) Evaluation of the Efficacy of Two Online Single-session Positive Psychology Interventions for First-year College Student Well-being
Ella R. Sharp, *Laura E. Sockol, Ph.D.*, Davidson College

(PS5-78) Social Predictors of Flourishing in Autistic Women: The Role of Social Networks in Mental and Physical Health
Angelina Matar, B.A.[1], *Alexandra X. Jacobs, B.A.*[2], *Alexandra Sturm, Ph.D.*[2], 1. University of California Los Angeles Semel Institute, 2. Loyola Marymount University

(PS5-79) Hope Is Protective Against Anxiety and Loneliness for Dementia Caregivers
Cameryn Cooley, M.S.[1], *Samuel T. Murphy, Ph.D.*[2], *Whitney M. Lara, Ph.D.*[1], *Kassidie S. Harmon, M.S.*[1], *Jennifer S. Cheavens, Ph.D.*[1], 1. The Ohio State University, 2. Mississippi State University

(PS5-80) Is a Better Planned Day a Happier Day? Examining Planning and Flourishing in Daily Life Using Dynamic Structural Equation Modeling
Austen R. Anderson, Ph.D.[1], *Mallory Lastrapes, M.S.*[2], *Lindsey Ostermiller, M.S.*[2], *Hannah Linss, M.S.*[3], 1. Florida State University, 2. University of Southern Mississippi, 3. AltaPointe Health Systems

(PS5-81) The Impact of Coping Strategies, Mental Health Stigma, and Race-related Stress on the Mental Health Outcomes of Black Americans
Montiah Norton, M.S.[1], *Jessica LoPresti, Ph.D.*[1], *Tahirah Abdullah, Ph.D.*[2], 1. Suffolk University, 2. University of Massachusetts Boston

(PS5-82) Testing the Effect of Sleep on the Discrimination to Diurnal Cortisol Slope Relationship
Chelsea Crayton, B.S., Suzanne Vrshek-Schallhorn, ABPP, Ph.D., University of North Carolina at Greensboro

(PS5-83) Roles of Resilience in Minority Stress and Intimate Partner Violence Among Young Black Sexual Minority Men Living with HIV
Sydney H. Telaak, M.A.[1], *Wilson Vincent, M.P.H., Ph.D.*[1], *Cody Lentz, M.S.*[1], *Benjamin S. Dominguez, B.S.*[1], *Gowri Sunder*[1], *Susan Kegeles, Ph.D.*[2], *Erik Storholm, Ph.D.*[3], 1. Temple University, 2. University of California San Francisco, 3. San Diego State University

(PS5-84) The Role of Medicaid Mcos in Adolescent Mental Health Services: A Qualitative Study
Biiftu Duresso, B.A.[1], *K. John McConnell, M.A., M.S., Ph.D.*[2], *Meghan E. Carey, Ph.D.*[3], *Courtney Benjamin Wolk, Ph.D.*[3], 1. University of Pennsylvania School of Medicine, 2. Oregon Health and Science University, 3. Perelman School of Medicine at the University of Pennsylvania

(PS5-85) Barriers to Transparency: A Mixed-methods Analysis of Firearm Ownership Disclosure to Healthcare Providers
Ally Dudley, M.A., Claudia Cucchiara, B.S., Kayla Wagler, M.S., Tony T. Wells, Ph.D., Oklahoma State University

(PS5-86) Understanding Treatment Outcome Variability Across Eating Disorder facilities: a Hierarchical Linear Modeling Approach
Morgan Robison, M.S., Thomas E. Joiner, Ph.D., Florida State University

(PS5-87) Structural Relationships Between Trauma, Trust, and Healthcare Expectations: Implications for Compassionate Context-specific Trauma-informed Care
Chloe M. Gilmore, M.A., M.S., Claire Johnson, B.A., Grace Schroeder, M.S., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina at Charlotte

(PS5-88) Who Benefits from Professional Mental Health Treatment for Depression? A Target Trial Emulation Using Causal Forests in a Population Cohort
Nur Hani Zainal, M.S., Ph.D.[1], *Natalia Van Doren, M.S., Ph.D.*[2], 1. National University of Singapore, 2. University of California San Francisco

(PS5-89) Comparing Two Measures of Healthcare Institutional Betrayal Through Factor Analyses
Lin Cai, B.A., M.A., Jennifer Langhinrichsen-Rohling, Ph.D., University of North Carolina - Charlotte

(PS5-90) How Adolescents Communicate Suicide Ideation: A Qualitative Study of Disclosure Language and Motivations
Sarah R. Sullivan, M.A., M.S., Anais G. Fabian, B.A., Regina Miranda, Ph.D., Hunter College, City University of New York

(PS5-91) Understanding Adolescents' Attitudes Towards Therapy and Impact of Treatment Engagement Following a Suicide-related Emergency Department Visit
Sarah R. Sullivan, M.A., M.S.[1], *Anahi Villamar, B.A.*[2], *Ana Ortin-Peralta, Ph.D.*[3], *Argelinda Baroni, M.D.*[4], *Muhammad Waseem, M.D.*[5], *Getaw Hassen, M.D.*[6], *Tracy A. Dennis, Ph.D.*[1], *Regina Miranda, Ph.D.*[1], 1. Hunter College, City University of New York, 2. Montefiore Medical Center, 3. Yeshiva University - Ferkauf Graduate School of Psychology, 4. New York University School of Medicine, 5. NYCH+H/Lincoln, 6. NYCH+H/Metropolitan

(PS5-92) A Team Effort: Peer Provider Perspectives on Interprofessional Collaboration for Suicide Prevention
Sophia R. Young, B.A.[1], *Ella Demoise*[1], *Claire Picard, LPC*[2], *Emily M. Becker-Haimes, Ph.D.*[3], *Maria A. A. Oquendo, M.D., Ph.D.*[1], *Gregory K. K. Brown, Ph.D.*[1], *Jesslyn M. Jamison, Ph.D.*[4], 1. Perelman School of Medicine at the University of Pennsylvania, 2. Hall Mercer Community Mental Health Center, 3. University of Pennsylvania, 4. Penn Center for Mental Health

(PS5-94) Simulated Network Analyses of Barriers to Mental Health Care
John P. Standring, Qimin Liu, Ph.D., Boston University

(PS5-95) Exploring What Parents and Their Twice-exceptional Children Need from the Mental Healthcare System
Mehrnaz Mirhosseini, M.S.[1], *Hilary B. Vidair, Ph.D.*[2], *Melissa Palatucci, Psy.D.*[3], *Danielle Zito, Psy.D.*[1], *Danny Gur, M.S.*[1], *Erica Elliot, M.S.*[1], 1. Long Island University, 2. Long Island University, Post Campus, 3. Stony Brook University

(PS5-96) Family Contact Buffers Social Functioning Disadvantage in Justice-involved Individuals with First-episode Psychosis: A 12-month EPINET Study
Danae Papadea, M.A.[1], *Peter Phalen, Psy.D.*[2], *Maria Melero-Dominguez, M.A.*[1], *Samuel M. Murphy, MSW*[3], *Pamela Rakhshan Rouhakhtar, Ph.D.*[1], 1. University of Maryland Baltimore County, 2. University of Maryland School of Medicine, 3. University of Pittsburgh

(PS5-97) Centering Voices with Lived Experience to Improve Healthcare: Understanding the Frequency and Impact of Adverse Healthcare Experiences Among Caregivers of Children with Genetic Conditions
Kelsey Sala-Hamrick, Ph.D.[1], *Aviana Shammami, B.S.*[1], *Nyla Griffin, B.A.*[1], *Zoe Lapham, M.S.*[1], *Kanica Bhutoria, M.S.*[1], *Amber Ethemiou, B.S.*[1], *Amy Gaviglio*[2], *Jessica Scott-Schwoerer, M.D.*[3], 1. Eastern Michigan University, 2. Connectics Consulting, 3. Medical College of Wisconsin and Children's Wisconsin

(PS5-98) Validation of the Sex Education Comprehensiveness Scale
Finneas Frawley, B.A.[1], *Eli Miller, B.A.*[1], *Amanda A. Draheim, Ph.D.*[2], 1. Lawrence University, 2. Goucher College

(PS5-99) Efficacy of Substance Use Disorder Treatments for People Experiencing Homelessness Considering Recent Policy
Sheena R. Arting, PsyM, M.Ed., *Hanna Sweeney, B.A., PsyM*, *Whitney P. Auer, II, B.S., PsyM*, Wright State University School of Professional Psychology

(PS5-100) The Effects of Sex/gender on Pathways to Autism Diagnosis and Co-occurring Mental Health Conditions
Allison Ratto, Ph.D.[1], *Elizabeth R. Black, B.S.*[2], *Alyssa D. Verbalis, Ph.D.*[2], *Sophie Lawson, B.S.*[3], 1. Children's National Hospital, 2. Children's National Hospital, 3. University of Virginia

(PS5-101) The Power of Focus: Specialized Wellness Leadership and University Counseling Center Staffing
Jared P. Grigg, M.A., Virginia Commonwealth University

(PS5-102) Examining Preferences for Injectable Medications for Opioid Use Disorder Among Recovery Housing Operators Based on Endorsement of Attitudinal and Capacity Barriers
Brandon Park, M.A.[1], *Rithvik Kondai, B.A.*[2], *Rachel Winograd, Ph.D.*[2], *rashmi Ghonasgi, B.S.*[3], *Amy Mericle, Ph.D.*[4], 1. School of Social Work, Psychological and Brain Sciences, University of Missouri-St. Louis (UMSL), 2. Addiction Science Team, University of Missouri-St. Louis, Missouri Institute of Mental Health (UMSL-MIMH), 3. University of Central Florida, 4. Alcohol Research Group, Public Health Institute

(PS5-104) Examining the Differential Associations Between Online Victimization Experiences and Identity-related Outcomes: Probing the Moderating Role of Racial/ethnic Identity
Christian Nicolas[1], *Simone Imani Boyd, M.A., M.S.*[1], *Neel Nadkarni*[2], *Krish Desai*[3], *Jessica L. Hamilton, Ph.D.*[1], 1. Rutgers, The State University of New Jersey, 2. Monroe Township High School, 3. The Academy of Math Science and Engineering

(PS5-105) Is My Social Anxiety the Same as Yours? Examining Measurement Invariance of the Social Interaction Anxiety Scale Across Racial and Ethnic Groups
Freya Lin, B.A., *Tanvi Lakhtakia, B.A.*, *Bethany Teachman, Ph.D.*, University of Virginia

(PS5-106) Effects of Perceived Safety on Internalized Racism and Ethnic–racial Identity
Ozden Duru Ciftci, B.A.[1], *Ruba Rum, M.A., M.S.*[2], *Fallon Goodman, Ph.D.*[3], 1. The George Washington University, 2. University of South Florida, 3. George Washington University

(PS5-107) The Relationship Between Discrimination Distress and School Belonging, Moderated by Ethnic Identity
Manar Hesino, B.A., *Hanan Sayma, B.A.*, *Shereen Naser, Ph.D.*, Cleveland State University

(PS5-108) Minority Stress and Romantic Relationship Functioning Among LGBTQ+ Emerging Adults: An Intersectional Analysis
Zoe Macuto, M.A., American University

Saturday, November 14, 2026

9:30 AM – 10:30 AM

Key Ballroom, Second Fl., Hilton

Poster Session 6

Categories: *Treatment - Psychoeducation, Treatment - Social Skills Training, Treatment - Cultural Adaptations*

(PS6-1) Integrating Habit Reversal Training and Art-based CBT for an Adolescent with Co-morbid Tourette Syndrome and Psychotic Depression : A Clinical Case Study
ummul Fatima, Other[1], *Uma Hirisave, Ph.D.*[2], 1. Breather Therapy Ltd., 2. National Institute of Mental Health and Neurosciences

(PS6-2) Momentary, Modifiable, and Transdiagnostic Predictors of Approach Behavior in Anxious Youth: An Ecological Momentary Assessment Study with Implications for Cognitive Behavioral Therapy
Kevin Wagner, Ph.D., Baylor College of Medicine

(PS6-3) Hiding in Plain Sight: Addressing Eating Disorder Symptoms in Treatment for Anxiety, Depression, or Obsessive-compulsive Disorder Using Insights from Transdiagnostic CBT
Genevieve Nowicki, M.S.[1], *Mackenzie Cox, M.Ed.*[1], *Rachel F. Rodgers, Ph.D.*[1], *John Torous, M.D.*[2], 1. Northeastern University, 2. Beth Israel Deaconess Medical Center/Harvard Medical School

(PS6-4) Exposure All Day: Clinical Implementation and Patient Perspectives on Extended Exposure Sessions in Intensive CBT for Adolescent Anxiety
Abigail Beech, M.A., *Donna B. Pincus, Ph.D.*, *Ovsanna Leyfer, Ph.D.*, Boston University

(PS6-5) Harnessing Play to Enhance Exposure: A Gamified Group Intervention for Adolescents with Selective Mutism
Lillian Alford, M.A., *Michael Moerdler-Green, M.A.*, *Phyllis S. Ohr, Ph.D.*, Hofstra University

(PS6-6) Novel PATH Intervention Produces Similar Reductions in PTSD and Avoidance Among Those with and Without Comorbid Anxiety Diagnoses
Noni K. Pinales, B.A.[1], *Sofia Vicenzino, B.A.*[1], *Lori A. Zoellner, Ph.D.*[2], *Adele Hayes, Ph.D.*[3], *Norah C. Feeny, Ph.D.*[1], 1. Case Western Reserve University, 2. University of Washington, 3. University of Delaware

(PS6-7) Understanding the Relationships Between Early Maladaptive Schemas and Quality of Life in Adults with Anxiety and Depression
Emily Mintz, M.A.[1], *Talia Petigrow, M.A.*[2], *Suraj J. Bera, M.A.*[2], *Eden R. Astorino, B.A.*[2], *Olivia Baryluk, B.S.*[2], *Caroline E. Bucher, M.A.*[2], *William C. Sanderson, PhD, Ph.D.*[2], *Jeremy Cohen, M.A.*[2], *Kate Siegler, M.A.*[2], *Ernie Goldberg, M.A.*[2], *Scott Gulbransen, M.A.*[2], *Michael Moerdler-Green, M.A.*[2], 1. Hofstra University, Massachusetts General Hospital, 2. Hofstra University

(PS6-8) Negative Moral Emotions and Stigma as Shared Correlates of Eating Disorder and Obsessive-compulsive Disorder Symptoms
Avantika Kapadia, M.S., Cheri Levinson, Ph.D., University of Louisville

(PS6-9) Examining the Longitudinal Trajectory of Intolerance of Uncertainty in an Anxiety Sensitivity Intervention
Miracle R. Potter, M.S., Norman B. Schmidt, Ph.D., Florida State University

(PS6-10) Predicting Symptom Content from Circumstances of OCD Onset
Aimee B. Cho, B.A.[1], *Nathaniel Van Kirk, Ph.D.*[2], *Martha J. Falkenstein, Ph.D.*[1], *Jennie M. Kuckertz, Ph.D.*[1], 1. McLean Hospital, 2. OCD Institute, McLean Hospital

(PS6-14) Building a Multidisciplinary PANS/PANDAS Clinic with Interdisciplinary Followup
Lilia M. Andrew, Ph.D.[1], *Laura Saldana, Ph.D.*[1], *Leah Ramos*[1], *Roi Razdan*[1], *Irene Zhang, Ph.D.*[2], *Ilana Kahn, M.D.*[1], *Ayman Saleh, M.D.*[1], 1. Children's National Health System, 2. Children's National Hospital

(PS6-15) Family Context and Inflammatory Reactivity in Adolescent Anxiety
Christine E. Ha, B.A.[1], *Alexandra S. Aringer, M.S.*[2], *Andrew J. Fuligni, Ph.D.*[3], *Jessica J. Chiang, B.A., M.A., Ph.D.*[1], 1. Georgetown University, 2. University of Oregon, 3. University of California Los Angeles

(PS6-16) Intolerance of Uncertainty as a Target of Change in OCD Treatment
Hannah C. Broos, Ph.D., Martha J. Falkenstein, Ph.D., Jennie M. Kuckertz, Ph.D., McLean Hospital/Harvard Medical School

(PS6-17) The Public Speaking Anxiety Scale: Confirmation of Psychometric Properties and Initial Validation of a 9-item Version
Emily M. Bartholomay, Ph.D.[1], *Bryant M. Stone, Ph.D.*[2], *Amanda Chamberlain, Ph.D.*[3], *Jennifer Koran, Ph.D.*[2], *Daniel Houlihan, Ph.D.*[4], 1. University of Nebraska at Kearney, 2. Southern Illinois University, 3. Private Practice, 4. Minnesota State University, Mankato

(PS6-18) The Role of Gratitude in the Relationship Between Overcontrol and Social Anxiety
Yu-Jin Eun, M.A., University of Toledo

(PS6-19) Puppet P.A.L.S: Using Puppets in Group-format Selective Mutism Treatment to Practice Anxiety-lowering Speaking
Ruby A. Paisner, M.A., Nicole Lui, M.A., Sarah Richman, M.A., Abby H. Lee, M.A., Emma L. Kreutzmann, M.Ed., Ariana Wasret, M.A., Phyllis S. Ohr, Ph.D., Hofstra University

(PS6-20) Changes in Observed Verbal Behavior Across Intensive Group Behavioral Treatment for Children with Selective Mutism
Marisa Meyer, M.A.[1], *Jami M. Furr, Ph.D.*[2], *Jonathan S. Comer, Ph.D.*[2], *Aileen Herrera, M.S., Other*[2], *Carolina Costa, M.S.*[2], *Philip Kendall, ABPP, Ph.D.*[1], 1. Temple University, 2. Florida International University

(PS6-21) Anxiety IOP Improves Depression Symptoms in Adolescents
Katherine Raguin, M.A.[1], *Madeleine Allen, B.A., Ph.D.*[2], *Allison Bonifay, M.A., LPC*[2], 1. Pacific University, Oregon, 2. NW Anxiety Institute

(PS6-22) Does OCD Moderate Autism Spectrum Disorder (ASD) Outcomes from CBT for Anxiety in Children?
Lauren E. Browning, B.A., Philip Kendall, ABPP, Ph.D., Temple University

(PS6-23) Early Temperament and Risk for Psychopathology: Insights into Misophonia
Caitlin G. Stone, M.A.[1], *Margaret Fields-Olivieri, Ph.D.*[1], *Emily C. Gates, B.A.*[2], *Grace A. Heppes, B.S.*[3], *Kolin G. Lewis, B.A.*[3], *Connor Haughey, B.S.*[4], *William Copeland, Ph.D.*[5], *Helen Egger, M.D.*[2], *Margaret Sheridan, Ph.D.*[4], *M. Zachary Rosenthal, Ph.D.*[3], *Kimberly LH Carpenter, Ph.D.*[6], 1. University of North Carolina at Greensboro, 2. Duke University School of Medicine, 3. Duke University, 4. University of North Carolina at Chapel Hill, 5. University of Vermont, 6. Duke University Medical Center

(PS6-24) Brief Behavioral Therapy Impacts Parent Treatment Satisfaction Through Improving Youth Anxiety and Functioning: A Mixed-method Analysis
Aubrey L.R.J Cabigao[1], *Megan Morillas, M.A.*[1], *Pauline Goger, Ph.D.*[2], *V. Robin Weersing, Ph.D.*[1], 1. San Diego State University, 2. Fairfield University

(PS6-25) Understanding Misophonia in the Community: Measurement, Awareness, and Treatment-seeking
Allie Freshley, M.A., Charis M. Barker, Laura J. Dixon, Ph.D., University of Mississippi

(PS6-26) Intolerance of Uncertainty Among Adolescents in Intensive Outpatient Treatment: Impact on Anxiety and Life Interference
Christina M. Hogan, Ph.D.[1], *Ashley Kreeger, LPC*[2], *Jerrica Kunau, LPC*[2], *Jaspreet Shahi, Psy.D.*[2], *Alexandra E. Morford, Ph.D.*[2], *Benjamin C. Mullin, Ph.D.*[2], 1. Children's Hospital Colorado, 2. University of Colorado, School of Medicine

(PS6-27) Therapeutic Effects of Nature Exposure (NE): Positive Affect, Negative Affect, and Cognitive Systems
JeeEun Lee, Ph.D., Hernan Rosas, Naomi A. Sachs, Ph.D., Jiayi Liu, Kezia Belgrave, B.S., Suhyun Goh, B.S., Nicholas M. Ratliff, B.A., Adam Addi, Jessica Doan, Tharindi S. Jayatilake, B.S., Glenda Mello, B.A., Edward Bernat, Ph.D., University of Maryland-College Park

(PS6-28) Spontaneous Recall of Symptom-relevant Autobiographical Memories During Exposure Therapy for Public Speaking Anxiety: Characteristics and Outcomes
Megan Paterson, B.S.[1], *Hayley E. Fitzgerald, Ph.D.*[2], *Joseph K. Carpenter, Ph.D.*[3], *Elizabeth Connon, Bachelor of Psychology*[4], *Bridget Hearon, PhD*[5], *Hannah M. Johnson, B.S.*[6], *Eric Lee, Ph.D.*[6], *Laura Long, Ph.D.*[2], *Star Moore, B.A.*[7], *Jill M. Newby, Ph.D.*[8], *Logan Smith, Undergraduate*[9], *Jasper Smits, Ph.D.*[7], *M. Alexandra Kredlow, Ph.D.*[1], 1. Tufts University, 2. Boston University, 3. VA Boston Healthcare System, 4. Neuroscience Research Australia, 5. CBT Center for Anxiety and OCD, 6. Southern Illinois University, 7. University of Texas at Austin, 8. UNSW Sydney at the Black Dog Institute, 9. Albright College

(PS6-29) Distress Tolerance and Willingness as Mechanisms of Exposure Therapy for Anxiety- and Trauma-related Disorders: A Systematic Review
Reed M. Morgan, M.A., *Christopher C. Conway, Ph.D.*, Fordham University

(PS6-30) Imaginal or in Vivo Exposure in Cognitive-behavioral Therapy for Youth with Anxiety
Rachel Reynolds, B.A., *Philip Kendall, ABPP, Ph.D.*, Temple University

(PS6-31) The Effect of Obsessive-compulsive Symptoms and Perfectionism on Transdiagnostic Partial Hospitalization Program Treatment Trajectories
Kevin Narine, Psy.D.[1], *Martha J. Falkenstein, Ph.D.*[2], *Chloe C. Hudson, Ph.D.*[3], *Courtney Beard, Ph.D.*[4], *Elizabeth G. Foley, B.A.*[2], 1. Mclean Hospital/Harvard Medical School, 2. McLean Hospital, 3. Virginia Polytechnic Institute and State University, 4. Mass General Brigham/McLean Hospital/Harvard Medical School

(PS6-32) Treatment Flexibility and Outcomes in Pediatric Anxiety Care: Findings from the Kids FACE FEARS Trial
Debora Gonzalez, B.A.[1], *Adelia Kamenetskiy, B.S.*[1], *Jordanne Brown, B.A.*[1], *Anthony Dick, Ph.D.*[1], *Molly Adrian, Ph.D.*[2], *Jami M. Furr, Ph.D.*[1], *Dana McMakin, Ph.D.*[1], *Leslie Miller, M.D.*[3], *Rheanna Platt, M.P.H., M.D., Ph.D.*[3], *Ronald Rapee, Ph.D.*[4], *Andrea Spencer, M.D.*[5], *Michelle Porche*[6], *Lisa Fortuna, M.P.H., M.D.*[6], *Donna Pincus, Ph.D.*[7], *Jonathan S. Comer, Ph.D.*[1], 1. Florida International University, 2. University of Washington, 3. Johns Hopkins University School of Medicine, 4. Macquarie University, 5. Ann & Robert H. Lurie Children's Hospital of Chicago and the Feinberg School of Medicine–Northwestern University, 6. University of California Riverside School of Medicine, 7. Boston University

(PS6-34) Exposure-only Group Treatment for Youth with Anxiety and OCD: Effect of Completing Intensive Treatment Prior to Group
Christina M. Hogan, Ph.D.[1], *Alexandra E. Morford, Ph.D.*[2], *Jerrica Kunau, LPC*[2], 1. Children's Hospital Colorado, 2. University of Colorado, School of Medicine

(PS6-35) Enhancing CBT for Pediatric Anxiety Through Gaze-contingent Music Reward Therapy: Preliminary Evidence from a Preregistered Randomized Control Trial
Meghan E. Byrne, Ph.D.[1], *Marta Korom, Ph.D.*[1], *Simone P. Haller, D. Phil.*[1], *Evie Chen, B.A.*[1], *Lili A. Massac, B.A.*[1], *Victoria Kim, B.A.*[1], *Krystal M. Lewis, Ph.D.*[1], *Erin Berman, Ph.D.*[1], *Wendy K. Silverman, ABPP, Ph.D.*[2], *Amit Lazarov, Ph.D.*[3], *Yair Bar-Haim, Ph.D.*[3], *Daniel S. Pine, M.D.*[1], 1. National Institute of Mental Health, 2. Yale University School of Medicine, 3. Tel Aviv University

(PS6-36) Affective Responses to Semantic Sound Suppression in Adults with Misophonia
Emily C. Gates, B.A.[1], *M. Zachary Rosenthal, Ph.D.*[2], *Kolin G. Lewis, B.A.*[2], *Malek Itani, M.S.*[3], *Shyamnath Gollakota, Ph.D.*[4], 1. Duke University School of Medicine, 2. Duke University, 3. University of Washington, Seattle, 4. University of Washington

(PS6-37) Thought-action Fusion Partially Accounts for the Relationship Between Mindfulness and Obsessive-compulsive Symptoms
Marissa Marcus, B.A., *Joshua J. Broman-Fulks, Ph.D.*, Appalachian State University

(PS6-38) Home-based Motivational Interviewing for Late Life Rural Hoarding Disorder: Feasibility and Acceptability
Leonard S. Knight, II, None, *Mary E. Dozier, Ph.D.*, Mississippi State University

(PS6-39) Attentional Biases Predict Social Fears in Daily Life: A Pilot Eye Tracking and Ecological Momentary Assessment Study
Alexandra M. Adamis, M.S., *Simon Lilburn, Ph.D.*, *Bunmi O. Olatunji, Ph.D.*, Vanderbilt University

(PS6-40) Examining the Network Structures of the Bivalent Fear of Evaluation Model of Social Anxiety Disorder in a Japanese Population
Shota Noda, Ph.D.[1], *Show Okawa, Ph.D.*[2], *Motohiro Nishiuchi, M.A.*[3], *Maaya Kobayashi, M.A.*[3], *Justin W. Weeks, Ph.D.*[4], *Stefan G. Hofmann, Ph.D.*[5], 1. University of Marburg, Germany, 2. The University of Tokyo, 3. Musashino University, 4. Anxiety Subspecialty Treatment (AnxST) Program, Nebraska Medicine 5. Philipps-Universität Marburg

(PS6-41) A Cosmin-guided Systematic Review of the Measurement Properties of the Fear of Negative Evaluation Scale and Brief FNE Across Populations, Languages, and Clinical Settings
Elizabeth E. MacDougall, Ph.D.[1], *Amelia Corbin*[1], *Zoe Webster, B.S.*[2], 1. Bridgewater College, 2. Virginia Polytechnic Institute and State University

(PS6-42) Extending the Core Fear of Social Anxiety: Social Worth as a Predictor of Social-emotional Functioning
Ellis DeJardin, B.A., *Fallon Goodman, Ph.D.*, George Washington University

(PS6-43) Maladaptive Health-related Safety Behaviors Among Older Adults with Acute Cardiovascular Disease
Isabelle C. Barb, B.A.[1], *Brianna R. Altman, Ph.D.*[1], *Mindy M. Kibbey, Ph.D.*[2], *Samantha G. Farris, Ph.D.*[1], 1. Rutgers, The State University of New Jersey, 2. The Warren Alpert Medical School of Brown University

(PS6-44) A Novel, Scalable Intervention to Enhance Positive Social Experiences and Affect in Social Anxiety
Ellis DeJardin, B.A., *Fallon Goodman, Ph.D.*, George Washington University

(PS6-45) Relative Contributions of Intolerance of Uncertainty and Avoidance to Functional Impairment in Autistic Adolescents with Anxiety: Parent and Child Report

ZIJIA ZHANG, B.S., B.A.[1], *Ogechi "Cynthia" Onyeka, Ph.D.*[1], *Kevin Wagner, Ph.D.*[1], *Jolie B. Held, B.A.*[1], *Jazzmine Ward, B.S.*[1], *Jessica Szu-Chi Cheng, B.A.*[2], *Callie G. Murphy, B.S.*[1], *Andrew G. G. Guzick, Ph.D.*[3], *Leandra N. Berry, Ph.D.*[1], *Robin Kochel, Ph.D.*[4], *Peter J. Boedeker, Ph.D.*[1], *Eric A. Storch, Ph.D.*[1], 1. Baylor College of Medicine, 2. Vanderbilt University, 3. Perelman School of Medicine at the University of Pennsylvania, 4. Meyer Center for Developmental Pediatrics and Autism, Texas Children's Hospital

(PS6-46) Interpretation Bias and Family Accommodation by Parents of Anxious Children

Leila Bernbeck, None[1], *Courtney Beard, Ph.D.*[2], *Alexandra L. Silverman, Ph.D.*[1], *Doah E. Shin, B.S.*[1], *Margaret Chiffer, B.A.*[1], *Roni Itkin-Ofer, B.S.*[1], 1. McLean Hospital, 2. Mass General Brigham/McLean Hospital/Harvard Medical School

(PS6-47) Parent's General Stress vs. Parenting Stress as Moderators in the Relationship Between Emotion Dysregulation and Family Accommodation in Anxious Youth

Emily Vinet, B.S., Justine Brennan, M.A., Maria J. Velasquez, MSW, Thompson E. Davis, III, III, Ph.D., The University of Alabama

(PS6-48) The Temporal Relationship Between Anxiety and Avoidance: An Ecological Momentary Assessment Study

Olivia M. Wallace, B.S., Olivia Woodson, B.S., Nader Amir, Ph.D., San Diego State University

(PS6-49) Getting Ahead of the Sunday Night Blues: Temporal Dynamics of Worry Using Ecological Momentary Assessment (EMA)

Olivia D. Cetin, B.S., B.A., Nader Amir, Ph.D., San Diego State University

(PS6-51) The Reassurance Trap: Within-person Links Between Worry Behaviors and Emotional Distress

Matthew C. Sala, B.S., Tapan A. Patel, M.S., Victoria Swaine, M.A., Jesse R. Cougle, Ph.D., Florida State University

(PS6-52) Associations Among Anxiety Sensitivity, Intolerance of Uncertainty, and Experiential Avoidance: What Is the Degree to Which These Key Markers of Anxiety Pathology Are Distinct from Each Other?

Hayley E. Fitzgerald, Ph.D.[1], *Qimin Liu, Ph.D.*[1], *Siwon Yang, B.A.*[1], *Annell A. Ovalles, M.P.H., M.A.*[1], *Mingcong Tang, M.A.*[1], *Dan Collins, B.A.*[1], *Star Moore, B.A.*[2], *Marie Parsons, Ph.D.*[1], *Marie-H. H. Monfils, Ph.D.*[3], *Michael J. Telch, Ph.D.*[3], *Jasper A. J. A.J. Smits, Ph.D.*[3], *Michael W. Otto, Ph.D.*[1], 1. Boston University, 2. University of Texas at Austin, 3. The University of Texas at Austin

(PS6-53) Navigating Anxiety in the School Setting: Does Parental Acculturation Affect Availability and Usage of School Supports for 1st and 2nd Generation Youth

Jordanne J. Brown, B.A., Anya E. Urcuyo, M.S., Aileen Herrera, M.S., Jami M. Furr, Ph.D., Jonathan S. Comer, Ph.D., Florida International University

(PS6-54) Associations Among Cognitive Biases, Emotion Regulation, and Anxiety Symptoms

Ashley S. Boyne, M.Ed., Michelle Rozenman, Ph.D., Lauren M. McGrath, Ph.D., Kateri McRae, Ph.D., University of Denver

(PS6-55) The Role of Family Accommodation and Insecure Infant-mother Attachment in Predicting Separation Anxiety
Allison A. Morra, M.A., Elizabeth J. Kiel, Ph.D., Miami University

(PS6-56) Testing Emotion Regulation as a Half-longitudinal Mediator Between Anxiety Sensitivity and Panic Symptoms in Youth
Maria J. Velasquez, MSW, Emily Vinet, B.S., Justine Brennan, M.A., Thompson E. Davis, III, III, Ph.D., The University of Alabama

(PS6-57) Relationship Attributions and Social Anxiety Disorder
Avery Blackwell, B.A., Thomas L. Rodebaugh, Ph.D., University of North Carolina at Chapel Hill

(PS6-58) Anxiety Sensitivity Moderates Associations Between Mindfulness Facets and Anxiety Symptoms in a Racially Diverse Sample of College Students in Hawai'i
Callum T. Henwood, B.S., Cerila Rapadas, B.A., Akihiko Masuda, Ph.D., University of Hawai'i at Mānoa

(PS6-59) No Hard Feelings? The Impact of Rejection in Adults with and Without Social Anxiety Disorder
Margaret Weisblum, B.S.[1], *Grace O. Allread, B.A.*[1], *Nava Blyakher, B.S.*[1], *Saskia L. Jorgensen, B.A.*[1], *Gabriella Silva, M.A.*[2], *Fallon Goodman, Ph.D.*[1], 1. George Washington University, 2. University of South Florida

(PS6-60) Protective Psychological Factors in Cyberchondria: Moderating Roles of Distress Tolerance and Resilience
Evan Romero, B.A., Joshua Torres, B.S., Sara L. Alderete, B.A., Paulina L. Villela, Austin Vernon, B.S., Theodore V. Cooper, Ph.D., University of Texas at El Paso

(PS6-61) Development and Validation of an Online Version of the Word–sentence Association Paradigm (WSAP)
Junjia (Judy) Xu, B.A.[1], *Hannah C. Broos, Ph.D.*[2], *Kimberly A. Arditte Hall, Ph.D.*[3], *Kiara Timpano, Ph.D.*[1], 1. University of Miami, 2. McLean Hospital/Harvard Medical School, 3. Framingham State University

(PS6-62) The Role of Maternal Social Support and Family Accommodation in the Association Between Maternal and Child Anxiety: A Conditional Process Analysis
Casey E. Pearce, M.A., Elizabeth J. Kiel, Ph.D., Miami University

(PS6-63) Negative Thoughts, Threat Interpretation, and Anxiety Prediction in Adolescence
Rebecca Dunayev, B.A., Kimberli Treadwell, Ph.D., University of Connecticut

(PS6-64) Videogame Play as Social Performance: Impact of Social Anxiety and Presence of Visual Cues on Electrocortical Indicators of Cognitive Functioning
Danielle Deros, Ph.D.[1], *Burkhart Hahn, M.S.*[2], *Ebony A. Walker, M.S.*[2], *Johnathan C. Walker, B.S.*[2], *Tony R. Montgomery, Jr., Ph.D.*[2], *Eric H. Mann, B.A.*[2], *DeMond M. Grant, Ph.D.*[2], 1. Ralph H. Johnson VA Health Care System/Medical University of South Carolina, 2. Oklahoma State University

(PS6-65) Discrepancies Between Expected and Actual Enjoyment in Generalized Anxiety Disorder: Examining Longitudinal Trajectories of Change
Lucas S. LaFreniere, Ph.D., Adelaine Oliphant, B.A., Skidmore College

(PS6-66) The Effects of Mental Representation of the Self on Attentional Processing Within Social Anxiety
Ebony A. Walker, M.S.[1], *Johnathan C. Walker, B.S.*[1], *Tony R. Montgomery, Jr., Ph.D.*[1], *Eric H. Mann, B.A.*[1], *Danielle E. Deros, Ph.D.*[2], *DeMond M. Grant, Ph.D.*[1], 1. Oklahoma State University, 2. Ralph H. Johnson VA Health Care System/Medical University of South Carolina

(PS6-67) Is Appearance-related Social Comparison a Causal Mechanism Underlying Appearance-related Psychopathology? An Experimental Test
Tapan A. Patel, M.S., Jesse R. Cougle, Ph.D., Florida State University

(PS6-68) Psychometric Studies About Self-reported Mental Health: An Extension of Kraemer and Colleagues' Satellite Model to Integrate Data and Streamline Tests of Criterion-related Validity
Abigail Bisson, B.S., Andres De Los Reyes, Ph.D., University of Maryland- College Park

(PS6-69) Daily Appearance-related Safety Behaviors Are Associated with Same-day Appearance Concerns and Social Anxiety
Tapan A. Patel, M.S., Victoria Swaine, M.A., Jesse R. Cougle, Ph.D., Florida State University

(PS6-70) Examining the Effects of Sleep and Worry Within Persons
Alice Chen, Aaron J. Fisher, Ph.D., University of California, Berkeley

(PS6-71) Rumination Dynamics in Mood and Anxiety Disorders: Comparing Temporal Patterns Between Clinical and Healthy Control Groups
Yuyang Zhang, B.A., Nicole E. Galvão, B.A., Yu Zhang, B.S., Aaron J. Fisher, Ph.D., University of California, Berkeley

(PS6-72) Uncovering Patterns of Symptom Centrality Instability in Idiographic Networks of Social Anxiety
Nicole E. Galvão, B.A., Yuyang Zhang, B.A., Aaron J. Fisher, Ph.D., University of California, Berkeley

(PS6-73) Delta-beta Coupling Moderates the Relation Between Behavioral Inhibition and Social Anxiety in Children
Claire E. O'Leary, M.A., Robin D. Thomas, Ph.D., Elizabeth J. Kiel, Ph.D., Miami University

(PS6-74) Predictors of Treatment Credibility and Working Alliance in Psychotherapy for Generalized Anxiety Disorder
Elisabeth Akeman, LPC, Jacob Armstrong, Ph.D., Robin L. Aupperle, Ph.D., Laureate Institute for Brain Research

(PS6-75) The Interplay Between Fear of Positive and Negative Evaluation in Adolescent Social Anxiety Symptoms
Marissa Falcone, M.S., Margaret Modico, M.S., Yasmin Rey, Ph.D., Dana McMakin, Ph.D., George Buzzell, Ph.D., Mei Yi Ng, Ph.D., Jeremy W. Pettit, Ph.D., Florida International University

(PS6-77) Poor Reliability in Measuring Habituation: Implications for Clinical and Translational Research on Exposure and Extinction
Emma R. Dear, M.A.[1], *Gabrielle R. Messner, M.A.*[1], *Julia M. Levitan, M.A.*[1], *Cheri Levinson, Ph.D.*[2], *Eric J. Lenze, M.D.*[3], *Richie W. Gray, B.S.*[1], *Jaclyn Weisman, Ph.D.*[4], *Thomas L. Rodebaugh, Ph.D.*[1], 1. University of North Carolina at Chapel Hill, 2. University of Louisville, 3. Washington University in St. Louis, 4. Northwestern University Feinberg School of Medicine

(PS6-78) How Social Anxiety Severity Shapes Internalizing Symptom Networks
Olivia Woodson, B.S.[1], *Jennie M. Kuckertz, Ph.D.*[2], *Nader Amir, Ph.D.*[1], 1. San Diego State University, 2. McLean Hospital

(PS6-79) Pre-pandemic Repetitive Negative Thinking Predicts Obsessive-compulsive Symptoms During COVID-19: Longitudinal Evidence for Context Effects
Jessica Szu-Chi Cheng, B.A.[1], *Alexandra M. Adamis, M.S.*[1], *Qimin Liu, Ph.D.*[2], *Bunmi O. Olatunji, Ph.D.*[1], 1. Vanderbilt University, 2. Boston University

(PS6-80) Cognitive Control in Trichotillomania: An Examination of Intra-individual Variability in Impulsivity and Compulsivity
Eli J. Anish, B.S., *David A.F. Haaga, Ph.D.*, American University

(PS6-81) Core Motivational Dimensions of OCD: Associations with Cognitive-behavioral Factors
Grace Laskowsky, B.A., *Alexandra Receveur*, *Joe B. Friedman, M.A.*, *Nicholas S. Myers, M.A.*, *Emily K. Juel, M.A.*, *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

(PS6-82) Unpacking the Role of Attentional Impulsivity Across Clinical and Subclinical Obsessive-compulsive Disorder
Shuting Yang, B.A., *Justice Simonetti, B.A.*, *Bengier Kilic, Ph.D.*, *Martijn Figee, M.D.*, *Vincenzo Fiore, Ph.D.*, Icahn School of Medicine at Mount Sinai

(PS6-84) Safety and Tolerability of Treating Obsessive-compulsive Disorder in Pregnancy and the Postpartum
Rachel A. Schwartz, Ph.D.[1], *Victoria Sardella, M.S.*[1], *Martin E. Franklin, Ph.D.*[1], *Erica Weitz, Ph.D.*[2], 1. Rogers Behavioral Health, 2. University of Pennsylvania

(PS6-85) Fear of Self Predicts Perfectionism Independently of Obsessive-compulsive and Anxiety Symptoms
Ana Bogdanovich, B.S., *Kevin D. Wu, Ph.D.*, Northern Illinois University

(PS6-86) The Existential Obsessions Scale: Initial Psychometric Evaluation
Alexandra Receveur, *Grace Laskowsky, B.A.*, *Nicholas S. Myers, M.A.*, *Joe B. Friedman, M.A.*, *Emily K. Juel, M.A.*, *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

(PS6-87) Do Core OCD Motivational Dimensions Generalize Across Cultures? A Confirmatory Factor Analysis of the OC-CDS
Alexandra Receveur, *Grace Laskowsky, B.A.*, *Emily K. Juel, M.A.*, *Nicholas S. Myers, M.A.*, *Joe B. Friedman, M.A.*, *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

(PS6-88) Parenting Styles Predicting Changes in Accommodation and Obsessive-compulsive Disorder in the Context of Pediatric Intensive Outpatient CBT
Isabella Tomé, B.A.[1], *Ryan Aurora McLauchlan, M.Ed.*[1], *Matty Dunham, B.S.*[1], *Sarah Roth, M.S.*[1], *Jonathan Mills, M.A., M.S.*[1], *Thane M. Erickson, Ph.D.*[1], *Geoffrey A. Wiegand, Ph.D.*[2], *Lisa Barrois, Ph.D.*[2], *Kalina Babeva, Ph.D.*[2], *Kaylene West, B.S.*[2], 1. Seattle Pacific University, 2. Seattle Children's Hospital

(PS6-89) With Pleasure, but Without Obsessions: The Cognitive-behavioral Model of OCD Does Not Explain All Compulsive Behaviors
Shachar Ruppin, M.A.[1], *René Freichel, Ph.D.*[2], *Shaan F. McGhie, M.A.*[1], *Gabriella E. Hamlett, M.A.*[1], *Richard J. McNally, Ph.D.*[1], *Rebecca Cox, Ph.D.*[3], 1. Harvard University, 2. University of Amsterdam, 3. Washington University in St. Louis

(PS6-90) Taboo Thoughts as a Predictor of Guilt and Shame
Lily E. Eagan, B.A., Timothy A. Cavell, Ph.D., Anna M. Townsend, B.A., University of Arkansas

(PS6-91) Examining the Acceptability of Virtual Reality for Exposures in Youth with Obsessive-compulsive Disorder
Alexandria Chang, B.A., Michelle Liu, Samantha Wang, Andrea O'Neill, Nathan M. Boyle, B.S., B.A., Joseph F. McGuire, Ph.D., Johns Hopkins School of Medicine

(PS6-92) Sleep Disturbance in OCD: Examining Unique Associations with OCD Symptom Dimensions Beyond Depression and Obsessive Beliefs
Gunjan N. Patel, Valerie Swisher, M.S., Michelle G. Newman, Ph.D., The Pennsylvania State University

(PS6-93) Psychophysiological and Subjective Correlates of "Not Just Right" Experiences in Obsessive-compulsive Disorder
Chloe M. Hord, B.A., Kelly A. Knowles, Ph.D., David F. Tolin, ABPP, Ph.D., Anxiety Disorders Center, The Institute of Living

(PS6-94) Moral Absolutism and the Association Between Taboo Intrusive Thoughts and Symptoms of Anxiety and Depression
Anna M. Townsend, B.A., University of Arkansas

(PS6-95) Group CBT/ERP in Youth OCD: Do Ssris Make a Meaningful Difference?
Irene Zhang, Ph.D.[1], *Mi-Young Ryee, Ph.D.*[2], *Lilia M. Andrew, Ph.D.*[2], 1. Children's National Hospital, 2. Children's National Health System

(PS6-96) Unraveling the Urge: Clinical Correlates and Intolerance of Uncertainty in Trichotillomania
Samantha Wang[1], *Fred Miglo, B.S.*[2], *Lauren E. Browning, B.A.*[3], *Nathan M. Boyle, B.S., B.A.*[1], *Joseph F. McGuire, Ph.D.*[1], 1. Johns Hopkins University School of Medicine, 2. University of Pennsylvania Perelman School of Medicine, 3. Temple University

(PS6-97) A Network Analysis of Obsessive-compulsive Patients in Intensive Outpatient Treatment
Valerie Swisher, M.S., Michelle G. Newman, Ph.D., The Pennsylvania State University

(PS6-98) Stability and Transition Likelihood of Primary Symptoms in Adults with Obsessive-compulsive Disorder: A 5-year Prospective Follow-up Study
Immanuela C. Obisie-Orlu, M.S.[1], *Jane Eisen, M.D.*[2], *Steven A. Rasmussen, M.D.*[3], *Christina L. Boisseau, Ph.D.*[1], 1. Northwestern University Feinberg School of Medicine, 2. McLean Hospital, 3. Alpert Medical School of Brown University

(PS6-99) A Meta-analytic Investigation of the Relationships Between Obsessive Beliefs and Obsessive-compulsive Symptom Dimensions
Nicholas S. Myers, M.A., *Jonathan S. Abramowitz, Ph.D.*, University of North Carolina at Chapel Hill

(PS6-100) Daily Reinforcement Processes in OCD Across Symptom Dimensions: An Ecological Momentary Assessment Study
Valerie Swisher, M.S., *Michelle G. Newman, Ph.D.*, The Pennsylvania State University

(PS6-101) Female Obsessive-compulsive Symptoms During Puberty: An Autoregressive Latent Trajectory Approach
Megan DuBois, B.A., *Christopher A. Flessner, Ph.D.*, Kent State University

(PS6-102) Preferences for and Attitudes Towards Clutter in Hoarding
Amanda N. Belanger, M.S.[1], *Jessica Grisham, Ph.D.*[2], *Wenting Chen, Ph.D.*[2], *Kiara Timpano, Ph.D.*[1], 1. University of Miami, 2. University of New South Wales

(PS6-103) Assessing Inter-rater Reliability Among Video Annotators Identifying Tics
Alexandria Chang, B.A., *Samantha Wang*, *Michelle Liu*, *Nathan Boyle, B.S., B.A.*, *Joseph F. McGuire, Ph.D.*, Johns Hopkins University School of Medicine

(PS6-104) Initial Psychometric Evaluation of the Motivation Assessment for Tic Suppression (MATS) in Adults with Tic Disorders
Michelle M. Liu, *Abigail E. Pine, Ph.D.*, *Joseph F. McGuire, Ph.D.*, Johns Hopkins University School of Medicine

(PS6-105) Investigating the Effects of Sex and Ethnicity Characteristics on the Clinical Presentation of Patients with Tourette Syndrome
Mary A. Gum, B.A., *Joseph F. McGuire, Ph.D.*, Johns Hopkins University School of Medicine

(PS6-106) Does Comorbidity Impact Treatment Outcomes in an Intensive Outpatient Program for OCD?: A Clinical Significance Analysis
Molly H. Nadel, M.A.[1], *Melanie H. DelAngelo, B.S.*[1], *Kate Rogers, Ph.D.*[2], *Sandra Hadlock, M.S.*[2], *Eric R. Schuler, Ph.D.*[1], *David A.F. Haaga, Ph.D.*[1], 1. American University, 2. OCD Anxiety Centers

(PS6-107) Distress Tolerance During Exposure Is Associated with Greater Self-efficacy for Completing Future Exposures in Individuals with Obsessive-compulsive Disorder
Olivia M. Wallace, B.S.[1], *Jennie M. Kuckertz, Ph.D.*[2], *Nader Amir, Ph.D.*[1], 1. San Diego State University, 2. McLean Hospital

(PS6-108) Clinician Perspectives on Enhancing Exposure and Response Prevention for Autistic Individuals with OCD
Jonie Welland, M.A., Ph.D.[1], *Shannon Holmes, Ph.D.*[2], *Katie Kriegshauser, ABPP, Ph.D.*[3], 1. Children's Mercy, 2. University of Missouri-Columbia, 3. Kansas City Center for Anxiety Treatment, P.A.

(PS6-109) A Cognitive and Physiological Arousal Factor Is Associated with Subjective, but Not Objective, Sleep Onset Latency in Early Adolescents
Aishwarya L. Sritharan, B.A., Amanda E. Baker, Ph.D., Aaron T. Mattfeld, Ph.D., Dana McMakin, Ph.D., Florida International University

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11:00 AM – 12:00 PM

Poster Session 7

Categories: *Population - Children / Adolescents, Symptoms / Disorders - Depression, Individual Factors - Risk / Vulnerability Factors*

(PS7-1) Social Reward Responsiveness Predicts Slower Improvement in Depressive Symptoms Among Adolescents with Moderate to Severe Depression
Stefanie F. Gonçalves, Ph.D.[1], *John Merranko, M.S.*[2], *Rasim Diler, M.D.*[2], *Cecile D. Ladouceur, Ph.D.*[2], 1. The Catholic University of America, 2. University of Pittsburgh

(PS7-2) Integrating Cognitive-behavioral Therapy (CBT) and Narrative Therapy for Grief and Anxiety
Sarah Cimini, B.A., Daneele Thorpe, Ph.D., George Washington University

(PS7-3) Compassion in Action: A Caregiver-focused DBT Skills Group Supporting Adolescent Recovery
Chandra Mecherikoff, M.A.[1], *Natalie Finn, Ph.D.*[2], 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado/University of Colorado School of Medicine

(PS7-4) Processing the Unexpected: Implementing Grief-informed Care for a Male Client to Manage Miscarriage Alongside Family Conflict
Courtney Kenworthy, M.A., Jessica Collins, Ph.D., Caroline C. Born, M.A., University of Toledo

(PS7-5) Dynamic Relationships Between Daily Activity and Symptoms of Prolonged Grief Disorder
Chandler Bentley, B.S.[1], *Gabriella E. Hamlett, M.A.*[2], *Donald J. Robinaugh, Ph.D.*[3], *Emma R. Toner, M.A.*[4], *Emily H. Mintz, M.A.*[5], *Annie-Lori Joseph Denk, Ph.D.*[6], 1. Massachusetts General Hospital, 2. Massachusetts General Hospital & Harvard University, 3. Northeastern University, 4. University of Virginia, 5. Hofstra University, Massachusetts General Hospital, 6. Massachusetts General Hospital/Harvard Medical School

(PS7-6) The Association Between Depression, Anxiety Disorders, and Family Functioning in Youth at Clinical High Risk for Psychosis
Sophia Nahabedian, M.S.[1], *Lauren Eales, Ph.D.*[1], *Carrie Bearden, Ph.D.*[1], *David J. Miklowitz, Ph.D.*[2], 1. University of California, Los Angeles, 2. University of California Los Angeles School of Medicine

(PS7-7) The Importance of Sense of Community in Recovery for Individuals Living with Serious Mental Illness
Natalia Gomez, M.A., *Kate Flory, Ph.D.*, *Bret Kloos, Ph.D.*, University of South Carolina

(PS7-8) Positive Emotion Regulation in Prolonged Grief: Evidence from Daily Life with Implications for Treatment
Daniella Spencer-Laitt, M.A.[1], *Roseanne Lacey, B.A*[2], *Mahek Kaur, B.S*[2], *Emily H. Mintz, M.A.*[3], *Dhea Kothari, B.S.*[4], *Donald J. Robinaugh, Ph.D.*[2], 1. Boston University, 2. Northeastern University, 3. Hofstra University, Massachusetts General Hospital, 4. Center for Anxiety and Traumatic Stress Disorders - Massachusetts General Hospital

(PS7-9) Savoring-supported Behavioral Activation: Preliminary Efficacy and Feasibility
Lucas S. LaFreniere, Ph.D., *Adelaine Oliphant, B.A.*, *Katya Yurkovskaya, B.A.*, Skidmore College

(PS7-10) Relationship Between Functioning/recovery and Specific Services in Early Psychosis Specialty Care Programs
Samuel M. Murphy, MSW[1], *Peter L. Phalen, Psy.D.*[2], *Nev Jones, Ph.D.*[1], 1. University of Pittsburgh, 2. University of Maryland, Baltimore

(PS7-11) Global Evidence for Acceptance and Commitment Therapy in Depression: A Meta-analysis
Mahdieh Jafari, M.A.[1], *Kyle M. Brasil, Ph.D.*[2], *Nicholas C. Borgogna, Ph.D.*[3], 1. The University of Alabama at Birmingham, 2. Northwest Nazarene University, 3. University of Alabama at Birmingham

(PS7-12) Alliance Predicts Positive Affect in ACT but Not CBT: A Treatment Diary Study in Group Therapy for Depression
Rachel Bernstein, M.S., *Anh Dao, M.S.*, *Iony D. Ezawa, Ph.D.*, University of Southern California

(PS7-13) Does Skill Development Feedback Enhance Cognitive Behavioral Therapy for Depression? Preliminary Evidence from a Randomized Trial
Lily M. Brouder, M.S., *Ally M. Heiland, M.S.*, *Cameryn Cooley, M.S.*, *Catherine R. King, M.S.*, *Natalia Provolo, M.A.*, *Daniel R. Strunk, Ph.D.*, The Ohio State University

(PS7-14) Psilocybin-assisted Cognitive Behavioral Therapy for Major Depressive Disorder: Differences in Emotional and Somatic Outcomes
Ava Diedrich[1], *Sophia Nahabedian, M.S.*[1], *Marc J. Weintraub, Ph.D.*[2], *David J. Miklowitz, Ph.D.*[3], 1. University of California Los Angeles, 2. University of California Los Angeles Semel Institute, 3. University of California Los Angeles School of Medicine

(PS7-15) What Sustains CBT Skill Use? An Examination of Predictors of Skill Use Post CBT for Depression
Allison M. Loomis, B.S., *Lily M. Brouder, M.S.*, *Graham C. Bartels, Ph.D.*, *Natalia Provolo, M.A.*, *Daniel R. Strunk, Ph.D.*, The Ohio State University

(PS7-16) Baseline BDI Items as Potential Predictors of Differential Depression and Anxiety Symptom Improvement from Self-system Therapy over Standard CBT
Haley S. Hedrick, B.A., *Kari Eddington, Ph.D.*, University of North Carolina at Greensboro

(PS7-17) Cognitive Flexibility vs. Cognitive Restructuring: An Experimental Comparison of Strategies for Responding to Negative Thoughts
Collin M. Kriegbaum, M.A., M.S., Daniel R. Strunk, Ph.D., The Ohio State University

(PS7-18) Resilience over Four Years Following Skill-enhanced Cognitive Behavioral Therapy: A Qualitative Study of Client Experiences with CBT Skills
Natalia Provolo, M.A., Evelina Tyan, B.S., Daniel R. Strunk, Ph.D., The Ohio State University

(PS7-19) Do Your Homework: Cognitive Therapy Homework Compliance Predicts Next-session Depression Severity Improvement
Thomas Kim, Ph.D.[1], *Colin Xu, Ph.D.*[2], 1. Vassar College, 2. University of Idaho

(PS7-21) Depression Severity and Treatment Credibility: Differential Baseline Associations for Yoga and Behaviorally-focused Psychotherapy for Depression
Naia Wolfenzon, B.S.[1], *Giuliana M. Chau, B.A.*[1], *Julia DeLuca, B.A.*[1], *Zainab O. Soetan, M.S.*[1], *Melissa M. Adkins-Hempel, B.A.*[2], *Devyn Fernholz, B.A.*[2], *Samantha Hunter, M.S.*[2], *Alba Melendez-Guardado, B.A.*[3], *Bailey O'Keeffe, M.S.*[4], *Dusitn J. Rabideau, Ph.D.*[5], *Lisa Uebelacker, Ph.D.*[6], *Louisa G. Sylvia, Ph.D.*[7], 1. Massachusetts General Hospital, 2. Hennepin Healthcare Research Institute, 3. Wake Forest, 4. Butler Hospital & Brown University, 5. Biostatistics, Massachusetts General Hospital, 6. Brown University & Butler Hospital, 7. Massachusetts General Hospital, Harvard Medical School

(PS7-23) Does the Therapeutic Alliance Predict Long-term Outcomes in First-episode Psychosis: Results from the RAISE-ETP Study
Amelia C. Blanton, B.S.[1], *Julia Browne, Ph.D.*[1], *Nicole R. DeTore, Ph.D.*[2], *Evan J. Myers, Ph.D.*[1], *Piper Meyer-Kalos, Ph.D.*[3], *David Penn, Ph.D.*[4], *Kim T. Mueser, Ph.D.*[5], 1. Boston Medical Center, 2. Massachusetts General Hospital, Harvard Medical School, 3. University of Minnesota, 4. University of North Carolina Chapel Hill, 5. Center for Psychiatric Rehabilitation at Boston University

(PS7-24) Family Involvement Preferences and Clinical Outcomes in First-episode Psychosis Coordinated Specialty Care: Baseline Correlates and 6-month Longitudinal Associations
Fanghong Dong, Ph.D.[1], *Sameet Ashfaq, Psy.D.*[2], *Megan Jumper, M.A.*[3], *Jessie Riggs, M.S.*[4], *Monica E. Calkins, Ph.D.*[4], *Melanie E. Bennett, Ph.D.*[5], 1. Washington University in St. Louis, 2. Elmhurst Hospital, 3. University of Pennsylvania School of Medicine, 4. University of Pennsylvania, 5. University of Maryland School of Medicine

(PS7-25) Using Autoencoder-based Personalized Models to Predict Symptom Fluctuations in Schizophrenia from Passive Smartphone Data
Anna Langener, Ph.D.[1], *Harini Anand, B.S.*[2], *Ahhyun Lee, B.A.*[1], *Mindy Ross, Ph.D.*[1], *Tingwen Yan, None*[1], *Hannah Dorris, B.S.*[1], *Nicholas C. C. Jacobson, Ph.D.*[1], 1. Dartmouth College, 2. IBM, India

(PS7-26) Identifying Latent Psychopathology Classes and Their Impact on Psychosis and Functional Outcomes in Youth Experiencing First-episode Psychosis from the Connection Learning Healthcare System
Fanghong Dong, Ph.D.[1], *Suravi Sarkar, B.A.*[2], *Megan Jumper, M.A.*[3], *Jessie Riggs, M.S.*[4], *Monica E. Calkins, Ph.D.*[4], *Melanie E. Bennett, Ph.D.*[5], 1. Washington University in St. Louis, 2. University of Houston, 3. University of Pennsylvania School of Medicine, 4. University of Pennsylvania, 5. University of Maryland School of Medicine

(PS7-27) Cognitive Treatment Targets of a Suicide Prevention Treatment for Adults with Psychosis
Lindsay A. Bornheimer, Ph.D.[1], *Nicholas Brdar, B.S.*[2], *Alexandra Kelter, M.D.*[1], *Joshua Holzworth, M.P.H., MSW*[1], *Emma Anderson, B.S.*[1], *Matthew J. Smith, Ph.D.*[1], 1. University of Michigan, 2. Louisiana State University

(PS7-28) The Hinting Task Revised: Improving Relevance for Higher-functioning Populations
Joel M. Martin, Ph.D., *Abby Ayre*, *Kylie Cline*, *Belle Farmer*, *Luke Fisher*, *Luke Nies*, *Alejandra Sierazy*, Butler University

(PS7-29) Coordinated Specialty Care Provider Attitudes Towards Substance Use Among First Episode Psychosis Patients
Corinne N. Kacmarek, Ph.D.[1], *Juhi A. Patel, M.Ed.*[1], *Monica E. Calkins, Ph.D.*[2], *Melanie E. Bennett, Ph.D.*[3], 1. US Department of Veterans Affairs, 2. University of Pennsylvania, 3. University of Maryland School of Medicine

(PS7-30) Mobile Assessment of Affective Symptoms and Social Functioning in Youth at Clinical High Risk for Psychosis
Shelby Grody, B.A.[1], *Lauren Eales, Ph.D.*[1], *Danielle M. Denenny, Ph.D.*[1], *Jamie L. Zinberg, M.A.*[1], *Carrie Bearden, Ph.D.*[1], *David J. Miklowitz, Ph.D.*[2], 1. University of California, Los Angeles, 2. University of California Los Angeles School of Medicine

(PS7-32) Relationships Between Emotion Dysregulation and Voice-hearing in People with Psychosis
Emily K. Grim, B.A.[1], *Peter Phalen, Psy.D.*[2], *Brian Brandler, B.A., M.A.*[1], *Arunadevi Saravana, M.S.*[1], 1. University of Maryland, Baltimore, 2. University of Maryland School of Medicine

(PS7-33) Tired and Lonely? Exploring Associations Among Insomnia, Loneliness, and Psychotic-like Experiences
Leah Bergeron, None, *Lara Fair, M.S.*, *David Cicero, Ph.D.*, *Samuel Spencer, Ph.D.*, University of North Texas

(PS7-34) Evaluating the Self-compassion Scale – Short Form in Young Adults with Psychosis and Informal Caregivers: Considerations for Outcome Research
Bryan J. Stiles, M.A.[1], *Madeleine Fraser, Ph.D.*[2], *John Gleeson, Ph.D.*[2], *Mario Alvarez-Jimenez, PhD*[3], *David L. Penn, Ph.D.*[1], 1. University of North Carolina at Chapel Hill, 2. Australian Catholic University, 3. Orygen Digital

(PS7-35) Compassionate Mind Training for Caregivers of Individuals Experiencing Psychosis: A Mixed Methods Study
Poppy Brown, Ph.D., Stanford University

(PS7-37) Dissociation and Daily Functioning: The Impact of DPDR Severity on Work and Social Adjustment
Sims Alligood, None, *Abigail Clark, B.S.*, *Lia Follet, M.S.*, *Brian Bauer, Ph.D.*, University of Georgia

(PS7-38) Cognitive Specificity Training Influences Emotional Responses After Thinking About Distressing Events in High Trait Ruminators
Tal Eliyahu, B.A., *David L. Yap, Ph.D.*, *Evelyn Behar, Ph.D.*, Hunter College, City University of New York

(PS7-39) Trigger Warnings Attract People at Risk of an Eating Disorder to Eating Disorder Related Content
Victoria Bridgland, Psy.D., Flinders University

(PS7-40) Emergent Trends in Operationalizing Food Noise: An Environmental Scan
Magdalene R. Tillquist, B.S., *Nicholas C. Peiper, Ph.D.*, *Cheri Levinson, Ph.D.*, University of Louisville

(PS7-41) Evaluations of Trait and State-sensitive Impulsivity in Relation to Impulsiveness of Suicide Attempts and Non-suicidal Self-injury in an Adolescent Clinical Sample
Amelia Lint, B.S.[1], *Rachel Walsh, Ph.D.*[2], *Ana Sheehan, Ph.D.*[1], *Shayna Cheek, Ph.D.*[3], *Richard T. Liu, Ph.D.*[4], 1. MGH/Harvard Medical School, 2. Massachusetts General Hospital/Harvard Medical School, 3. Duke University, 4. Harvard Medical School

(PS7-42) Episodic Memory Performance and Internalizing Symptoms: Self-efficacy as a Mediator in Youth
Olivia R. Milne, B.A.[1], *Krystal M. Lewis, Ph.D.*[1], *Purnima Qamar, B.S.*[2], *Katharina Kircanski, Ph.D.*[3], *Daniel S. Pine, M.D.*[1], *Parmis Khosravi, Ph.D.*[1], 1. National Institute of Mental Health, 2. University of Los Angeles, 3. University of Southern California

(PS7-43) Applying Beck's Cognitive Model to the Study of Social Media and Mental Health: Novel Measures and Recent Findings
Kean J. HSU, Ph.D., National University of Singapore

(PS7-44) Impulsivity and Digital Dating Abuse: Examining Gender Differences in the Perpetration of Online Intimate Partner Violence
Jae Eun Kwak, M.A., *Mary C. Jensen, M.A.*, *Emma J. Poole, B.S.*, *Evan J. Basting, M.A.*, *Stella W.J. Son, M.A.*, *Gregory L. Stuart, Ph.D.*, The University of Tennessee, Knoxville

(PS7-45) Caregiver Distress and Emotion Dysregulation in Autistic Youth: Associations with Mindfulness and Experiential Avoidance
Paige E. Hemming, M.S.[1], *Alexis M. Brewe, Ph.D.*[2], *Grace Lee Simmons, Ph.D.*[2], *Susan White, ABPP, Ph.D.*[3], *Carla A. Mazefsky, Ph.D.*[4], 1. The University of Alabama, 2. University of North Carolina at Chapel Hill, 3. University of Alabama, 4. University of Pittsburgh School of Medicine

(PS7-46) The Influence of Emotion Regulation Repertoire on Affect and Reward: A Comparison of Expressive Flexibility and Regulatory Diversity
Nathaniel Santiago, B.A.[1], *Emma G. Balkind, M.S.*[1], *Sylvie J. Weinstein, B.A.*[1], *Camille Dupiton, M.A.*[1], *Christopher M. McGrory, B.A.*[1], *Helen Z. MacDonald, Ph.D.*[2], *Gabrielle I. Liverant, Ph.D.*[1], 1. Suffolk University, 2. Emmanuel College

(PS7-47) When Families Regulate for the Child: Family Accommodation as a Moderator of Emotion Regulation and Anxiety Severity
Jolie B. Held, B.A., *Simone David, B.A.*, *Kevin Wagner, Ph.D.*, *Joanna Zhou, B.A.*, *Erika S. Trent, Ph.D.*, *Ogechi "Cynthia" Onyeka, Ph.D.*, *Amanda Palo, Ph.D.*, *Abigail E. Candelari, Ph.D.*, *Eric A. Storch, Ph.D.*, Baylor College of Medicine

(PS7-48) Intervention Effects on Discrepant Adolescent-parent Emotion Socialization Reports
Lilly Tanenbaum, B.A., *Natalie Tuinstra, M.S.*, *Karli Stephenson*, *Kayla Brightman*, *Janice L. Zeman, Ph.D.*, College of William & Mary

(PS7-49) Judgment of Emotions and the Motivation to Regulate During Sad Mood
Samantha Moshier, Ph.D., *Monifer Vaca Solares, B.S., B.A.*, *Kira Jamieson, B.A.*, Emmanuel College

(PS7-50) Emotion Regulation Outcomes of a Mentoring Program for Youth in Slovakian Institutional Care
Csenge B. Bodi, Ph.D., *Abigail M. Wilson, B.S.*, *Elizabeth B. Raposa, Ph.D.*, Fordham University

(PS7-51) Acculturative Stress and Psychological Health Among East Asian International Young Adults. the Mediating Role of Difficulties in Emotional Regulation
Subi Lee, B.S., *Yikai Xu, M.A.*, *SoYoung Park, B.S., M.A.*, *William Tsai, Ph.D.*, New York University

(PS7-52) Do Cognitive-affective Processes Moderate the Relationship Between Sleep Reactivity and Depressive Symptoms?
Emma Janes, B.S.[1], *Ivan Vargas, Ph.D.*[1], *Arash Assar, B.A., M.A., M.S.*[1], *Mara Egeler, B.A., M.A.*[1], *Veronica Floyd, B.A., M.A.*[2], *Harrison Dickens, B.S., M.A.*[3], 1. The University of Notre Dame, 2. University of Arkansas

(PS7-53) Extension of the OCD and Emotion Regulation Link to Scrupulosity Symptoms
Kenna R. Ebert, B.A., *Kevin D. Wu, Ph.D.*, Northern Illinois University

(PS7-54) A Trait-level and State-level Investigation of Emotion Regulation Strategy Structure Among Clinically Acute Adolescents
Kinjal Patel, M.S.[1], *Elizabeth Edershile, Ph.D.*[2], *Richard T. Liu, Ph.D.*[3], *Evan Kleiman, Ph.D.*[2], *Catherine Glenn, Ph.D.*[1], 1. Old Dominion University, 2. Rutgers, The State University of New Jersey, 3. Harvard Medical School

(PS7-55) Dimensions of Childhood Adversity, Emotion Expertise, and Psychological Functioning in College Students
Peter T. Maritnez, B.S., *David Weissman, Ph.D.*, California State University, Dominguez Hills

(PS7-56) Yoga-based Somatic Avatar Training for Alexithymia: Improving Distress Tolerance in College Students
Ellie G. Reznicek, B.A., *Ashlin R. Ondrusek, M.A.*, *Wenyue Wang, M.A.*, *Nyanhial Pal, B.A.*, *Dennis E. McChargue, Ph.D.*, University of Nebraska-Lincoln

(PS7-57) The Moderating Role of Depression on the Relationship Between Negative Cognitions and Approach and Avoidance Behaviors in Daily Life
Caralena C. Peterson, B.A.[1], *Yiqing Alice Fan, M.A.*[1], *Pelé Rensel, B.A.*[1], *Melanie H. DelAngelo, B.S.*[1], *Peter B. Fitzgerald, M.A.*[1], *Amanda Chue, Ph.D.*[2], *Kathleen C. Gunthert, Ph.D.*[1], 1. American University, 2. Patient-Centered Outcomes Research Institute (PCORI)

(PS7-58) Feelings of Pressure and Impulsivity as Emotional Predictors of Alcohol Craving and Consumption in University of California, Berkeley Students
James R. Ford, B.A., *Aaron J. Fisher, Ph.D.*, University of California, Berkeley

(PS7-59) Invalidation in Parent-adolescent Emotion Discussions: Immediate and Prospective Effects on Adolescents' Emotional Functioning
Delaney C. Carey, B.A., *Julia Raytselis, B.S.*, *Ashley N. Bruner, B.S.*, *Julia R. Richmond, Ph.D.*, Xavier University

(PS7-60) Maternal Invalidation Predicts Prospective Adolescent Engagement in Health-risk Behaviors
Ashley N. Bruner, B.S., *Delaney C. Carey, B.A.*, *Julia Raytselis, B.S.*, *Julia R. Richmond, Ph.D.*, Xavier University

(PS7-61) Violence Exposure and Emotional Suppression in Adolescents: Caregiver Support as a Mediator
Nadaa A. Alhachami, None, *Fareeha Chaudhry*, *Valerie A. Simon, Ph.D.*, Wayne State University

(PS7-62) The Paradox of Valuing Happiness: Does Valuing the Avoidance of Negative Emotions Explain Lower Well-being?
Grace O. Allread, B.A.[1], *Margaret Weisblum, B.S.*[1], *Ruba Rum, M.A., M.S.*[2], *Fallon Goodman, Ph.D.*[1], 1. George Washington University, 2. University of South Florida

(PS7-63) Loneliness and Emotion Regulation Difficulties in Schizophrenia-spectrum and Major Depressive Disorders: A Preliminary Study
Sara Rose Shannon, B.S.[1], *Jewell Bell, M.A.*[2], *Julia Chafkin, Ph.D.*[2], *Katherine A. A. Collins, Ph.D., MSW*[3], *Heather Doherty, B.A.*[2], *Michael Kuhl, M.S.*[3], *Kelly Kwong, B.A.*[2], *Stuti Munjal, M.A.*[4], *Tyler Pia, Ph.D.*[2], *Anthony O. Ahmed, Ph.D.*[2], *Faith M. Gunning, Ph.D.*[2], *Dan V. V. Iosifescu, M.D.*[3], *Matthew J. Hoptman, Ph.D.*[3], 1. The Nathan Kline Institute for Psychiatric Research, 2. Weill Cornell Medicine, 3. Nathan Kline Institute, 4. New York University Langone Medical Center

(PS7-64) The Mediating Role of Doomscrolling and Positive-scrolling in the Relationship Between Fluctuating-intolerance of Uncertainty and Psychological Distress
Brooke A. Zevon, None, *Joanna L. Herres, Ph.D.*, The College of New Jersey

(PS7-65) The Moderating Role of Perceived Social Support in the Momentary Effects of Rumination and Acceptance on Stress
Chung Nyeong Lee, B.A., *Hyang Sook Kim, Ph.D.*, Seoul National University

(PS7-66) When Regulation Backfires: Negative Affect, Emotion Dysregulation, and Interpersonal Attunement in Close Friendships
Elsa Baumgartner, B.S., *Ella S. Sudit, M.A.*, *Jessica L. Qiu, B.A.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS7-67) Negative Emotionality and Sleep Reactivity: A Daily Diary Study
Yiqing Alice Fan, M.A., *Lauren S. Woodard, B.S.*, *Ella S. Sudit, M.A.*, *Kelly V. Klein, M.A.*, *Alice I. Cohen, M.A.*, *Kathleen C. Gunthert, Ph.D.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS7-68) Examining Emotion Regulation Facets as Predictors of Anxiety Symptoms in Late Adolescents
Caley R. Lane, B.S., *Angel Ciccarelli, M.A.*, *Samantha R. Mayer, M.A.*, *Courtney Kenworthy, M.A.*, *Avleen Walia, M.A.*, *Sarah E. Francis, Ph.D.*, University of Toledo

(PS7-69) Emotion Identification Difficulties as a Pathway Linking Insecure Attachment and Social Anxiety Symptoms
Collin M. Kriegbaum, M.A., M.S.[1], *Thomas Holtgraves, Ph.D.*[2], *Tayla Lee, Ph.D.*[2], 1. The Ohio State University, 2. Ball State University

(PS7-70) Digitally Delivered Emotion Regulation Therapy for Distress Symptoms: A Randomized Controlled Trial Protocol
Maria Dacina D. Neciu, M.A., Razvan M. Predatu, Ph.D., Liviu Fodor, Ph.D., Babeș-Bolyai University, Cluj-Napoca, Romania

(PS7-71) Adaptive Emotion Regulation as a Moderator of the Association Between Stressful Life Events and Changes in Religiosity
Catharine Mann, B.S., Abigail de Arellano, M.A., Isabella N. Owens, None, Kate Flory, Ph.D., University of South Carolina

(PS7-72) Daily Associations Between Negative Emotion Regulation and Loneliness Beyond the Effects of Trait-level Loneliness and Depression
Rachel Li, M.A., Aaron M. Luebbe, Ph.D., Miami University

(PS7-73) Associations Between Making Negative Social Comparisons on Social Media and Mental Health in Emerging Adults: An Internal Replication Pilot Study
Aayushi Sangani, M.A., Luca Boccalato-Rodriguez, N/A, B.S., Bethany Teachman, Ph.D., Stefanie L. Sequeira, Ph.D., University of Virginia

(PS7-74) Experiential Avoidance as a Moderator of the Relationship Between Sleep and Affect: An Ecological Momentary Assessment Study
Christopher M. McGrory, B.A., Emma G. Balkind, M.S., Nathaniel Santiago, B.A., Sylvie J. Weinstein, B.A., Gary D. Fireman, Ph.D., Gabrielle i. Liverant, Ph.D., Suffolk University

(PS7-75) Loneliness and Negative Affect Duration: The Mediating Role of Daily Rumination and Influence of Reminiscence
Sai Aishwarya Karanam, M.S., Rachel Li, M.A., Aaron M. Luebbe, Ph.D., Miami University

(PS7-76) The Influence of Emotion Regulation Strategies on the Experience of Positive and Negative Emotion in Late Childhood
Luz M. Cilis Moxthe, B.A.[1], *Lawrence C. Elledge, Ph.D.*[2], 1. The University of Tennessee, Knoxville, 2. University of Tennessee-Knoxville

(PS7-77) Emotion Regulation Moderates the Promotive Impact of Social Relationships for Academic Engagement in Youth with ADHD
Grace M. Bartholomae, B.S.[1], *Elizabeth E. Kronthal, B.A.*[1], *Marzia Naqvi, B.S.*[2], *Megan F. Lau, B.S.*[2], *Ella Wasniewski, B.A.*[2], *Stephen P. Becker, Ph.D.*[3], *Melissa R. Dvorsky, Ph.D.*[4], 1. Children's National Hospital, 2. Children's National Health System, 3. Cincinnati Children's Hospital Medical Center, 4. Children's National Hospital the George Washington University School of Medicine and Health Sciences

(PS7-78) Trajectories of Change in Emotional Clarity over the Course of Emotion Regulation Therapy: Evidence Across Four Clinical Trials
Esther T. Anene, M.S.[1], *Abigail Szkutak, M.S.*[1], *David M. Fresco, Ph.D.*[2], *Richard G. Heimberg, Ph.D.*[3], *Douglas Mennin, Ph.D.*[1], 1. Teachers College, Columbia University, 2. University of Michigan, 3. Temple University

(PS7-79) Stressor Type, Emotion Regulation Strategy Use, and Borderline Personality Features in Daily Life
Peyton Brock, B.S., The Ohio State University

(PS7-80) Exploring Momentary Interpersonal Emotion Processing, BPD Features, and Interpersonal Functioning in Romantic Couples Using Ecological Momentary Assessment
Ella S. Sudit, M.A., *Jessica L. Qiu, B.A.*, *Elsa Baumgartner, B.S.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS7-81) Daily Avoidance Mediates the Within-person Association Between Distress Tolerance and Distress
Joanna L. Herres, Ph.D.[1], *Leah E. McGonigal, B.A.*[1], *Chloe Yadav, B.A.*[2], *Erin M. Picklo, B.A.*[3], *Renzi Mikayla, None*[1], 1. The College of New Jersey, 2. The College of New Jersey / Villanova University, 3. Boston University School of Medicine & National Center for PTSD

(PS7-82) Exploring Interpersonal Emotion Differentiation and Couple's Relationship Quality at the Momentary, Daily, and Trait Level: An Ecological Momentary Assessment Study
Ella S. Sudit, M.A., *Jessica L. Qiu, B.A.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS7-83) Interactive Effects of Intolerance of Uncertainty and Emotion Regulation on Generalized Anxiety Disorder Symptoms
Mary J. Schadegg, Ph.D.[1], *Carey J. Sevier, M.A., M.S.*[2], *Whitney Shepherd, B.A.*[3], *Sara M. Witcraft, Ph.D.*[4], *Laura J. Dixon, Ph.D.*[2], 1. University of South Alabama, 2. University of Mississippi, 3. University of Kansas, 4. Medical University of South Carolina

(PS7-84) Spontaneous Self-distancing and Daily Rumination: The Adaptive Moderating Role of Trait Mindfulness and Self-improvement Attributions
Yikai Xu, M.A., *William Tsai, Ph.D.*, New York University

(PS7-85) Childhood Self-perception, Loneliness, and Social Skills as Predictors of Later Psychopathology and Misophonia Risk
Caitlin G. Stone, M.A.[1], *Margaret Fields-Olivieri, Ph.D.*[1], *Emily C. Gates, B.A.*[2], *Grace A. Heppes, B.S.*[3], *Kolin G. Lewis, B.A.*[3], *Connor Haughey, B.S.*[4], *William Copeland, Ph.D.*[5], *Helen Egger, M.D.*[2], *Margaret Sheridan, Ph.D.*[4], *M. Zachary Rosenthal, Ph.D.*[3], *Kimberly LH Carpenter, Ph.D.*[6], 1. University of North Carolina at Greensboro, 2. Duke University School of Medicine, 3. Duke University, 4. University of North Carolina at Chapel Hill, 5. University of Vermont, 6. Duke University Medical Center

(PS7-86) Conceptualizing the Emotional Cascade Model: A Systematic Review on Current Consensus and Future Directions
Naira Harutyunyan, B.A.[1], *Edward Selby, Ph.D.*[2], 1. California State University Northridge, 2. Rutgers University

(PS7-87) Clinical Outcomes in a Team-based Stepped Care Program for Bipolar Disorder
Julia DeLuca, B.A.[1], *Yousif Alsaadi, B.S.*[2], *Samantha Pegg, Ph.D.*[3], *Christina Temes, Ph.D.*[3], *Roberta E. Tovey, Ph.D.*[3], *Masoud Kamali, M.D.*[3], *Lee Bulgin, M.D.*[3], *Stephanie McMurrich Roberts, Ph.D.*[3], *Naia Wolfenzon, B.S.*[1], *Louisa G. Sylvia, Ph.D.*[3], 1. Massachusetts General Hospital, 2. Massachusetts General Hospital, 3. Massachusetts General Hospital, Harvard Medical School

(PS7-88) Associations of Passive Sensing GPS Data to Daily Changes in Hypomania Severity
Molly Nelson, B.A.[1], *Yeshe Jangchup*[1], *Susan Wanta, M.A.*[2], *Angelina Sung, M.S.*[1], *John J. Curtin, Ph.D.*[2], *Eric Kuhn, Ph.D.*[3], *Tasha Nienow, Ph.D.*[1], *John Ferguson, Ph.D.*[4], *Kelvin Lim, M.D.*[4], *Snezana Urosevic, Ph.D.*[1], 1. Minneapolis VAMC, 2. University of Wisconsin - Madison, 3. VA Palo Alto Health Care System, 4. University of Minnesota

(PS7-89) Theory-driven Digital Phenotyping Predictors of Daily Mood Symptoms in Bipolar Disorders
Angelina Sung, M.S.[1], *Susan Wanta, M.A.*[2], *Isaac Thao, B.S.*[1], *John J. Curtin, Ph.D.*[2], *Eric Kuhn, Ph.D.*[3], *Tasha Nienow, Ph.D.*[1], *Paul Thuras, Ph.D.*[1], *Kelvin Lim, M.D.*[4], *Snezana Urosevic, Ph.D.*[1], 1. Minneapolis VAMC, 2. University of Wisconsin - Madison, 3. VA Palo Alto Health Care System, 4. University of Minnesota

(PS7-90) Continuous Age and Sex Norms for the Parent-report Child Mania Rating Scale in a Nationally Representative Sample of 6–18-year-olds
Marissa B. McClellan, B.S.[1], *Yinuo Liu, B.S.*[1], *Cristian Alcaino, Ph.D.*[1], *Eric A. Youngstrom, Ph.D.*[2], 1. Nationwide Children's Hospital, 2. Nationwide Children's Hospital and The Ohio State University

(PS7-91) Digital Phenotyping Indices of Behavioral Approach System (BAS) Sensitivity in Bipolar Disorders
Grace Howard, B.A.[1], *Susan Wanta, M.A.*[2], *Tasha Nienow, Ph.D.*[1], *Eric Kuhn, Ph.D.*[3], *John Ferguson, Ph.D.*[4], *Kelvin Lim, M.D.*[1], *John J. Curtin, Ph.D.*[2], *Snezana Urosevic, Ph.D.*[1], 1. Minneapolis VAMC, 2. University of Wisconsin - Madison, 3. VA Palo Alto Health Care System, 4. University of Minnesota

(PS7-92) Exploring Predictors of Lithium-response Phenotype in Bipolar Disorder
Fernando Goes, M.D., *Catherine Chen, M.A.*, Johns Hopkins University School of Medicine

(PS7-93) The Double-edged Sword of Co-rumination: Gender-moderated Associations with Friendship Closeness and Depression Among College Students
Michelle M. Liu, Olivia Eads, Nicole P. Keller, B.A., Aurora Jackson, Caroline G. Zuba, Yeonwoo Lee, Alison A. Papadakis, Ph.D., Johns Hopkins University

(PS7-94) From Isolation to Collective Action: How Social Support and Depression Co-evolve over 20 Years
Jordan Chng, B.S., Nur Hani Zainal, M.S., Ph.D., National University of Singapore

(PS7-95) Discrimination, Social Isolation, and Depression History as Dominant Predictors of Future Depression: A Super Learner Ensemble Approach Using the Add Health Dataset
Jordan Chng, B.S., Nur Hani Zainal, M.S., Ph.D., National University of Singapore

(PS7-96) Health Anxiety and Pessimism as Mechanisms of Depressive Symptom Continuity in Newly Diagnosed Pediatric and Adolescent IBD
Swathi Shivaram, B.S., Lauren Patrusky, Ph.D., Bonney Reed, Ph.D., Emory University School of Medicine

(PS7-97) Non-duchenne Smiles Predict First Onset Depression in Adolescent Girls: Findings from a Prospective Longitudinal Study Featuring Digital Behavioral Assessments
Elizabeth Zhang, B.A., *Min-Eun Jeon, Ph.D.*, *Elizabeth Aubin, M.A.*, *Greg Perlman, Ph.D.*, *Brady Nelson, Ph.D.*, *Daniel N. Klein, Ph.D.*, *Roman Kotov, Ph.D.*, Stony Brook University

(PS7-98) Self-evaluative Thought Biases Early-stage Choice Valuation in Depression
Mora M. Grehl, Ph.D.[1], *Chelsea Helion, Ph.D.*[2], *Vishnu Murty, Ph.D.*[3], *Lauren B. Alloy, Ph.D.*[2], 1. University of Pennsylvania School of Medicine / Philadelphia VA Medical Center, 2. Temple University, 3. University of Oregon

(PS7-99) Differential Associations of Depression and Anxiety with Stress-related Biomarkers
Peter B. Fitzgerald, M.A.[1], *Yiqing Alice Fan, M.A.*[1], *Evelyn Behar, Ph.D.*[2], *Kathleen C. Gunthert, Ph.D.*[1], 1. American University, 2. Hunter College, City University of New York

(PS7-100) Evaluations of Positive Life Event Generation as a Mediator Between Optimism and Prospective Depressive Symptoms
Ethan M. Weires, B.S.[1], *Rachel Walsh, Ph.D.*[1], *Richard T. Liu, Ph.D.*[2], 1. Massachusetts General Hospital/Harvard Medical School, 2. Harvard Medical School

(PS7-101) Temporal Dynamics of Depressed Mood and Rumination: Evidence from Intensive Time-series Assessment
Hong Shui, B.A., *Aaron J. Fisher, Ph.D.*, University of California, Berkeley

(PS7-102) Peeking Behind the "total Score" Curtain: Associations of Willingness to Seek Treatment with Facets of Stigma and Social Support
Laurel Boettcher, M.S.[1], *Yaqi Huang, M.A.*[1], *Kaetlin Kohlhorst, B.S.*[1], *Ashley Elefant Baratz, Ph.D.*[2], *Yan Leykin, Ph.D.*[1], 1. Palo Alto University, 2. Outside the Lines

(PS7-103) Within- but Not Between-persons Analyses Uncover Complex Weekly Patterns Between Loneliness and Anhedonia Among Those Diagnosed Major Depressive Disorder
Karlos Bautista, B.A.[1], *E. Samuel Winer, Ph.D.*[1], *Camryn J. Calafiore, M.A.*[1], *Tess Z. Z. Griffin, Ph.D., M.Ed.*[2], *Damien Lekkas, Ph.D.*[3], *Michael V. Heinz, M.D.*[2], *Matthew D. D. Nemesure, Ph.D.*[4], *George D. Price, Ph.D.*[2], *Arvind Pillai, Ph.D.*[2], *Subigya Nepal, Ph.D.*[5], *Daniel M. Mackin, Sr., Ph.D.*[2], *Andrew T. Campbell, Ph.D.*[2], *Nicholas C. C. Jacobson, Ph.D.*[2], *Amanda C. Collins, Ph.D.*[6], 1. New School for Social Research, 2. Dartmouth College, 3. Northwestern University Feinberg School of Medicine, 4. Harvard University, 5. University of Virginia, 6. Harvard Medical School

(PS7-104) Lower Executive Functioning Predicts a Steeper Trajectory of Depressive Symptoms Among Community Adolescents
Auburn R. Stephenson, M.A.[1], *Eva Santhosh, B.S.*[1], *Thomas M. Olino, Ph.D.*[1], *Robin Nusslock, Ph.D.*[2], *Lauren B. Alloy, Ph.D.*[1], 1. Temple University, 2. Northwestern University

(PS7-105) Variability in Passive Sensing Data Predicts Long-term Depressive Symptoms and Anhedonia
Shirley Wu, B.A.[1], *Amanda C. Collins, Ph.D.*[2], *Michael V. Heinz, M.D.*[3], *Tess Z. Z. Griffin, Ph.D., M.Ed.*[3], *Matthew D. D. Nemesure, Ph.D.*[4], *Damien Lekkas, Ph.D.*[5], *Arvind Pillai, Ph.D.*[3], *Subigya Nepal, Ph.D.*[6], *Daniel M. Mackin, Ph.D.*[3], *George D. Price, Ph.D.*[3], *Andrew T. Campbell, Ph.D.*[3], *Nicholas C. C. Jacobson, Ph.D.*[3], 1. Massachusetts General Hospital/ Harvard Medical School, 2. Harvard Medical School, 3. Dartmouth College, 4. Harvard University, 5. Northwestern University Feinberg School of Medicine, 6. University of Virginia

(PS7-106) Evaluating Laboratory versus Naturalistic Assessments of Reward Processing in Anhedonia
Justina SC Tan, M.A., Kean J. HSU, Ph.D., National University of Singapore

(PS7-108) The Cumulative Effects of Bereavement on Mental Health and Life Skill Development Among At-risk Adolescents
Layla Y. Jones, B.A., Miguel Villodas, Ph.D., San Diego State University

(PS7-109) Understanding Future-oriented Thinking and Its Emotional and Cognitive Correlates in Bereaved Adults Using Ecological Momentary Assessment
Emily Mintz, M.A.[1], *Emma R. Toner, M.A.*[2], *Alexa M. Skolnik, M.A.*[3], *Divya Hippolyte, M.A., Other*[4], *Kelsey Lynch, B.S.*[4], *Amanda Waters Baker, Ph.D.*[5], *Donald J. Robinaugh, Ph.D.*[4], 1. Hofstra University, Massachusetts General Hospital, 2. University of Virginia, 3. University of Toledo, 4. Northeastern University, 5. Massachusetts General Hospital

(PS7-110) Activity Completion During Behavioral Activation: Associations with Daily Mood and Improvement in Depression over Time
Gavin N. Rackoff, Ph.D.[1], *Michelle G. Newman, Ph.D.*[2], 1. Center for Behavioral Science Research, Boston University Goldman School of Dental Medicine, 2. The Pennsylvania State University

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12:30 PM – 1:30 PM

Poster Session 8

Categories: *Treatment - Dialectical Behavior Therapy (DBT), Individual Factors - Gender, Symptoms / Disorders - Suicide*

(PS8-1) Differences in Emotional Dysregulation and Suicidal Ideation by Gender Minority Status in Outpatient DBT
Caleb M. Spiro, M.A.[1], *Hasana S. Johnson, M.A.*[1], *Rob M. Montgomery, M.A.*[2], *Susanna Gonzalez, B.S.*[3], *Ashley Y. Hernandez*[4], *Alexandra M. King, Ph.D.*[5], *Lynn M. McFarr, Ph.D.*[5], 1. Pepperdine University Graduate School of Education and Psychology, 2. Lindus Health / CBT California, 3. American Psychological Association, 4. University of California at Berkeley, 5. CBT California

(PS8-2) Are Protective Factors Always Protective? Examining Associations Between Domains of Reasons for Living, Borderline Personality Symptoms, and Suicide Ideation

Hannah R. Krall, B.A., Andrew J. Lodge, B.S., Sarah L. Brown, Ph.D., Florida State University

(PS8-3) Bridging the Gap: A Rapid-access DBT Program to Support Transition After Psychiatric Hospitalization

Olivia McLeron, M.A.[1], *Amanda R. Oliva, Psy.D.*[1], *Joanne S. Kim, Ph.D.*[1], *Ayra Shafique,* B.A.[1], *Brittain Mahaffey, Ph.D.*[2], 1. Stony Brook Medicine, 2. Stony Brook University

(PS8-4) Feasibility and Acceptability of a Dialectical Behavior Therapy (DBT) Skills Group for Youth Seeking More Support Outside of Comprehensive DBT

Rachel Kramer, Ph.D.[1], *Jessica D. Keyser, Ph.D.*[1], *Lisa Hail, Ph.D.*[1], *Kimberly Yu, Ph.D.*[1], *Sarah Forsberg, Psy.D.*[1], *Zoe Stout, Ph.D.*[2], *Erin E. Reilly, Ph.D.*[1], 1. University of California, San Francisco, 2. Stanford University

(PS8-5) Suicidal Mental Imagery and Its Association with Suicide-related Disclosure and Suicidal Severity

Elisheva Rosensweig, M.A.[1], *Ki Eun Shin, Ph.D.*[2], 1. Long Island University, 2. Yale University School of Medicine

(PS8-6) Mindful Classrooms: Teachers Designing and Implementing Mindfulness Interventions

Mary L. Phan, Ph.D.[1], *Tyler L. Renshaw, Ph.D.*[2], *Melanie Domenech Rodriguez, Ph.D.*[2], *Maggie Chan, Ph.D.*[3], *Erik Reinbergs, Ph.D.*[2], *Christopher Liang, Ph.D.*[4], 1. University of Pennsylvania School of Medicine, 2. Utah State University, 3. University of California, Berkeley, 4. Lehigh University

(PS8-7) Barriers to Excellence: Avoidant Coping, Suicide Risk, and the Role of Family Status Among 911 Telecommunicators

Adrian A. Cufley, M.A., *Molly Hassler, B.S., Sean McCabe, Katherine L. O'Connell, B.A., M.S., Ph.D., Keyne C. Law, B.A., M.S., Ph.D.*, Seattle Pacific University

(PS8-8) Analysis of Knowledge & Attitudes Towards Cultural Humility and Lived Experiences of Bias Among ACT Practitioners

Anandi C. Ehman, Ph.D.[1], *Emily Green, Psy.D.*[2], *Rashida Walker, Psy.D., LPC*[3], 1. St. Mary's College of Maryland, 2. Emily Green Psychological Services, 3. Quiet Uprising Wellness Center

(PS8-9) Does Meditation Beat an Engaging Distraction? Stress, Interoception, and Neural Activity in a Randomized Trial

Maryclaire O'Brien, B.S.[1], *Stephanie Caligiuri, Ph.D.*[2], 1. Icahn School of Medicine at Mount Sinai, 2. William & Mary

(PS8-10) Parenting Focused Mindfulness Intervention for Highly Stressed Mothers: Results from a Randomized Controlled Trial

Tara M. Chaplin, Ph.D., Giselle Bahr, B.S., Mallory Kisner, M.A., *Sarah Fischer, Ph.D.*, George Mason University

(PS8-11) Understanding Temporal Associations Between Thwarted Interpersonal Needs and Alcohol Use/problems in Sexual Minority Young Adults: Perceived Burdensomeness Predicts Later Drinking
Mary C. Jensen, M.A.[1], *Jae Eun Kwak, M.A.*[2], *Evan J. Basting, M.A.*[1], *Stella W.J. Son, M.A.*[1], *Emma J. Poole, B.S.*[1], *Quincey M. Pawlikowski, B.A.*[1], *Ryan C. Shorey, Ph.D.*[3], *Gregory L. Stuart, Ph.D.*[1], 1. The University of Tennessee, Knoxville, 2. University of Tennessee, 3. University of Wisconsin - Milwaukee

(PS8-12) Preliminary Acceptability and Feasibility of DBT Skills for Pregnant Mothers: A Randomized Controlled Trial
Eric M. Matsunaga, M.S.[1], *Nicolette C. Molina, B.A., M.S.*[1], *Alicia Holloway, B.S.*[2], *Janea Cato, Other*[2], *Colleen Cowperthwait, Ph.D.*[2], *Stephanie Hargrove, Ph.D.*[3], *Elisabeth Conradt, Ph.D.*[4], *Sheila E. Crowell, Ph.D.*[1], 1. University of Oregon, 2. Duke University School of Medicine, 3. Duke University Psychiatry Department, 4. Duke University

(PS8-13) "you Only Get Better by Putting in Effort": Facilitators of DBT Skills Group Participation, from the Perspectives of Veterans at High Risk for Suicide Attempt
Suzanne E. Decker, Ph.D.[1], *Kristin M. Mattocks, M.P.H., Ph.D.*[2], *Scarlett Baird, Ph.D.*[3], *Neal Doran, Ph.D.*[3], *Jennifer K. Rielage, Ph.D.*[4], *Josephine Ridley, Ph.D.*[5], *Jenny Bannister, Ph.D.*[6], *Thorayya Giovannelli, Psy.D.*[6], *Elana M. Schettini, Ph.D.*[7], *Sara J. Landes, Ph.D.*[8], *Marianne Goodman, M.D.*[9], *Frances M. Aunon, M.S., Ph.D.*[1], *Elizabeth Galliford, M.P.H.*[10], *Lorrie Walker, M.P.H.*[11], *Eric C. deRycke, M.P.H.*[10], *Chris L. Shriver, M.A.*[12], *Lyanette Martinez, M.S., Ph.D.*[13], *Hannah Brown, B.A.*[14], *Elena Shest, B.A.*[6], *Steve Martino, Ph.D.*[15], 1. VA Connecticut Healthcare System / Yale School of Medicine, 2. VA Central Western Massachusetts Healthcare System; University of Massachusetts Chan Medical School; UMass Amherst, 3. VA San Diego Healthcare System; University of California San Diego School of Medicine, Department of Psychiatry, 4. VA New Mexico Healthcare System; University of New Mexico School of Medicine, 5. VA Northeast Ohio Healthcare System; Case Western Reserve University, 6. James A. Haley Veteran's Hospital, 7. VA Connecticut Healthcare System; Yale School of Medicine, 8. Behavioral Health Quality Enhancement Research Initiative (QUERI) / University of Arkansas for Medical Sciences, 9. James J. Peters VA Medical Center/, 10. VA Connecticut Healthcare System, 11. VA Central Western Massachusetts Healthcare System, 12. VA San Diego Healthcare System, 13. VA New Mexico Health Care System, 14. VA Northeast Ohio Healthcare System, 15. VA Connecticut Healthcare System; Yale School of Medicine, Dept of Psychiatry

(PS8-14) Comparing the Benefits of Cognitive and Behavioral Therapy Skills: Testing Maladaptive Personality Features as a Moderator
Ingrid O'Brien, B.S., Samuel T. Murphy, Ph.D., Mississippi State University

(PS8-15) Brief Cognitive Behavioral Therapy Plus (BCBT+) as a Suicide-specific Treatment Add-on
Oliver Kratholm, B.S., David Rudd, ABPP, Ph.D., University of Memphis

(PS8-16) Exploring the Relationships Between Contentment, Components of Treatment, and Payment Options in DBT Providers
Rachel Pomeranz, B.A.[1], *Isaac Wang, B.A.*[1], *Zina Ogunnaya, PsyM*[1], *Tenna Deleta, M.A.*[1], *Shireen L. Rizvi, ABPP, Ph.D.*[2], *Linda Oshin, Ph.D.*[1], 1. Rutgers, The State University of New Jersey, 2. Montefiore Medical Center

(PS8-17) Implementation of a Comprehensive Dialectical Behavior Therapy Program for Adolescents Within a Pediatric Academic Hospital

Natalie Finn, Ph.D.[1], *Marisa L. Taylor, M.A.*[2], *Crista Bautzmann, LCSW*[3], *Cora Christiaans, LCSW*[4], *Chandra Mecherikoff, M.A.*[2], *Rachel Franzem, LPC*[3], *Zuzanna K. Wojcieszak, Ph.D.*[1], *Emma Evans, LCSW*[5], *Jessica Hawks, Ph.D.*[6], *Marissa A. Nunes-Moreno, Ph.D.*[7], 1. Children's Hospital Colorado/University of Colorado School of Medicine, 2. University of Colorado Anschutz Medical Campus, 3. Children's Hospital Colorado, University of Colorado School of Medicine, 4. University of Colorado, School of Medicine; Children's Hospital Colorado, 5. Children's Hospital Colorado, 6. Children's Hospital Colorado/University of Colorado, 7. University of Colorado, School of Medicine

(PS8-18) Changes in DASS-21 and Beck Hopelessness Scale over Two Years in DBT in a Partial Hospital in the Intensive Outpatient Program (2023/2024)

Brielle Colligan – Student, Eric Guendner, M.A., John Lothes, II, Other, Ella G. Lynch, University of North Carolina Wilmington

(PS8-19) Measuring Changes with PCL-5 on PTSD with Dialectical Behavior Therapy in a Partial Hospital in an Intensive Outpatient Program (2025)

Clara N. Foltz, Olivia K. Casey, John Lothes, II, Eric Guendner, M.A., Nina I. May, University of North Carolina Wilmington

(PS8-20) Measuring Mindfulness with the Five Facets of Mindfulness Questionnaire in Individuals in Dialectical Behavior Therapy in a Partial Hospital and Intensive Outpatient Program (2025)

Olivia K. Casey[1], *Clara N. Foltz*[1], *Nina I. May*[1], *Cali Tindall*[2], *Eric Guendner, M.A.*[1], *Brielle Colligan*[2], *John Lothes, II*[1], 1. University of North Carolina Wilmington, 2. Catawba College

(PS8-21) Who Are We Reaching? A Closer Look at Veteran Engagement in a VHA DBT Skills Group Effectiveness Trial

Elana M. Schettini, Ph.D.[1], *Anne Black, Ph.D.*[2], *Elizabeth Galliford, M.P.H.*[3], *Eric C. deRycke, M.P.H.*[3], *Steve Martino, Ph.D.*[4], *Suzanne E. Decker, Ph.D.*[5], 1. VA Connecticut Healthcare System; Yale School of Medicine, 2. VA Connecticut Healthcare System; Yale School of Medicine, Dept of General Medicine, 3. VA Connecticut Healthcare System, 4. VA Connecticut Healthcare System; Yale School of Medicine, Dept of Psychiatry, 5. VA Connecticut Healthcare System / Yale School of Medicine

(PS8-22) Using Idiographic Network Modeling to Examine Social and Risk Processes in DBT: A Case Study

A. Esin Asan, M.S.[1], *Alma Bitran, M.S.*[2], *Qingqing Yin, Ph.D.*[3], *Shireen L. Rizvi, ABPP, Ph.D.*[1], 1. Montefiore Medical Center, 2. Rutgers, The State University of New Jersey, 3. Massachusetts General Hospital

(PS8-23) Who's Getting Care? Acute Treatment Utilization Following an Emergency Department Visit Among Adults with Major Psychiatric Disorders and Suicidal Thoughts and Behaviors

Ana Rabasco, Ph.D.[1], *Jihoon Choi, B.S.*[2], *Ilana Ladis, Ph.D.*[3], *Sarah Arias, Ph.D.*[2], *Lauren M. Weinstock, Ph.D.*[4], *Ivan W. Miller, III, Ph.D.*[5], *Edwin Boudreaux, Ph.D.*[6], *Carlos Camargo, M.D.*[7], *Brandon Gaudiano, Ph.D.*[3], 1. Brown University & Butler Hospital, 2. Butler Hospital & Brown University, 3. Alpert Medical School of Brown University, 4. Brown University, 5. Butler Hospital and Brown University, 6. University of Massachusetts Chan Medical School, 7. Harvard Medical School

(PS8-24) Seeing Through Distress: Subjective Appraisal Buffers the Association Between Borderline Personality Disorder Traits and Problematic Pornography Use

Jae Eun Kwak, M.A., *Evan J. Basting, M.A.*, *Emma J. Poole, B.S.*, *Mary C. Jensen, M.A.*, *Gregory L. Stuart, Ph.D.*, The University of Tennessee, Knoxville

(PS8-25) The Influence of Emotion Dysregulation on the Relation Between Identity-related Functioning and Suicidal Ideation Among At-risk Adolescents

Jin H. Prunuske, B.S., *Erin A. Kaufman, Ph.D.*, The University of Utah

(PS8-26) Borderline Personality Symptoms Predict Lower Sympathetic Nervous System Activity During Social Inclusion

Kayla G. Burridge, None, *Al Tay, B.A.*, *Julia R. Richmond, Ph.D.*, Xavier University

(PS8-27) Psychometric Evaluation of the Borderline Personality Features Scale in Youth: Evidence for Early Identification

Alaina Kutsch, B.S., B.A.[1], *Breanne Tremblay, M.P.H.*[1], *Zack Streit, B.S.*[2], *Emil K. Turdukulov, B.S.*[1], *Dara E. Babinski, ABPP, Ph.D.*[1], 1. Penn State College of Medicine, 2. Penn State

(PS8-28) Do BPD Compass Modules Differ in Their Effects on Anxiety and Depression Symptoms?

Hannah Croom, M.S.[1], *Sarah E. Cecil, B.A.*[2], *Shannon Sauer-Zavala, Ph.D.*[1], *Matthew W. Southward, Ph.D.*[2], 1. University of Kentucky, 2. The Ohio State University

(PS8-29) Social Support as a Buffer for Rejection-provoked Aggression in Borderline Personality Features: An Experimental Examination

Elsa Baumgartner, B.S., *Paloma K. Zabala Rossy, M.A.*, *Kelly V. Klein, M.A.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS8-30) Facets of Emotion Dysregulation and Problematic Pornography Consumption: The Moderating Roles of Borderline and Narcissistic Traits

Carolyn Lorenzi, M.A.[1], *Ryan Rahm-Knigge, Ph.D.*[2], *Jesse Hinckley, M.D., Ph.D.*[3], *Bradley T. Conner, Ph.D.*[1], 1. Colorado State University, 2. University of Minnesota, 3. University of Colorado Anschutz

(PS8-31) Conceptual Boundaries of Self-harm: When Do Indirect Self-destructive Behaviors Function as Self-directed Harm?

Taylor Rogan, M.S.[1], *Margaret T. Davis, Ph.D.*[2], *Dayna Freeman, B.S.*[2], *Gabrielle Matthew, B.S.*[3], *Emily R. Weiss, Ph.D.*[2], *Madison Summarell, Ph.D.*[4], 1. Yale University, 2. Yale University School of Medicine, 3. Mass General Brigham, 4. East Tennessee State University

(PS8-32) Developmental Considerations for Safety Planning in Preadolescents: Perspectives from Therapists, Parents, and Children

Lily Nguyen, B.S.[1], *Kavya Mudiam, Ph.D.*[2], *Madison Squier, B.A.*[2], *William Booker, M.S.*[2], *Rinatte Gruen, M.S.*[2], *Susan Mikulich, Ph.D.*[1], *Molly Adrian, Ph.D.*[3], *Laura G. Anthony, Ph.D.*[1], *Sarah M. Kennedy, Ph.D.*[1], 1. University of Colorado Anschutz Medical Campus, 2. Children's Hospital Colorado, 3. University of Washington

(PS8-33) From Feed to Feelings: Emotional Response to Social Media and Adolescents' Thoughts of NSSI

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(PS8-34) Psychological States Preceding Nonsuicidal Self-injury in Daily Life: Evidence from Smartphone-based Ecological Momentary Assessment

Christian I. Cortes, B.S., Hope Neveux, M.S., Yuri-Grace B. Ohashi, M.A., Matthew K. Nock, Ph.D., Harvard University

(PS8-35) Trauma Exposure, Intermittent Explosive Disorder, and Non-suicidal Self-injury

Lynette C. Krick, M.A., McKenzie Himelein-Wachowiak, M.A., Halla Hafermann, B.A., Marshall S. Tate, M.A., Brianna Sarcos, M.A., Michael S. McCloskey, Ph.D., Temple University

(PS8-36) Can Digital Tools Help Suicidal Youth Stay Safe? Understanding Adolescent Perspectives on Digital Safety Planning

Adia Abler, B.S., Rebecca Vu, B.S., Shanise Owens, Ph.D., Julia Crouch, M.P.H., Lucas O'Bryan, MSW, Cari McCarty, Ph.D., Laura Richardson, M.P.H., M.D., Seattle Children's Hospital

(PS8-37) Is Self-harm Compulsive? Dimension-specific Associations Between Obsessive-compulsive Disorder and Non-suicidal Self-injury: Implications for Shared Motivations and Functions

Vivienne Chenhan Liu, B.A.[1], *Sheri L. Johnson, Ph.D.*[1], *Kiara Timpano, Ph.D.*[2], 1. University of California at Berkeley, 2. University of Miami

(PS8-38) Ambivalence in Self-harm Behaviors: Moderating Effects of Culture and past Attempts

Yaqi Huang, M.A.[1], *Kaetlin Kohlhorst, B.S.*[1], *Nancy H. Liu, Ph.D.*[2], *Suzanne Barakat, M.D.*[3], *Ricardo F. Muñoz, Ph.D.*[1], *Yan Leykin, Ph.D.*[1], 1. Palo Alto University, 2. University of California at Berkeley, 3. Sutter Health

(PS8-39) Treatment Motivation in Caregivers of Juvenile Legal System-involved Youth Engaging in Non-suicidal Self-injury

Eileen Salazar Vega, B.A.[1], *Kaitlin Sheerin, Ph.D.*[2], *Crosby Modrowski, Ph.D.*[3], *Kathleen Kemp, Ph.D.*[4], 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Alpert Medical School of Brown University, 3. Salve Regina University, 4. Warren Alpert Medical School of Brown University

(PS8-40) Appearance-related Social Media Consciousness and Its Association with Direct and Indirect Nonsuicidal Self-injury
Ziva E. Davis, None[1], *Melissa J. Dreier, M.S.*[2], *Sneha Jain, None*[3], *Jessica L. Hamilton, Ph.D.*[2], 1. Rutgers New Brunswick University, 2. Rutgers University, 3. Parsippanny Hills High School

(PS8-41) The Role of Self-hatred in the Reported Functions of Adolescent Non-suicidal Self-injury
Sara K. Kimble, B.S., Peggy Andover, Ph.D., Fordham University

(PS8-42) Behavioral Forecasting of Future Nonsuicidal Self Injury and Subsequent Engagement
Camille Ianne Marquez, B.A., Marie Bong, B.S., Tess Oswalt, B.S., Stephen Coutu, B.A., Heather Schatten, Ph.D., Michael F. Armey, Ph.D., Christopher D. Hughes, Ph.D., Butler Hospital & Brown University

(PS8-43) Examining Self Hatred's Relationship to Mentalization, Difficulties in Social Engagement, Nonsuicidal Self-injury and Suicidal Ideation
Olivia Berin, B.A.[1], *Cameron Le Roux, B.S.*[1], *Xiaosi Gu, Ph.D.*[2], *Daniela Schiller, Ph.D.*[1], *Harold Koenigsberg, M.D.*[1], 1. Icahn School of Medicine at Mount Sinai, 2. Yale University

(PS8-44) Does Time Spent Developing Suicide Safety Plans Matter? Implications for Clinical Practice
Tyler C. Hendley, M.A., Austin G. Starkey, M.A., Ryan M. Hill, Ph.D., Louisiana State University

(PS8-46) The Association Between Primary Care Providers' Personal Exposure to Suicide and Suicide Risk Screening Practices
Aubrey A. DeVinney, B.A.[1], *Destiny Rojas, B.A.*[1], *Michael LeDuc, M.A., M.Ed.*[1], *Cole Marvin, M.A.*[1], *Regan Sweeney, B.S.*[1], *John Cooley, Ph.D.*[2], *Jason Van Allen, Ph.D.*[1], *Sean M. Mitchell, Ph.D.*[1], 1. Texas Tech University, 2. University of Florida

(PS8-47) A Psychometric Analysis of the Fearlessness About Suicide Scale Across Age Groups
Jillian A. Carter, B.S., Cristian M. Curran, M.A., April Smith, Ph.D., Auburn University

(PS8-48) From Problems to Ideation: Interoceptive Deficits as an Indirect Pathway in Cannabis-related Suicide Risk
Nathan D. Meredith, B.S., Taylor Kalgren, M.S., Amy M. Brausch, Ph.D., Jenni B. Teeters, Ph.D., Western Kentucky University

(PS8-49) Understanding Patients' Perceptions of Their Risk for Suicide: Distinguishing Wish to Die from Suicidal Ideation
Max Stivers, M.A.[1], *Taylor Koontz, B.S.*[1], *Jessica Gerner, M.A.*[2], *Megan L. Rogers, Ph.D.*[3], *Raymond Tucker, Ph.D.*[1], 1. Louisiana State University, 2. The Catholic University of America, 3. Texas State University

(PS8-50) Infant Fear Reactivity as a Predictor of Adolescent Anxiety: A Longitudinal Study
Elizabeth Tandilashvili, B.S., Kathryn Degnan, Ph.D., The Catholic University of America

(PS8-51) A Multi-method Longitudinal and Ecological Momentary Assessment Study of Emotion Regulation and Suicidal Ideation
Chunghu Mok, M.A., Hyang Sook Kim, Ph.D., Seoul National University

(PS8-53) The Effects of Acute Substance Use on Non-lethal Suicide Attempts in U.S. Military Personnel: A Mixed Methods Study
Tyler B. Rice, B.S., Nikhila S. Udupa, M.S., Tvisha Sarkar, None, Emma Oliveras, B.S., Thomas E. Joiner, Ph.D., Florida State University

(PS8-54) Making Sense of the World: Primal World Beliefs and Suicidal Ideation in the Three Step Theory of Suicide
Anna MacLellan, M.S.[1], *Abby A. Mandel, Ph.D.*[1], *Olga Revzina, M.A.*[2], *Sarah L. Hunt, M.A.*[3], 1. Catholic University of America, 2. Duke University Medical Center, 3. The Catholic University of America

(PS8-55) An Examination of Teen-to-teen Crisis Line Contacts: Age, Presenting Concerns, Suicide Risk Level, and Time Trends
Sunday Hull, M.S.[1], *Kennedy Daniels, M.A.*[2], *Cheryl Karp Eskin, MFT*[2], *Sae Lee, Ph.D.*[2], *Catherine Glenn, Ph.D.*[3], 1. Virginia Consortium Program, Old Dominion University, 2. Didi Hirsch Mental Health Services, 3. Old Dominion University

(PS8-56) Construct Validity and Reliability of Single-item Visual Analogue Measures of Suicide-related Constructs
Marie Campione, M.S., Andrew Kurtz, B.A., Kyle Williams, M.A., Andrew J. Lodge, B.S., Athena Thai, B.A., Thomas E. Joiner, Ph.D., Florida State University

(PS8-57) Interpersonal Risk Factors and Digital Bystander Intervention on Suicide-related Social Media Posts
Alyson P. Rivers, B.A., Tyler C. Hendley, M.A., Ryan M. Hill, Ph.D., Louisiana State University

(PS8-58) A Preliminary Thematic Analysis of Generational Differences in Suicide Lived Experiences in Sexual and Gender Minoritized Individuals in Suicide-focused Brief Cognitive Behavioral Therapy
Megan Martin, B.S., M.S., Helen Girin, B.A., Rosie Bauder, M.P.H., B.A., M.A., Ph.D., The Ohio State University

(PS8-59) Content of Positive Future Thinking and Its Relationship to Suicidal Ideation
Vritika Sharma, B.A.[1], *You-Syuan Lin, B.S.*[1], *Rachel J. Nam, M.S.*[1], *Layne Novotny, M.A.*[1], *Christine B. Cha, Ph.D.*[2], 1. Teachers College, Columbia University, 2. Yale University School of Medicine

(PS8-60) Differences in Exposure to Violence and Predicability of Future Suicide Attempt Among Sexual and Gender Minorities
Alexis Roberto, B.A.[1], *Narise Ramlal, B.A.*[2], *Alexander Millner, Ph.D.*[1], *Kelly L. Zuromski, Ph.D.*[1], *Kate H. Bentley, Ph.D.*[3], *Evan M. Kleiman, Ph.D.*[4], *Adam Haim, Ph.D.*[5], *Suzanne Bird, M.D.*[3], *Jordan Smoller, M.D.*[3], *Ralph Buonopane, M.D.*[6], *Matthew K. Nock, Ph.D.*[1], *Rebecca Fortgang, Ph.D.*[1], 1. Harvard University, 2. Fordham University, 3. Massachusetts General Hospital, 4. Rutgers, The State University of New Jersey, 5. National Institute of Mental Health, 6. Franciscan Childrens

(PS8-61) Examining Passive and Active Suicidal Ideation, and Associations with Family and Peer Relationships, Among Black Adolescents Following Acute Psychiatric Care
Dakota m.b. Daniels, B.A.[1], *Richard T. Liu, Ph.D.*[2], *Evan Kleiman, Ph.D.*[3], *Catherine Glenn, Ph.D.*[1], 1. Old Dominion University, 2. Harvard Medical School, 3. Rutgersm The State University of New Jersey

(PS8-62) Gender Minority Stress and Suicide-related Coping Among Transgender and Non-binary Individuals
Chelsea Howd, M.S., *Kirsten Christensen, M.A.*, *Sarah E. Victor, Ph.D.*, Texas Tech University

(PS8-63) Finding Sufficient Conditions for the Onset and Offset of Suicidal Ideation: A Set Theoretic Approach
Miguel Blacutt, M.A., M.Ed.[1], *Veronika Kobrinsky, M.A., M.S.*[2], *Kenneth E. McClure, M.A., Ph.D.*[3], *Katherine L. Dixon-Gordon, Ph.D.*[4], *Brooke Ammerman, Ph.D.*[2], 1. University of Notre Dame, 2. University of Wisconsin-Madison, 3. University of Wyoming, 4. University of Massachusetts Amherst

(PS8-64) Virtual Hobbies: Suicide Risk Associated with Sedentary Gameplay
Jason R. Woodruff, M.S.[1], *Bruce Bongar, Ph.D.*[1], *Lisa M. Brown, ABPP, Ph.D.*[1], *Matthew M. Yalch, Ph.D.*[1], *John Eric Novosel-Lingat, Ph.D.*[2], 1. Palo Alto University, 2. Tripler Army Medical Center

(PS8-65) A Machine-learning Approach to Suicide Risk Assessment in Veterans Experiencing Criminal-legal Involvement or Homelessness
Emily R. Edwards, Ph.D., *Ryan Holliday, Ph.D.*, US Department of Veterans Affairs

(PS8-66) The Examination of Attentional Impulsivity in the Association Between Post-traumatic Stress Disorder and Suicidal Ideation Intensity
Shelby Nichols, B.S.[1], *Danielle Bartolanzo, M.P.H.*[1], *Erin L. Cobb, Ph.D.*[1], *Alyssa Soumoff, M.D.*[2], *Marjan G. Holloway, Ph.D.*[1], 1. Uniformed Services University of the Health Sciences, 2. Walter Reed Army Institute of Research

(PS8-67) Computational Methods for Identifying and Predicting Suicide Risk Using Electronic Health Record Data: A Preliminary Systematic Review
Sarah Arias, Ph.D.[1], *Daniel Coppersmith, Ph.D.*[2], *Jung Park, B.A.*[3], *Sachin Pendse, Ph.D.*[4], *Matthew K. Nock, Ph.D.*[5], *Megan Ranney, M.P.H., M.D.*[6], *Indra Neil Sarkar, Ph.D.*[3], *Lisa Uebelacker, Ph.D.*[1], *Elizabeth Chen, Ph.D.*[3], 1. Butler Hospital & Brown University, 2. University of Massachusetts Amherst, 3. Brown University, 4. University of California San Francisco, 5. Harvard University, 6. Yale School of Public Health

(PS8-68) Utility of Living and Dying Among Suicide Ideators with and Without Attempt Histories
Stephanie R. Ragazzo, B.S., *Molly Hassler, B.S.*, *Melissa Renee Clark, M.A.*, *Keyne C. Law, M.A., Ph.D.*, Seattle Pacific University

(PS8-69) Cognitive Anxiety Sensitivity Predicts Suicidal Ideation Above and Beyond Worry Symptoms
Nikhila S. Udupa, M.S., *Thomas E. Joiner, Ph.D.*, Florida State University

(PS8-70) Examining Intersectional Moderators of the Association Between Bullying and Suicidal Ideation Among 6th-12th Grade Youth in Virginia
Camille N. Johnson, M.S.[1], *Alan Meca, Ph.D.*[2], *James Henson, Ph.D.*[1], *Abigail J. Luce, B.A.*[3], *Emelyn Auad, B.A.*[4], *Catherine Glenn, Ph.D.*[1], 1. Old Dominion University, 2. The University of Texas at San Antonio, 3. The State University of New York at Buffalo, 4. The Pennsylvania State University

(PS8-71) Cultural Differences in Prevalence of Suicidal Ideation: Influence of Depression Status
Kaetlin Kohlhorst, B.S.[1], *Yaqi Huang, M.A.*[1], *Laurel Boettcher, M.S.*[1], *Nancy H. Liu, Ph.D.*[2], *Suzanne Barakat, M.D.*[3], *Ricardo F. Muñoz, Ph.D.*[1], *Yan Leykin, Ph.D.*[1], 1. Palo Alto University, 2. University of California at Berkeley, 3. Sutter Health

(PS8-72) Cultural Differences in Suicidality Disclosure in a Multinational and Multilingual Sample
Haley Francis, M.S.[1], *Monica Haskell, B.S.*[1], *Kaetlin Kohlhorst, B.S.*[1], *Nancy H. Liu, Ph.D.*[2], *Suzanne Barakat, M.D.*[3], *Ricardo F. Muñoz, Ph.D.*[1], *Yan Leykin, Ph.D.*[1], 1. Palo Alto University, 2. University of California at Berkeley, 3. Sutter Health

(PS8-73) Adolescent Suicidal Ideation and Emotional Responses to Experimental Social Media Peer Feedback
Sophia M. Agurcia, B.A.[1], *Katherine Tezanos, Ph.D.*[2], *Anthony Spirito, ABPP*[2], *Jennifer Wolff, Ph.D.*[3], *Anastacia Y. Kudinova, Ph.D.*[4], *Jacqueline Nesi, Ph.D.*[5], 1. Brown University Health, 2. Alpert Medical School of Brown University, 3. Warren Alpert Medical School of Brown University, 4. Brown University Medical School, 5. Brown University

(PS8-74) Suicide Decision-making in Adolescents: Measuring the Pathway to Attempt in Hospitalized Adolescents
Kendall Tinianov, B.A., Alexander Millner, Ph.D., Sydney M. Tucker, B.A., Matthew K. Nock, Ph.D., Kelly L. Zuromski, Ph.D., Harvard University

(PS8-75) Adolescent Texting Patterns in the Months Preceding a Suicide Attempt
Sydney M. Tucker, B.A.[1], *Alexander Millner, Ph.D.*[1], *Lia Follet, M.S.*[2], *Kendall Tinianov, B.A.*[1], *Matthew K. Nock, Ph.D.*[1], *Kelly L. Zuromski, Ph.D.*[1], 1. Harvard University, 2. University of Georgia

(PS8-76) Psychometric properties of a Suicide Assessment Knowledge Scale: Exploring caregiver Comfortability, Competence, and Confidence in an Online Sample
Kathryn B. Guajardo, M.A., Jennifer B. Blossom, Ph.D., University of Maine

(PS8-77) The Way We Ask About Suicide Matters: Understanding Adolescent Perspectives on Suicide Risk Screening in Primary Care
Adia Abler, B.S.[1], *Annie Hoang, B.S.*[2], *Julia Peterson, B.A.*[2], *Sarah Danzo, Ph.D.*[3], 1. Seattle Children's Hospital, 2. University of Washington, Seattle, 3. University of Washington

(PS8-78) Alcohol Reduction Effort Profiles and Suicidal Ideation: A Latent Class Analysis of U.S. Adults
Colin Jarratt, B.S., Rebecca Fortgang, Ph.D., Massachusetts General Hospital/Harvard University

(PS8-79) Qualitative Perspectives on AI Chatbot Use for Mental Health Among Individuals Recently Hospitalized for Suicidal Thoughts or Behaviors
Colin Jarratt, B.S., *Grace E. Cross, B.A.*, *Rayha McPherson, B.A.*, *Elizabeth Mattera, B.S.*, *Chris Kennedy, Ph.D.*, *Matthew Nock, Ph.D.*, *Rebecca Fortgang, Ph.D.*, Massachusetts General Hospital/Harvard University

(PS8-80) Suicide Among U.S. Fire Service Personnel: Analysis of Method, Reasons for Suicide, and Employment Status
Adrian A. Cufley, M.A., *Sean McCabe*, *Molly Hassler, B.S.*, *Ben Barnette, M.S.*, *Keyne C. Law, M.A., Ph.D.*, Seattle Pacific University

(PS8-81) Keepsafe: Adapting a Digital Mental Health Application for Autistic Adolescents and Adults at Risk for Suicide
Tra-My N. Bui, B.A.[1], *Heather J. Nuske, Ph.D.*[1], *Shari Jager-Hyman, Ph.D.*[1], *Esha Patel, B.S.*[1], *Evan Sultanik, Ph.D.*[2], 1. University of Pennsylvania, 2. Alevio LLC

(PS8-82) Parent-child Agreement on Suicidal Ideation and Attempt in a Community Sample
Caroline C. Bodary, B.A.[1], *Elizabeth A. Nienaber, B.A.*[2], *Yinuo Liu, B.S.*[2], *Amanda Thompson, Ph.D.*[2], *Katherine Sarkisian, Ph.D.*[2], *Erin R. Orlins, M.P.H., Ph.D.*[2], *Eric A. Youngstrom, Ph.D.*[3], 1. Nationwide Children's Hospital, Center for Suicide Prevention and Research, 2. Nationwide Children's Hospital, 3. Nationwide Children's Hospital and The Ohio State University

(PS8-83) Cost Savings Associated with Inpatient Brief Cognitive-behavioral Therapy for Suicide Prevention
Theresa R. Gladstone, Ph.D.[1], *Kelly A. Knowles, Ph.D.*[2], *David F. Tolin, ABPP, Ph.D.*[2], *Gretchen J. Diefenbach, Ph.D.*[3], 1. Alpert Medical School of Brown University, 2. Anxiety Disorders Center, The Institute of Living, 3. Institute of Living

(PS8-84) Relationship Between Caregiver Empathy, Problem-solving, and Beliefs About Their Role in Youth Suicide Prevention
Hannah Milius, M.S., *Aurora E. Green, M.A.*, *Jennifer B. Blossom, Ph.D.*, University of Maine

(PS8-85) Asking Around: Youth and Parent Reports of Youth Suicidal Thoughts and Behaviors from a Nationally Representative Administration of the ASQ
Elizabeth A. Nienaber, B.A.[1], *Yinuo Liu, B.S.*[1], *Caroline C. Bodary, B.A.*[2], *Amanda Thompson, Ph.D.*[1], *Katherine Sarkisian, Ph.D.*[1], *Erin R. Orlins, M.P.H., Ph.D.*[1], *Eric A. Youngstrom, Ph.D.*[3], 1. Nationwide Children's Hospital, 2. Nationwide Children's Hospital, Center for Suicide Prevention and Research, 3. Nationwide Children's Hospital and The Ohio State University

(PS8-86) Parental Concerns with Healthcare Providers Asking Children About Suicide: A Content Analysis
Elizabeth A. Nienaber, B.A.[1], *Erin R. Orlins, M.P.H., Ph.D.*[1], *Katherine Sarkisian, Ph.D.*[1], *Amanda Thompson, Ph.D.*[1], *Eric A. Youngstrom, Ph.D.*[2], 1. Nationwide Children's Hospital, 2. Nationwide Children's Hospital and The Ohio State University

(PS8-87) Self-reported Preferences for Peer-based Suicidality Interventions and Their Relationship with Personality
Claudia Cucchiara, B.S., *Ally Dudley, M.A.*, *Kayla Wagler, M.S.*, *Tony T. Wells, Ph.D.*, Oklahoma State University

(PS8-88) Family Relationship Security and Adolescent Suicidal Ideation: Implications for Youth Risk and Parent Awareness

Christina Zhang, B.A.[1], *Paige Picou, Ph.D.*[2], *Allan Shikh, B.A.*[3], *Arielle H. Sheftall, Ph.D.*[2], *Kristin Valentino, Ph.D.*[4], *Brooke Ammerman, Ph.D.*[5], 1. University of Rochester, 2. University of Rochester Medical Center, 3. Montclair State University, 4. University of Notre Dame, 5. University of Wisconsin Madison

(PS8-89) Method Selection in Suicide Decision-making: Insights from the WMH International College Student Qualitative Study

Kate Gebbia, B.A.[1], *Ashley Kim*[2], *Kexin Li, Psy.D.*[1], *Franchesca Castro Ramirez, M.A., M.S.*[1], *John Naslund, Ph.D.*[3], *Matthew K. Nock, Ph.D.*[1], 1. Harvard University, 2. McLean Hospital, 3. Harvard Medical School

(PS8-90) Who Delivers the Message Matters: Authority and Identity in Firearm Safe Storage Messaging

Daniela A. Branson, N/A, M.S., April H. Fraser, B.S., Andrew K. Luedke, M.A., Carolyn M. Pepper, Ph.D., University of Wyoming

(PS8-91) Perceived Burdensomeness and Psychological Inflexibility: Helping Those with a History of Suicide Attempts

Andrew K. Luedke, M.A., April H. Fraser, B.S., Daniela A. Branson, M.S., Carolyn M. Pepper, Ph.D., University of Wyoming

(PS8-92) Preliminary Evidence for Dynamic Fluctuations in Suicide Capability Among High-risk Inpatient Veterans Post-discharge

Carol Chu, Ph.D.[1], *Evan Kleiman, Ph.D.*[2], *Paul Thuras, Ph.D.*[1], *Kelvin Lim, M.D.*[3], 1. Minneapolis VAMC, 2. Rutgers, The State University of New Jersey, 3. University of Minnesota

(PS8-93) Sleepless Nights and Silent Struggles: Sleep Disturbances and Suicidal Ideation

Molly Hassler, B.S., Adrian Culfey, B.S., Stephanie R. Ragazzo, B.S., Keyne C. Law, M.A., Ph.D., Seattle Pacific University

(PS8-94) Examining the Relationship of Suicide Method Availability and Intensity of Suicidal Thoughts and Behaviors

Stephen Coutu, B.A., Tess Oswalt, B.S., Marie Bong, B.S., Camille Ianne Marquez, B.A., Christopher D. Hughes, Ph.D., Heather Schatten, Ph.D., Michael F. Armey, Ph.D., Butler Hospital & Brown University

(PS8-95) Suicide Risk Identification Using the ASQ and C-SSRS in an Adult Psychiatric Population

Christina Wray, B.S.[1], *Kelly Hurst, Ph.D.*[1], *Lauren Durland, LICSW*[1], *Deborah J. Snyder, MSW*[1], *Haniya Raza, M.P.H., Other*[1], *Lisa Horowitz, M.P.H., Ph.D.*[2], *Maryland Pao, M.D.*[1], *Elizabeth D. Ballard, Ph.D.*[1], 1. National Institute of Mental Health, 2. University of Colorado Anschutz Medical Campus

(PS8-96) Race, Shame, and Suicidal Thinking

Allison F. Pereira, B.A., Evan Kleiman, Ph.D., Rutgers, The State University of New Jersey

(PS8-97) Examining Iatrogenic Risk of Discussing Preteens' and Teens' Conceptualization of Death and Suicide
Marianne M. Bassing, B.A., M.A.[1], *Floortje Justens, M.A.*[2], *Christine B. Cha, Ph.D.*[3], *Nathan Lowry, M.S.*[2], 1. Yale Child Study Center, 2. Teachers College, Columbia University, 3. Yale University School of Medicine

(PS8-98) Mindfulness-related Predictors of Suicidal Ideation and Nonsuicidal Self-injury: A Random Forest Approach
Connor M. O'Brien, B.S., Brooke Ammerman, Ph.D., University of Wisconsin, Madison

(PS8-99) Validating a Linguistic Index of Cognitive Constriction Using Daily Diary Data: Convergent, Discriminant, and Predictive Validity
Ahhyun Lee, B.A.[1], *Damien Lekkas, Ph.D.*[2], *Anna Langener, Ph.D.*[1], *Amanda C. Collins, Ph.D.*[3], *Arvind Pillai, Ph.D.*[1], *Daniel M. Mackin, Sr., Ph.D.*[1], *George D. Price, Ph.D.*[1], *Matthew D. D. Nemesure, Ph.D.*[4], *Michael V. Heinz, M.D.*[1], *Subigya Nepal, Ph.D.*[5], *Tess Z. Z. Griffin, Ph.D., M.Ed.*[1], *Andrew T. Campbell, Ph.D.*[1], *Nicholas C. C. Jacobson, Ph.D.*[1], 1. Dartmouth College, 2. Northwestern University Feinberg School of Medicine, 3. Harvard Medical School, 4. Harvard University, 5. University of Virginia

(PS8-100) Comparing Emotional Dysregulation and Emotional Variability in Predicting Suicidal Ideation Among People with Psychosis Spectrum Disorders
Arunadevi Saravana, M.S.[1], *Emily K. Grim, B.A.*[1], *Rebecca Welsh, B.S.*[1], *Brian Brandler, B.A., M.A.*[1], *Wendy Potts, M.S.*[1], *Peter Phalen, Psy.D.*[2], 1. University of Maryland, Baltimore, 2. University of Maryland School of Medicine

(PS8-101) Predicting Interpersonal Risk Factors for Suicide Using an Eight-factor Model of Posttraumatic Stress Symptoms
Elizabeth F. Mattera, B.S.[1], *Dev Crasta, Ph.D.*[2], *Margaret T. Davis, Ph.D.*[1], 1. Yale University School of Medicine, 2. US Department of Veterans Affairs

(PS8-102) Real-time Associations Between Emotional Responses to Social Media and Mood Differ by Adolescent: Implications for Risk and Resilience
Melissa J. Dreier, M.S., Jessica L. Hamilton, Ph.D., Rutgers, The State University of New Jersey

(PS8-103) Tracking Daily Suicidal Ambivalence: Temporal Dynamics of Adolescents' Wish to Live and Wish to Die
Olivia C. Lawrence, M.A.[1], *Megan L. Rogers, Ph.D.*[2], *Kay Shin, PhD*[3], *Christine B. Cha, Ph.D.*[4], 1. Fairleigh Dickinson University, 2. Texas State University, 3. Yale School of Medicine, 4. Yale University School of Medicine

(PS8-104) Adolescent Disclosure of Suicidal Thoughts and Behaviors to Parents: Patterns and Correlates
Kerri-Anne Bell, M.A.[1], *Brooke Ammerman, Ph.D.*[2], *Kristin Valentino, Ph.D.*[1], *Arielle H. Sheftall, Ph.D.*[3], 1. University of Notre Dame, 2. University of Wisconsin Madison, 3. University of Rochester Medical Center

(PS8-105) Caregiver Mental Health and Family Functioning Among Families of Children with Self-injurious Thoughts and Behaviors
Ana Ortin-Peralta, Ph.D.[1], *Beverlin Rosario-Williams, Ph.D.*[2], *Sajel Arya, M.S.*[3], *Aimee Starr, M.S.*[3], *Ateret Frank Brauner, M.A., M.S.*[3], 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Johns Hopkins University School of Public Health, 3. Yeshiva University

(PS8-106) Algorithmic Equity in Near-term Suicidal Ideation Prediction
Irene Xu, M.S., *Ross Jacobucci, Ph.D.*, *Brooke Ammerman, Ph.D.*, University of Wisconsin-Madison

(PS8-107) Social Disconnection Mediates the Relationship Between Executive Functioning and Suicidality in Autistic and Non-autistic Youth
Jamie Kleiner, M.A.[1], *Elizabeth R. Black, B.S.*[2], *Brendan Rich, Ph.D.*[1], *Lauren Kenworthy, Ph.D.*[3], *Alan H. Gerber, Ph.D.*[2], 1. Catholic University of America, 2. Children's National Hospital, 3. Children's National Health System

(PS8-108) Investigating the Constructs of the Interpersonal Theory of Suicide in the Narratives of Pre-adolescents with Acute Suicidal Thoughts and Behaviors
Alana Brixner-Nunes, M.A.[1], *Lucy Liotta, M.A.*[1], *Ana Ortin-Peralta, Ph.D.*[2], *Sarah R. Sullivan, M.A., M.S.*[3], *Lauren E. Gulbas, Ph.D.*[4], *Regina Miranda, Ph.D.*[3], 1. CUNY Graduate Center, City University of New York, 2. Yeshiva University - Ferkauf Graduate School of Psychology, 3. Hunter College, City University of New York, 4. The University of Texas at Austin

(PS8-109) Longitudinal Associations Between Sleep Deficiencies and Prospective Suicidal Ideation Among Peripubertal Youth Receiving Intensive Psychiatric Services
Evelyn M. Hernandez Valencia, M.A.[1], *Kelsey Sutton, B.A.*[2], *Lauren K. Penrose, B.A.*[3], *Claudia McKenley, B.A.*[4], *Mandy Witkin, LICSW*[3], *Jennifer Hellmuth, Ph.D.*[3], *Justin Parent, Ph.D.*[1], 1. University of Rhode Island, 2. University of South Carolina, 3. Bradley Hospital, 4. Brown University

(PS8-110) When Are Reasons for Living Protective in the Plan-to-attempt Transition?
Irene Xu, M.S., *Ross Jacobucci, Ph.D.*, *Brooke Ammerman, Ph.D.*, University of Wisconsin-Madison

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2:00 PM – 3:00 PM

Poster Session 9

Categories: *Population - African Americans / Black Americans, Population - Women, Treatment - Cultural Adaptations*

(PS9-1) Culturally Adapted Cognitive Behavioral Treatment for Perinatal Depression and Anxiety for a Low-resourced African American Individual: A Case Study
Naimah Saleem, M.A.[1], *Morgan Chafin, LCSW, LICSW*[1], *Aimee L. Danielson, Ph.D.*[2], *Inna Goncearenco, M.A.*[3], *Nickie Andescavage, M.D.*[1], *Catherine Limperopoulos, Ph.D.*[4], *Huynh-Nhu Le, Ph.D.*[3], 1. Children's National Hospital- Washington, DC, 2. MedStar Georgetown University Hospital, 3. The George Washinton University, 4. Children's National Health System,

(PS9-2) Lessons Learned from Delivery of Trauma-focused Cognitive-behavioral Therapy with Racial Socialization (TF-CBT+RS) for Black Youth in a Group Home Setting
Laura Godfrey, M.A.[1], *Nevita George, M.A.*[1], *Amy Hyoeun Lee, Ph.D.*[2], 1. Hofstra University, 2. John Jay College/CUNY Graduate Center

(PS9-3) "if i'm Queer, I Have to Be Perfect": A Case Study of PRIDE, a Novel Minority-stress Informed Intervention for Eating Pathology in a Lesbian Cisgender Adult Woman
Jen Finkelstein, M.S.[1], *Aaron J. Blashill, Ph.D.*[2], *Tiffany A. Brown, Ph.D.*[1], 1. Auburn University, 2. San Diego State University

(PS9-4) Culturally Adapting the Mothers and Babies CBT Prevention Group for Low-income Black Women: A Clinical Case Series
Kiara A. Barnett, M.A., M.Ed.[1], *Naimah Saleem, M.A.*[2], *Aimee L. Danielson, Ph.D.*[3], *Nickie Andescavage, M.D.*[4], *Catherine Limperopoulos, Ph.D.*[5], *Huynh-Nhu Le, Ph.D.*[1], 1. George Washington University, 2. Children's National Hospital- Washington, DC, 3. MedStar Georgetown University Hospital, 4. Children's National Hospital, 5. Children's National Health System

(PS9-5) Evaluating Attitudes Towards Older LGB+ Adults: Applications for Intervention Based on the PEACE Model
Julia A. Fitzpatrick, M.A., Ann M. Steffen, ABPP, Ph.D., University of Missouri-St. Louis

(PS9-6) Impact of an Adapted PTSD, Insomnia, and Nightmare Intervention on Suicidal Ideation in Firefighters
Nicole A. Gonzalez, B.S., Devin Tse, B.A., Carmen Mclean, Ph.D., National Center for PTSD

(PS9-7) Exploring Mindfulness Interventions for Transgender and Gender Diverse (TGD) Youth and Young Adults
Kelli C. Powers, M.A.[1], *LeeAnn Cardaciotto, Ph.D.*[1], *Nataliya Zelikovsky, Ph.D.*[1], *Wendy Bamatter, Ph.D.*[2], *Megan Cavanaugh*[1], *Giuliana Vallecorsa, M.S.*[1], 1. La Salle University, 2. McLean Hospital

(PS9-8) Beyond Racial Matching: The Role of Ethnic Identity Processes in Culturally Adapted Treatment Preferences
Nicole Feranil, PsyM, Linda Oshin, Ph.D., Rutgers, The State University of New Jersey

(PS9-9) Beliefs About What Could Prevent Older-adult Male Suicide
Amber Winters, M.S., Jessica Burns, B.S., Samantha Loeffler, None, Silvia Sara Canetto, Ph.D., Colorado State University

(PS9-10) Distinct Profiles of Daily Discrimination and Chronic Health Conditions
Jailyn M. Wilson, B.A., West Virginia University

(PS9-11) Development of a Standardized Assessment of Therapist Cultural Responsiveness in Cognitive Behavioral Therapy for Depression
Anh Dao, M.S., Iony D. Ezawa, Ph.D., University of Southern California

(PS9-12) Voice-hearing Across Western and Non-western Cultures: Literature Review of Auditory Hallucinations in Clinical and Non-clinical Context
Maria Melero-Dominguez, M.A.[1], *Danae Papadea, M.A.*[1], *Celestine A. Owusu, M.A.*[2], *Maia Crumbie, M.A.*[1], *Pamela Rakhshan Rouhakhtar, Ph.D.*[1], 1. University of Maryland Baltimore County, 2. University of Maryland

(PS9-13) The Influence of Sociocultural Stressors on Positive and Negative Relational Processes
Jenny Lee, B.A., *Mariah Menaker, B.A.*, *Galena Rhoades, Ph.D.*, *Elysia Poggi-Davis, Ph.D.*, University of Denver

(PS9-14) La Fuerza De La Familia: Buffering the Mental Health Impact of Bullying in Latinx Adolescents
Daniel H. Saravia, M.A.[1], *Michael Woller, D. Phil.*[1], *Jean Pauline Serrano, D. Phil.*[2], *Desiree Delgadillo, B.A.*[1], *Kelly Rodriguez, M.A.*[3], *Katherine Jimenez, B.A.*[3], *Denise A. Chavira, Ph.D.*[1], 1. University of California, Los Angeles, 2. University of California, Santa Barbara, 3. California State University, Northridge

(PS9-15) What Do You Value: Mental Health Help-seeking Preferences Among Chinese Americans and Non-hispanic White Americans with Depressive Symptoms
Qimin Liu, M.S., *Joyce P. Chu, Ph.D.*, *Mikael Rubin, Ph.D.*, *Yan Leykin, Ph.D.*, Palo Alto University

(PS9-16) Perfectionism Tied to Identity: A Qualitative Study of Black Women Studying in STEM
Kayla Graham, B.A., *Danielle Church*, *Amelia Moeller*, *Adah Thomas*, *Mia Yamasoto-Gragas, None*, *Patricia M. DiBartolo, Ph.D.*, Smith College

(PS9-17) What Is Culture in Forensic Psychological Assessments Research? A Scoping Review of Research Methods and Constructs
Eunice Kim, M.S., *David Witherington, Ph.D.*, University of New Mexico

(PS9-18) Cultural and Cognitive Mechanisms in Social Anxiety: Relations Among Outcome Probability Bias, Stereotype Confirmation Concerns, and Symptoms in a Black Sample
Trevor Bao[1], *Hayle Burton*[1], *Page L. Anderson, ABPP, Ph.D.*[2], *Amanda A. Draheim, Ph.D.*[1], 1. Goucher College, 2. Georgia State University

(PS9-19) Cultural Conversations in Clinical Supervision: The Role of Supervisor and Therapist Race/ethnicity
Rosalba Bonilla, M.A.[1], *Vanessa Perez, M.A.*[1], *Bruce F. Chorpita, Ph.D.*[2], *Kimberly Becker, Ph.D.*[1], 1. University of South Carolina, 2. University of California, Los Angeles

(PS9-20) Towards Linguistic Justice in the Therapeutic Space: Examining Use of Spanish During Youth Mental Health Treatment Sessions
Vanessa Perez, M.A.[1], *Rosalba Bonilla, M.A.*[1], *Bruce F. Chorpita, Ph.D.*[2], *Kimberly Becker, Ph.D.*[1], 1. University of South Carolina, 2. University of California, Los Angeles

(PS9-21) Exploring Stigma and Brain-based Beliefs About Mental Disorders in the U.S. and Japan: accounting for Measurement Invariance
Laura Knouse, Ph.D.[1], *Chiharu Maeda, M.A.*[2], *Hiroaki Kumano, M.D., Ph.D.*[2], 1. University of Richmond, 2. Waseda University

(PS9-22) Cultural Considerations in Mental Health Stigma: Confirmatory Factor Analysis of a Multidimensional Mental Health Stigma Scale in Native Hawaiian and Pacific Islanders
Cerila Rapadas, B.A., *Dorian Higashi, B.S.*, *Callum T. Henwood, B.S.*, *Akihiko Masuda, Ph.D.*, University of Hawai'i at Manoa

(PS9-23) Mental Health Treatment-seeking Behavior Among U.S. Born and Non-u.s. Born Asian Americans: Examining the Role of Stigma and Religious Coping
Nicholas T. Nguyen, B.A., *Margaret Canady, M.A.*, *Alyson K. Zalta, Ph.D.*, University of California, Irvine

(PS9-24) Understanding the Role of Family in Treatment for Anxiety and Depression in Community College Students
Ashley K. Flores, B.A., M.A.[1], *Alison Hamilton, M.P.H., Ph.D.*[1], *Vanessa Calderon, Ph.D.*[2], *Kate Wolitzky-Taylor, Ph.D.*[1], *Michelle G. Craske, Ph.D.*[1], *Denise A. Chavira, Ph.D.*[1], 1. University of California, Los Angeles, 2. California State University, Fullerton

(PS9-25) Examining the Psychometric Properties of the CES-D Among Arab Americans
Manar Hesino, B.A., *Ashley Cohen*, *Ilya Yaroslavsky, Ph.D.*, Cleveland State University

(PS9-26) Generational Status, Cognitive Style, and Negative Affect in Arab Americans: The Role of Acculturative Stress
Manar Hesino, B.A., *Ilya Yaroslavsky, Ph.D.*, Cleveland State University

(PS9-27) A Look at Acculturative Stress, Family Accommodation, and Anxiety Symptoms in Clinic-referred Youth
Guadalupe C. Patriarca, M.S., *Yasmin Rey, Ph.D.*, *Jeremy W. Pettit, Ph.D.*, Florida International University

(PS9-28) Filipino American Youth's Reports of Disclosure of Mental Health Challenges to Parents and Its Associations with Health Outcomes
Sofia Montinola, B.A., *Vaishali V. Raval, Ph.D.*, Miami University

(PS9-29) A Qualitative Examination of Culturally Embedded Posttraumatic Appraisals Among Latina Sexual Assault Survivors
Stephanie Amaya, Ph.D., *Crystal Rivera, B.A.*, California State University Long Beach

(PS9-30) Associations Between Internalized Weight Bias and Cultural Variables in Hispanic Emerging Adults
Amanda Cipolla, M.S., *Emily Sanders, B.A.*, *Brynn LiaBraaten, B.A.*, *Sarah Erickson, Ph.D.*, University of New Mexico

(PS9-31) Examining the Potential and Limitations of Natural Language Processing for Enhancing Assessment of Social Identity
Natasha A. Tonge, Ph.D., George Mason University

(PS9-32) A Meta-analytic Review of Constructs Studied as Potential Correlates of Relationship Quality in Sexual Minority People of Color
Alana L. Riso, M.S., *Matthew D. Johnson, ABPP, Ph.D.*, Binghamton University

(PS9-33) Demographic, Sociocultural, and Structural Predictors of Adolescent Anxiety and Depression Across the Transition to High School: Identifying Avenues for Targeted Prevention
Lynn Yan, B.A., Kristina Conroy, Ph.D., Kevin Potter, Ph.D., Meghan A. Costello, Ph.D., M. Grace Albright, Ph.D., Savannah Johnson, M.A., Ph.D., Jasmeen Kaur, M.P.H., Randi Schuster, Ph.D., Massachusetts General Hospital

(PS9-34) Demographic Considerations for Access to Care: Supporting Individuals with Early Psychosis
Mary B. Pacheco, M.A.[1], *Summer Runestad, B.S.*[2], 1. Stanford Health Care, 2. Stanford School of Medicine

(PS9-35) Testing Partnership-mental Health Associations Among Diverse Relationship Structures
Kate Linenbach, B.S.[1], *Arryn A. Guy, Ph.D.*[1], *Amy Moors, Ph.D.*[2], 1. Illinois Institute of Technology, 2. Chapman University

(PS9-36) Mental Health of Immigrants, Refugees, and Displaced People: Reviewing a Decade of Contributions and New Emerging Directions
Jayati Bist, M.A., PsyM, Rachel Berenshteyn, B.A., Germán Cadenas, Ph.D., Rutgers, The State University of New Jersey

(PS9-37) Description of School Avoidance in BIPOC Youth in a Partial Hospitalization Program
Stephanie N. Rohrig, Ph.D.[1], *Shannon M. Bennett, Ph.D.*[2], *Angela W. Chiu, Ph.D.*[2], *Hanna M. Smith, B.A.*[2], *Madison I. Newell, B.A.*[3], *Gail Harrison, M.A.*[2], 1. New York-Presbyterian/Weill Cornell Medicine, 2. Weill Cornell Medicine, 3. George Washington University

(PS9-38) Changes and Disparities in Depression Rates over 16 Years at a Large Minority-serving Institution
Brandon H. Edwards, B.S., Kari Eddington, Ph.D., University of North Carolina at Greensboro

(PS9-39) The Relation Between Discrimination, Suicidal Ideation, and Help-seeking Among QTBIPOC Students
Tulasi Venkat, B.S., Langston Manuel-Scott, B.S., Monica A. Bagnoli, Madison N. Brown, B.A., Christina M. Danko, Ph.D., University of Maryland- College Park

(PS9-40) Sociodemographic Correlates of Mental Health and Substance Use Treatment Among Latino Adults with Dual Diagnosis
Johanna Perez, B.A., Bianca Y. Planas-García, M.S., Melissa R. Schick, Ph.D., Yale University School of Medicine

(PS9-41) Exploring the Role of Socioeconomic Status in Obtaining Outpatient Mental Health Services After Help-seeking Initiation
Tori Wolf, M.S., Jennifer M. Gamarra, Ph.D., California Lutheran University

(PS9-42) Beyond Adverse Childhood Experiences (ACEs): The Role of Benevolent Childhood Experiences on Adult Adoptee Mental Health
Jaylynn Floyd, B.S.[1], *Holle McGinnis, Ph.D., LCSW*[1], *Jamie Cage, Ph.D.*[2], *Jennifer M. McDermott, Ph.D.*[1], 1. University of Massachusetts Amherst, 2. Virginia Commonwealth University

(PS9-44) Barriers to Care: The Role of Informal Support Within the Campus Mental Health Ecosystem
Jared P. Grigg, M.A., Virginia Commonwealth University

(PS9-45) Mediating Roles of Dissociation and Mindfulness on the Relation Between Depressive Symptoms and Suicide Risk Among Transgender and Gender Diverse Individuals
Alyssa King, B.A.[1], *Brianna Taylor*[1], *Christopher F. Drescher, Ph.D.*[2], *Amanda A. Draheim, Ph.D.*[1], 1. Goucher College, 2. Augusta University

(PS9-46) Proximal and Distal Experiences Leading to NSSI Engagement Among Sexual and Gender Minorities
Amber Bow, B.S., *Amy M. Brausch, Ph.D.*, Western Kentucky University

(PS9-47) Racial/ethnic Differences in Therapists' Ratings of Youth Compliance in Mental Health Treatment
Lang Duong, M.S.[1], *Catherine Waye, B.A.*[1], *Golda Ginsburg, Ph.D.*[2], *Jill Ehrenreich-May, Ph.D.*[1], *Amanda Jensen-Doss, Ph.D.*[1], 1. University of Miami, 2. University of Connecticut School of Medicine

(PS9-48) Predictors of Engagement in a Digital Mental Health Intervention Among Racially and Ethnically Minoritized Users
Yasmín Landa, B.A.[1], *Yinyin Wen, B.A.*[2], *Michelle Liu, M.P.H.*[3], *Yazleen Reyes, M.S.*[4], *Giovanni Ramos, Ph.D.*[1], 1. University of California, Berkeley, 2. University of California Los Angeles, 3. Loyola University Chicago, 4. University of Southern California

(PS9-49) Race/ethnicity Differences in Parent and Teacher Ratings of ADHD
Meisa M. Khaireddin, M.S., *Cynthia M. Hartung, Ph.D.*, University of Wyoming

(PS9-50) Measuring Parental Sexual Socialization Among Young Latine Queer Men
Manuel Teran Hernández, M.A.[1], *Darlene Campos, B.A.*[2], *Alexis Lopez-Rodriguez, B.S. Candidate*[3], *Isabel Roldan, B.A. Candidate*[4], *Troy A. Kearse, Jr., Ph.D.*[5], *Terrill Taylor, Ph.D.*[6], *Skyler D. Jackson, Ph.D.*[7], 1. University of Maryland- College Park, 2. Lehigh University, 3. University of California, Irvine, 4. University of Maryland, College park, 5. Towson University, 6. University of Maryland College Park, 7. Yale School of Public Health

(PS9-51) Nonsuicidal Self-injury Engagement and Minority Stressors Across Sexual Minority Identities
Amber Bow, B.S., *Amy M. Brausch, Ph.D.*, Western Kentucky University

(PS9-52) The Moderating Role of Identity Characteristics on the Relation Between Minority Stress and Suicidal Thoughts
Jenessa Canen, M.S.[1], *Amy M. Brausch, Ph.D.*[2], *Bridget Klest, Ph.D.*, 1. Oregon State University, 2. Western Kentucky University

(PS9-53) When Minority Stress Matters Most: Identity Centrality as a Contextual Amplifier of Suicide Risk Among Sexual and Gender Minority Adults
Nathan D. Meredith, B.S.[1], *Jenessa Canen, M.S.*[2], *Amy M. Brausch, Ph.D.*[1], 1. Western Kentucky University, 2. Oregon State University

(PS9-54) Mapping the Research Landscape of Sexual Violence Stigma: A Mini Bibliometric Analysis
Jiwon Lee, M.A.[1], *Lauren Karas*[1], *Victoria Leifel, B.A.*[1], *Caroline Krell, B.A.*[2], *Teresa Nelson, B.A.*[1], *Padideh Hassanpour, M.S.*[1], *L. B. Klein, Ph.D., MSW*[1], *Kate Walsh, Ph.D.*[1], 1. University of Wisconsin - Madison, 2. National Center for PTSD

(PS9-55) Shame as a Mediator Between Pain Invalidation and Quality of Life Among a Community Sample of Adults Living with Chronic Pain
Angela Chang, M.S., *Maha N. Mian, Ph.D.*, *Matthew W. Jerram, Ph.D.*, Suffolk University

(PS9-56) Association Between Assault Characteristics and Multidimensional Stigma Among Sexual Violence Survivors: Findings from a Nationally Representative U.S. Sample
Jiwon Lee, M.A., *Padideh Hassanpour, M.S.*, *Sanika Panwalkar, B.S.*, *Nur Arsani, B.S.*, *L. B. Klein, Ph.D., MSW*, *Kate Walsh, Ph.D.*, University of Wisconsin - Madison

(PS9-57) Associations Among Reported Discrimination, PTSD, and Depressive Symptoms Following Destabilizing Life Events
Samantha R. Martin, M.A.[1], *Adele Hayes, Ph.D.*[2], *Lori A. Zoellner, Ph.D.*[3], *Norah C. Feeny, Ph.D.*[1], 1. Case Western Reserve University, 2. University of Delaware, 3. University of Washington

(PS9-58) Lower Ethnocentricity Amplifies the Impact of the Internalization of Eurocentric Beauty Standards on Body Dysmorphic Symptoms in a Minority Population
Valerie C. Johnstone, B.S., *Jaime R. G. Quiles, M.S.*, *Norman B. Schmidt, Ph.D.*, Florida State University

(PS9-59) Mental Health Stigma and Culture in Racial/ethnic Minority Youth and Their Caregivers: A Scoping Review
Vanessa Diaz, M.A.[1], *Tara Mehta, Ph.D.*[2], *Ranya Al-Khayyat, M.S.*[2], *Sofia I. Lostaunau, B.S.*[2], *Arlyn Cuan, B.S., B.A.*[3], *Alexandra Zax, Ph.D.*[4], 1. University of Illinois Chicago, 2. University of Illinois at Chicago, 3. Florida International University, 4. University Illinois at Chicago

(PS9-60) The Role of Multicultural Environments and Internalized Cultural Experiences on Socially Prescribed Perfectionism and Anxiety for Undergraduate Students
Kristen Custer, M.S., *Soonhee Lee, Ph.D.*, Stevenson University

(PS9-61) Social Withdrawal as a Predictor of Mental Health and Psychosocial Functioning Among Formerly Incarcerated Adults
Madison Saldivar, B.A., *Layla Kratovic, B.S.*, *Livia Langmade, B.A.*, *Charlene Baker, Ph.D.*, *Anthony Papa, Ph.D.*, University of Hawai'i at Manoa

(PS9-62) Testing the Link Between Emotion Invalidation, Affective Injustice, and Collective Action: An Experimental Approach
Selen Divanlioglu, *Jesus De Luna, B.A.*, *Rachel M. Martino, M.A.*, *Mark Hatzenbuehler, Ph.D.*, Harvard University

(PS9-63) When Home Isn't Safe and School Isn't Fair: Risk of Heavy Episodic Drinking Among Youth of Color
Stella W.J. Son, M.A.[1], *Jae Eun Kwak, M.A.*[2], *Mary C. Jensen, M.A.*[1], *Evan J. Basting, M.A.*[1], *Emma J. Poole, B.S.*[1], *Gregory L. Stuart, Ph.D.*[1], 1. The University of Tennessee, Knoxville, 2. University of Tennessee

(PS9-64) Discrimination and Unacceptable Thoughts Symptoms Within Sexual Minorities
Kenna R. Ebert, B.A., *Kevin D. Wu, Ph.D.*, Northern Illinois University

(PS9-65) The Association Between Stigma and Emotion Regulation: A Meta-analysis
Alexandros Nikolaidis-Konstas, M.Ed.[1], *Rachel M. Martino, M.A.*[1], *Rhiannon Stewart*[1], *Selen Divanlioglu,*[1], *Carrie Wade*[2], *Mark Hatzenbuehler, Ph.D.*[1], 1. Harvard University, 2. Harvard Medical School

(PS9-66) Lgbtq-related Parental Rejection and Acceptance and Anxiety and Depressive Symptoms Among Cisgender and Gender Diverse Sexual Minority Adolescents
Jennifer N. Cutri, M.S.[1], *Justin A. Lavner, Ph.D.*[1], *Ethan H. Mereish, Ph.D.*[2], *Ryan J. Watson, Ph.D.*[3], 1. University of Georgia, 2. University of Maryland- College Park, 3. University of Connecticut

(PS9-67) Experiential Avoidance in the Relationship Between Racial Trauma and Insomnia Severity
Montiah Norton, M.S., *Julia Zhong, M.S.*, *Camille Dupiton, M.A.*, *Emma G. Balkind, M.S.*, *Jessica LoPresti, Ph.D.*, *Gabrielle i. Liverant, Ph.D.*, *Jen H. Martinez, Ph.D.*, Suffolk University

(PS9-68) Revalidation of the Feminine Gender Role Stress Scale
Taylor M. Carpenter, M.A., M.S., *Maria Vetter, M.A.*, *Dasha Ogle, B.A.*, *Todd Moore, Ph.D.*, The University of Tennessee, Knoxville

(PS9-69) It's Complicated: Variability in the Relationship Between Momentary Alcohol Craving and Subsequent Drinking in Young Women Who Attend College
Austin W. Yarbrough, B.S., B.A.[1], *Peter Soyster, Ph.D.*[1], *David Epstein, Ph.D.*[2], 1. National Institute on Drug Abuse, 2. NIDA IRP

(PS9-70) Social Support in the Context of Body Image and Eating Disorder Concerns in Sexual Minority Individuals
Majd Jarjour, M.A., *Randy Fingerhut, Ph.D.*, *Annabel Sibert, B.A.*, La Salle University

(PS9-71) Partner Traits and Relational Patterns in Romantic Relationships of Young Sexual Minority Men with Intimate Partner Violence Experiences: A Qualitative Study
Jae Eun Kwak, M.A.[1], *Christopher B. Stults, Ph.D.*[2], 1. The University of Tennessee, Knoxville, 2. Baruch College

(PS9-72) Establishing the Reliability and Validity of the Conflict in Adolescent Dating Relationships Inventory-short Form in Sexual Minority Emerging Adults
Ishita Munshi, M.A., *Valerie A. Simon, Ph.D.*, Wayne State University

(PS9-73) Internalized Racism, Collective Racial Self-esteem, and Depression Among Queer Men of Color
Griffin Jonathan P. Perry[1], *Phúc Q. Phan, B.S.*[2], *Thomas P. Le, Ph.D.*[3], 1. George Mason University, 2. Arizona State University, 3. Bryn Mawr College

(PS9-74) An Investigation into Social Support, Self-esteem, and Psychological Well-being Among Sexual and Gender Minority College Students
Natalie Marr, M.A., Sarah K. Lipson, Ph.D., M.Ed., Mathena A. Abramson, M.A., Martha C. Tompson, Ph.D., Boston University

(PS9-75) Risk and Resilience Factors for Transgender and Gender-diverse Youth Facing Sociopolitical Unpredictability
Kaitlyn San Martin, B.A.[1], *Jessica Duda, M.S.*[1], *Christy L. Olezeski, Ph.D.*[2], 1. Yale University, 2. Yale University School of Medicine

(PS9-76) Emotion Regulation as a Mechanism Linking Sex/gender Minority Status to Suicide Attempt Among College Students
Ana Sofia Camacho Sentmat, M.A.[1], *Linda Oshin, Ph.D.*[1], *Scott N. Compton, M.A., Ph.D.*[2], *Shireen L. Rizvi, ABPP, Ph.D.*[3], *Jacqueline Pistorello, Ph.D.*[4], *John R. Seeley, Ph.D.*[5], 1. Rutgers University, 2. Northwestern University, 3. Montefiore Medical Center, 4. University of Nevada, Reno, 5. University of Oregon

(PS9-77) Understanding Intimate Partner Violence in Sexual Minority Young Adults: A Longitudinal Moderation Analysis of Minority Stress and Alcohol Use
Emma J. Poole, B.S.[1], *Jae Eun Kwak, M.A.*[2], *Stella W.J. Son, M.A.*[1], *Mary C. Jensen, M.A.*[1], *Evan J. Basting, M.A.*[1], *Ryan C. Shorey, Ph.D.*[3], *Gregory L. Stuart, Ph.D.*[1], 1. The University of Tennessee, Knoxville, 2. University of Tennessee, 3. University of Wisconsin - Milwaukee

(PS9-78) Concealing and Disclosing LGBTQ+ Identity Varies Across Relational Contexts
Riley Leadem, B.A.[1], *Saskia L. Jorgensen*[1], *Chase F. Fredriksen Isaacs, B.A.*[2], *Fallon Goodman, Ph.D.*[1], 1. George Washington University, 2. Yale School of Public Health

(PS9-79) Impulse Control Moderates the Association Between Digital Dating Abuse Victimization and Alcohol Use/problems in Sexual Minority Young Adults
Quincey M. Pawlikowski, B.A.[1], *Mary C. Jensen, M.A.*[1], *Gregory L. Stuart, Ph.D.*[1], *Evan J. Basting, M.A.*[1], *Stella W.J. Son, M.A.*[1], *Jae Eun Kwak, M.A.*[2], *Emma J. Poole, B.S.*[1], *Ryan C. Shorey, Ph.D.*[3], 1. The University of Tennessee, Knoxville, 2. University of Tennessee, 3. University of Wisconsin - Milwaukee

(PS9-80) Minority Stress and Mental Health in Sexual and Gender Minority Youth: The Role of Thwarted Belongingness and Perceived Burdensomeness
Julianne Origlio, B.S., Amy Przeworski, Ph.D., Case Western Reserve University

(PS9-81) Invalidation of Identities Beyond the Binary: Examination of Sexual Orientation Discrimination on BPD Symptom Improvement During Treatment for Sexual Minority Individuals
Rea A. Franks, Cheyene Horner, Ph.D., Shannon Sauer-Zavala, Ph.D., University of Kentucky

(PS9-82) Joint Archetypal Modeling of Gender Identity and Sexual Attraction Reveals Distinct Dispositional Profiles
Ashton J. Tener, B.A.[1], *Jacob Michaelson, Ph.D.*[1], *John F. Strang, Psy.D.*[2], *Ji Seung Yang, Ph.D.*[3], 1. University of Iowa, 2. Children's National Hospital, 3. University of Maryland

(PS9-83) Examining the Prevalence of Chemsex in the United States Across Sexual Orientation and Gender Identity
Todd L. Jennings, Ph.D.[1], *Neil Gleason, Ph.D.*[2], *Frankie Nieblas, M.A.*[3], *Emily S. Herberholz, B.S.*[4], *Kristiana D. Carrasquillo, M.A.*[5], *Joshua B. Grubbs, Ph.D.*[5], *Shane W. Kraus, Ph.D.*[3], 1. Northwestern University, 2. University of Southern California, 3. University of Nevada, Las Vegas, 4. The University of New Mexico, 5. University of New Mexico

(PS9-84) Do Romantic Relationship Involvement and Functioning Buffer the Impact of Minority Stress on Depression and Suicidal Ideation Among Bi+ Adults?
Kate D. Dorrell, M.S.[1], *Anna L. Gilmour, Ph.D.*[1], *Emily Bettin, B.A.*[2], *Brian Feinstein, Ph.D.*[1], 1. Rosalind Franklin University of Medicine and Science, 2. Rosalind Franklin University

(PS9-85) Situation Distress in LGBTQ+ Emerging Adults' Everyday Lives: The Role of Interaction Partner Identity
Margaret B. Atkinson-Barnes, M.A., Tanvi Lakhtakia, B.A., Bethany Teachman, Ph.D., Sabbir Ahmed, B.S., Noah French, M.A., University of Virginia

(PS9-86) Partner Gender Affirmation and Sexual Satisfaction Among Transgender and Nonbinary Individuals: A Moderated Mediation Model of Gender Minority Stress
Casper Haight, B.A.[1], *Harmony G. Huttegger, M.S.*[2], *Alexandra D. Graelles, B.A.*[2], *Kimberly F. Balsam, Ph.D.*[3], *Lex Pulice-Farrow, Ph.D.*[4], *Kylie R. Hernandez*[1], *Shelby B. Scott, Ph.D.*[2], 1. UT San Antonio, 2. University of Texas at San Antonio, 3. Palo Alto University, 4. Muhlenberg College

(PS9-87) Actor-partner Effects of a Gender Affirmation on Sexual Satisfaction in Transgender and Nonbinary Relationships
Casper Haight, B.A.[1], *Harmony G. Huttegger, M.S.*[2], *Alexandra D. Graelles, B.A.*[2], *Kimberly F. Balsam, Ph.D.*[3], *Lex Pulice-Farrow, Ph.D.*[4], *Kylie R. Hernandez*[1], *Shelby B. Scott, Ph.D.*[2], 1. UT San Antonio, 2. University of Texas at San Antonio, 3. Palo Alto University, 4. Muhlenberg College

(PS9-88) Minority Stress and Health Behaviors in Female Same-gender Couples
Alexandra D. Graelles, B.A., Casper Haight, B.A., Harmony G. Huttegger, M.S., Shelby B. Scott, Ph.D., University of Texas San Antonio

(PS9-89) Beyond the Classroom: How Sex Education Shapes the Identity Formation and Psychological Well-being of LGBTQ+ Emerging Adults
Elizabeth Berke, B.A., Rachel Besharat Mann, Ph.D., Wesleyan University

(PS9-90) An Examination of the Prospective Effects of Structural and Enacted Stigma on Mental Health for Gender Diverse Individuals
Julia Curtis, B.S., Christina Dyar, Ph.D., The Ohio State University

(PS9-91) Do Motives for and Contexts of Cannabis Use Interact To predict Heavy Cannabis Use at the Event-level?
Elise N. Green, B.A., *Christina Dyar, Ph.D.*, The Ohio State University

(PS9-92) Internalizing Exclusion: Campus Climate, Internalized Homophobia, and Suicidal Ideation Among LGBTQ+ Students at Christian Colleges
Madi Vaccaro, M.S., *Becca Spigel, M.S.*, *Noah J. Reyes, B.S., M.A.*, *Kriss K. McGregor*, *Keyne C. Law, M.A., Ph.D.*, Seattle Pacific University

(PS9-93) Aspects of the Coming out Experience: Outness, Identity Concealment, and Perceived Social Support
Kristen N. Pittaro, B.A., *Michael T. Moore, Ph.D.*, Adelphi University

(PS9-94) Gender Identity Development Among Transgender and Gender-diverse Individuals Designated Male at Birth
Abby L. Fischbach, B.A.[1], *Afiya Sajwani, M.S.*[2], *Michael E. Newcomb, Ph.D.*[2], *Sarah Whitton, Ph.D.*[1], 1. University of Cincinnati, 2. Northwestern University Feinberg School of Medicine

(PS9-95) The Salience Network as a Neurobiological Indicator of Sexual Minority Stress
Samantha M. Haas, M.S., *Anna Stumps, M.S.*, *Naomi Sadeh, Ph.D.*, University of Delaware

(PS9-96) Rainbow Resilience: Interventions for LGBTQ+ Youth Facing Depression and Social Isolation
Logan T. Monahan, M.S., *Lourdes Suarez-Morales, Ph.D.*, Nova Southeastern University

(PS9-97) Associations Between Social Contexts of Alcohol and Cannabis Use and Perceived Descriptive Norms in Sexual Minority Women and Gender Diverse Individuals
Haley A. Edison, M.S., *Christina Dyar, Ph.D.*, The Ohio State University

(PS9-98) An LGBTQ+ Affirmative Cognitive Rehabilitation for Older Adults: Feasibility, Acceptability and Preliminary Efficacy
Isabel K. Benjamin, M.S., *Madeleine Smith, M.S.*, *Brian Feinstein, Ph.D.*, *Rachael L. Ellison, Ph.D.*, Rosalind Franklin University of Medicine and Science

(PS9-99) Living in Oppressive Environments: Cisheterosexism, Racism, and Depression Risk Among LGBTQ+ Adolescents
Jessica R. Abramson, M.S.[1], *Ryan J. Watson, Ph.D.*[2], *Ethan H. Mereish, Ph.D.*[1], 1. University of Maryland, College Park, 2. University of Connecticut

(PS9-100) Plurisexual College Students' Sense of Flourishing and Number of Sexual Partners
Hannah G. Vanlandingham, B.S., *Jessica R. Abramson, M.S.*, *Ethan H. Mereish, Ph.D.*, University of Maryland, College Park

(PS9-101) An Examination of the Effects of Mirror Checking on Body Dysmorphia Symptoms
Emily K. Olson, B.A., *Kevin D. Wu, Ph.D.*, Northern Illinois University

(PS9-102) Prepubertal Childhood Adversity Predicts Psychiatric Comorbidity in Premenstrual Dysphoric Disorder
Julia Potter, M.A.[1], *Liisa Hantsoo, Ph.D.*[2], 1. University of Maryland Baltimore County, 2. The Johns Hopkins University School of Medicine

(PS9-103) Psychological Distress and Cognitive Behavioral Therapy Interventions in Women with Cervical Cancer
Liliana Arustamyan, B.S.[1], *Natalia Perez, B.A.*[1], *Garnik N. Arustamyan, B.S.*[1], *Panayiota Courelli, Ph.D.*[2], 1. University of Southern California, 2. Keck School of Medicine, University of Southern California

(PS9-104) Social Dominance Orientation Mediates the Association Between Benevolent Sexism, Hostile Sexism, and Rape Myth Acceptance
Harmony G. Huttegger, M.S.[1], *Kaitlin M. Brunett, B.S., M.A., Ph.D.*[2], *Shelby B. Scott, Ph.D.*[1], *Alexandra D. Graelles, B.A.*[1], *Casper Haight, B.A.*[1], *Mogbekeleoluwa O. Shebioba, B.A.*[1], 1. University of Texas at San Antonio, 2. University of North Texas

(PS9-105) Breastfeeding Self-efficacy and Symptoms of Depression: A Critical Review of the Literature
Juliana L. Haney, M.P.H., M.S.[1], *Shari A. Steinman, Ph.D.*[2], 1. West Virginia University, 2. University of Vermont

(PS9-106) Cardiovascular Reactivity to Acute Stress Task in Premenstrual Dysphoric Disorder (PMDD): The Role of BMI and Adverse Childhood Experiences
Victoria N. Paone, B.S.[1], *Allyssa Maynard, None*[2], *Victoria Seo, B.A.*[1], *Liisa Hantsoo, Ph.D.*[3], 1. Johns Hopkins University School of Medicine, 2. Johns Hopkins Reproductive Mental Health Center, 3. The Johns Hopkins University School of Medicine

(PS9-107) Examining Risk Factors for the Traumatic Appraisal of Adverse Perinatal Events
Ada Moses, M.S., Alexandra Tabachnick, Ph.D., Alicia Diebold, MSW, Aiko Lovejoy, M.P.H., Darius Tandon, Ph.D., Northwestern University Feinberg School of Medicine

(PS9-108) Menopause Symptoms & Impacts Among Women Veterans with Mental Illness
Haley Miles-McLean, Ph.D.[1], *Amy Drapalski, Ph.D.*[2], *Alicia Lucksted, Ph.D.*[3], 1. VISN 5 MIRECC/School of Medicine, University of Maryland, Baltimore, 2. VISN 5 Mental Illness Research, Education and Clinical Center, 3. VA Baltimore MIRECC/ University of Maryland Medical Center

(PS9-109) Rise and Shine: Light Therapy, Sleep, and Depression in the Perinatal Population
Greta B. Raglan, Ph.D., Helen J. Burgess, Ph.D., Kelley DuBuc, B.S., Kate Lorang, A.S., Leslie Swanson, Ph.D., University of Michigan

3:30 PM – 4:30 PM

Poster Session 10

Categories: *Context - Strengths / Growth / Resilience, Population - Children / Adolescents, Workforce - Development / Training / Supervision*

(PS10-1) Building Trauma-informed Pediatric Care: Design, Implementation, and Impact in a Children's Hospital
Evadine Codd, Ph.D., University of Colorado, School of Medicine

(PS10-2) Bridging Inpatient and Outpatient Care: Implementing Cognitive Behavioral Therapy for Posttraumatic Stress Disorder in a Patient Awaiting Advanced Cardiac Therapies
Samantha D. Simpson, Ph.D.[1], *Casey Cavanagh, Ph.D.*[2], 1. University of Virginia, School of Medicine, 2. University of Virginia

(PS10-3) Breaking the Discharge Deadlock: Innovative Application of Evidence-based CBT for Patients with Complex Discharge Barriers
Emily Warren, Ph.D., University of Virginia

(PS10-4) Strategic Partner Selection Psychoeducation: A Pilot Targeting Partner-selection Self-efficacy Among Adults Reporting Repeated Unhealthy Partner Choice
Jonathon Flores, M.A., LPC, Houston Christian University

(PS10-5) Initial Pilot Study of Brief, Intensive Ketamine-assisted Couple Therapy
Chandra Estelle Khalifian, Ph.D.[1], *Skylar Kelsven, Ph.D.*[1], *Kayla Knopp, Ph.D.*[2], 1. Enamory, 2. VA San Diego

(PS10-6) AI Use in Romantic Relationships: Prevalence, Attachment, and Well-being Correlates, and Links to Relationship Satisfaction
Mikhila N. Wildey, Ph.D., Kathryn J. Barnhart, M.P.H., Ph.D., Grand Valley State University

(PS10-7) Overcoming Barriers to Compassionate Care for Asian American Youth: Development of a Community-focused Workshop to Facilitate Dialogue About Culturally Responsive Supports
Tanya Sharma, M.A.[1], *Nevita George, M.A.*[2], *Nicole Lui, M.A.*[2], *Chenelle Miller, M.A.*[2], *Karis N. Treadwell, B.A.*[1], *Amy Hyoeun Lee, Ph.D.*[3], 1. John Jay College of Criminal Justice, 2. Hofstra University, 3. John Jay College/CUNY Graduate Center

(PS10-8) Are You Mad? Perception of Criticism in Hispanic Romantic Partners
Paloma K. Zabala Rossy, M.A., Kelly V. Klein, M.A., Jessica L. Qiu, B.A., Kathleen C. Gunthert, Ph.D., Nathaniel R. Herr, Ph.D., American University

(PS10-9) A Qualitative Study of the Impact of Climate Change on Couples' Romantic Relationships and Decisions to Have Children
Nicholas Perry, Ph.D., Jenny Lee, B.A., Katherine Czech, M.A., Lindsay Goolsby, M.A., Galena Rhoades, Ph.D., University of Denver

(PS10-10) A Program Evaluation of a Collaborative Referral Improvement Speed Networking Strategy in South Florida to Promote Reach of Hiv-relevant Clinical Services Across Local Organizations
Araceli Garcia, B.A.[1], *Alexandra Porras, B.A.*[2], *Cho-Hee Shrader, M.P.H., Ph.D., RN*[3], *Audrey Harkness, Ph.D.*[2], *Mae Tidd, Ph.D.*[2], 1. University of Tennessee - Knoxville, 2. University of Miami, 3. Rutgers, The State University of New Jersey

(PS10-11) Examining the Impact of Crisis Intervention Training on Suicide Stigma, Mental Health Attitudes, and Suicide Risk Management Among Police Officers
Regan Sweeney, B.S., *Julianne E. Cary, M.A.*, *Destiny Rojas, B.A.*, *Cole Marvin, M.A.*, *Aubrey A. DeVinney, B.A.*, *Michael LeDuc, M.A., M.Ed.*, *Megan A. Thoen, Ph.D.*, *Sean M. Mitchell, Ph.D.*, Texas Tech University

(PS10-12) The Influence of Early Life Lessons on Stress Management in Older Black Adults' Lives
Mathena A. Abramson, M.A., *John S. Wilson, III, M.A.*, *Stephanie N. Donahoe, B.A.*, *Rafaela Datel, None*, *Kristin Long, Ph.D.*, *Martha C. Tompson, Ph.D.*, Boston University

(PS10-13) Co-designing and Evaluating Candidate Predictors of Autistic Identity via a Community-academic Partnership
Sydney R. Terroso, M.A., *Derica J. Su, B.A.*, *Abigail A. Evans, B.S.*, *Mykal Caniello*, *Katherine O. Gotham, Ph.D.*, Rowan University

(PS10-14) The Role of Partners' Perceived Drinking and Trait Mindfulness on Alcohol Problems Among Hazardous-drinking Woman Arrested for Domestic Violence
Jae Eun Kwak, M.A., *Emma J. Poole, B.S.*, *Mary C. Jensen, M.A.*, *Evan J. Basting, M.A.*, *Stella W.J. Son, M.A.*, *Gregory L. Stuart, Ph.D.*, The University of Tennessee, Knoxville

(PS10-15) Preliminary Impacts of Peer Coach Ethnic Matching and Reduced Supervision with Latine Community College Students in the Screening and Treatment for Anxiety and Depression (STAND) Program
Katherine Song, *Francisco A. Reinosa Segovia, Ph.D.*, *Gloria J. Gomez, M.A.*, *Denise A. Chavira, Ph.D.*, *Michelle G. Craske, Ph.D.*, *Kate Wolitzky-Taylor, Ph.D.*, University of California, Los Angeles

(PS10-16) From Allostasis to Addiction: Cortisol Dysregulation, Chronic Stress, and the Nine-year Trajectory of Alcohol and Substance Use Disorder Severity in Midlife Adults
Nur Hani Zainal, M.S., Ph.D.[1], *Natalia Van Doren, M.S., Ph.D.*[2], 1. National University of Singapore, 2. University of California San Francisco

(PS10-17) Prospective Associations of Cortisol Dynamics and Daily Stress with Depression, Generalized Anxiety, and Panic Disorder Symptoms
Nur Hani Zainal, M.S., Ph.D.[1], *Natalia Van Doren, M.S., Ph.D.*[2], 1. National University of Singapore, 2. University of California San Francisco

(PS10-18) The Feasibility and Acceptability of a Psychological First Aid Plus Intervention for Collegiate Student-athletes
Sophia E. Glinski, M.A.[1], *Lata K. McGinn, Ph.D.*[2], 1. Yeshiva University - Ferkauf Graduate School of Psychology, 2. Yeshiva University - Ferkauf Graduate School of Psychology; Cognitive & Behavioral Consultants (CBC)

(PS10-19) Implementation of a Psychotherapy Group in a Black, Transgender Woman-led Community Based Organization: Findings on the Therapeutic Relationship
Madeleine Miller, M.A., *Shonette Walker, B.A.*, *Ainara E. Higgins Casas, B.A.*, *Danielle S. Berke, Ph.D.*, Hunter College, City University of New York

(PS10-20) Preliminary Longitudinal Data Collection for Three Life Hacks Workshops for College Students
Anthonia C. Ogbo, B.S., *Maria S. Kaissi, B.S.*, *Emillie Mireles, B.S.*, *Grace R. Koob, B.S.*, *Shumyla Lopez, B.S.*, *Sydney Tucker, B.S.*, *Carolyn B. Becker, Ph.D.*, Trinity University

(PS10-21) Substance Use and Suicidal Thoughts and Behaviors in a Pretrial Diversion Program: What Are the Roles of Aggression, Substance Use-related Problems, and Depression?
Cole Marvin, M.A.[1], *Michael LeDuc, M.A., M.Ed.*[1], *Katie Dhingra, Psy.D.*[2], *Marc Swogger, Ph.D.*[3], *Aubrey A. DeVinney, B.A.*[1], *Regan Sweeney, B.S.*[1], *Sean M. Mitchell, Ph.D.*[1], 1. Texas Tech University, 2. Leeds-Beckett University, 3. University of Rochester School of Medicine

(PS10-22) EASE Through Our Eyes: A Photovoice Initiative Promoting Youth Mental Health Embedded in a New York City Adaptation of the WHO Early Adolescent Skills for Emotions (EASE) Program
Caroline Gagelmann, M.A.[1], *Jack McGovern, B.A.*[1], *Karina Gonzalez Perez, B.A.*[1], *Nandini Sinha, M.P.H.*[1], *Abigail Wang, B.A.*[2], *Eleana Antonaki, M.A.*[1], *Tina Xu, M.A.*[1], *Ana Chatham, Ph.D., LCSW*[3], *Adam Brown, Ph.D.*[1], 1. The New School for Social Research, 2. New York University, 3. The University of Texas at Austin

(PS10-23) Parenting Plus: A Pilot Implementation of a Group-based Prevention Program for Low-income Parents of Young Children
Bernard Merritt, B.S., *Anna McCabe*, *Shannon Lawlor, B.A.*, *Vini Dattani, B.A.*, *Zachary Meehan, Ph.D.*, *Sydney Simmons, Ph.D.*, *Franssy Zablah, Ph.D.*, *Ryan M. Beveridge, Ph.D.*, University of Delaware

(PS10-24) The Moderation of Sex in the Relationship Between Attentional Control and the Error-related Negativity ERP
Johnathan C. Walker, B.S., *Tony R. Montgomery, Jr., Ph.D.*, *Eric H. Mann, B.A.*, *Ebony A. Walker, M.S.*, *DeMond M. Grant, Ph.D.*, Oklahoma State University

(PS10-25) Adolescent Experiences and Outcomes of Psychiatric Hospitalization: A Qualitative Approach
Emma C. Burris, B.A.[1], *Morgan C. Shields, M.S., Ph.D.*[2], 1. Barnard College, Columbia University, 2. Washington University in St. Louis

(PS10-26) Understanding Long COVID: The Role of Medical Mistrust and Misinformation in Underserved Communities
Taylur Loera, B.S.[1], *Diamond Hercules, B.S.*[1], *Tayelor Casey, None*[2], *Karen Morado, B.A.*[1], *Salomé A. Wilfred, Ph.D.*[1], *Lisa S. Smith-Kilpela, Ph.D.*[1], 1. University of Texas Health Science Center at San Antonio, 2. Texas A & M University- San Antonio

(PS10-27) Suicidal Ideation, Peer Norms, and Help-seeking in College Students
Clare Redden, M.A., *Megan McCarthy, M.S.*, *Laura Longo, Ph.D.*, *Jessica Martin, Ph.D.*, University at Albany, State University of New York

(PS10-28) A Community-engaged Video Modeling Intervention Platform to Help Autistic Adults Develop and Sustain Relationships
Laura Graham Holmes, Ph.D.[1], *B. A. Laris, M.P.H.*[2], *Mia Barrett, M.S.*[2], *Rachel Firpo, B.A., None*[2], *Elizabeth Schieber, Ph.D.*[2], *Regina Firpo-Triplett, M.P.H.*[2], *Lane Edwards, M.P.H.*[2], 1. Hunter College, City University of New York, 2. Dfusion, Inc

(PS10-29) Not All Glitz and Glam: A Needs Assessment and Practice Recommendations for Mental Health Providers Working with Creative Performers
Jennifer M. Gamarra, Ph.D., *Kaitlin Klose, M.S.*, California Lutheran University

(PS10-30) Small-scale Community-based Participatory Research: Lessons Learned and Steps Forward
Elodie Carel, B.S., *Mallory Linn, B.S.*, *Dani Wagner, B.S.*, *Ashley Woodman, Ph.D.*, University of Massachusetts Amherst

(PS10-31) Quality over Quantity? Emotional Experiences of LGBTQ+ Identityrelated Behaviors and Their Links to Depression and Anxiety
Saskia L. Jorgensen, B.A.[1], *Chase F. Fredriksen Isaacs, B.A.*[2], *Fallon Goodman, Ph.D.*[3], 1. The George Washington University, 2. Yale School of Public Health, 3. George Washington University

(PS10-32) Firsthand Experiences Influencing the Clinical Understanding of Misophonia
Grace A. Heppes, B.S.[1], *Emily C. Gates, B.A.*[2], *Alyssa Gabbidon, B.A.*[1], *M. Zachary Rosenthal, Ph.D.*[1], 1. Duke University, 2. Duke University School of Medicine

(PS10-33) Prenatal Perceived Stress Predicts Postpartum Depressive Symptoms: Examining the Role of Psychological Resilience in a Community Sample
Layla Tondravi, B.A., *Guido Urizar, Ph.D.*, California State University Long Beach

(PS10-34) Beyond the Therapy Room: A Community-based Needs Assessment for Integrating School, Home, and Clinical Collaboration in Parent-child Interaction Therapy for Selective Mutism (PCIT-SM) Treatment
Emma L. Kreutzmann, M.Ed., *Abby H. Lee, M.A.*, Hofstra University

(PS10-35) Hearteam: An Alternative Emergency Response Team with a Dual Response Model
Carla J. Rash, Ph.D.[1], *Casie DeRosier*[2], *Patricia McIntosh, M.P.H., LCSW*[3], *Carlton Smith*[3], *Heidi Lubetkin, Ph.D.*[2], *Janet Rodriguez*[2], 1. University of Connecticut Health, 2. Community Renewal Team, 3. City of Hartford | Health & Human Services

(PS10-36) Long-term Outcomes in Young Adult Mental Health: The Role of Well-being, Anxiety, and Rejection Sensitivity
Brianna Cerrito, M.S.[1], *Josephine Usow, M.P.H.*[1], *Frank Buono, Ph.D.*[2], *Amanda Fialk, Ph.D.*[1], 1. The Dorm, 2. Yale University School of Medicine

(PS10-37) Using Focus Groups to Tailor a Video Intervention for College Sexual Assault Survivors
Padideh Hassanpour, M.S., *Sanika Panwalkar, B.S.*, *Kate Walsh, Ph.D.*, University of Wisconsin - Madison

(PS10-38) Evaluating the Feasibility, Acceptability, and Preliminary Outcomes of Stress Control as an Upstream Suicide Prevention Intervention
Regan Sweeney, B.S., *Sarah Sparks, M.S.*, *Destiny Rojas, B.A.*, *Cole Marvin, M.A.*, *Aubrey A. DeVinney, B.A.*, *Michael LeDuc, M.A., M.Ed.*, *Sean M. Mitchell, Ph.D.*, Texas Tech University

(PS10-39) Amplifying Client Voices in Care: Perspectives from Flint
Neema Prakash, B.S., M.S., *Donna Nagata, Ph.D.*, *Jamie Mitchell, Ph.D., MSW*, University of Michigan

(PS10-40) Parent and Youth Perspectives on a Shared Decision-making Tool for Selective Mutism
Jennifer Schild, Ph.D.[1], *David A. Langer, ABPP, Ph.D.*[2], 1. Weill Cornell Medicine, 2. Suffolk University

(PS10-41) A Mixed-methods Exploratory Examination of Eating Disorder Assessment and Treatment Needs Among Justice-involved Adolescent Girls
MacKenzie C. Feeken, M.A., *Michelle Harlan, M.A.*, *Sarah Fischer, Ph.D.*, George Mason University

(PS10-42) School Mental Health Provider Views on Barriers and Facilitators to Implementation and Engagement in Technology-enhanced and Standard Academic Skills Interventions
Elizabeth E. Kronthal, B.A.[1], *Aren Tucker, B.A.*[2], *Elizabeth Capps, Ph.D.*[3], *Melissa R. Dvorsky, Ph.D.*[4], 1. Children's National Hospital, 2. University of South Carolina, 3. Case Western Reserve University, 4. Children's National Hospital the George Washington University School of Medicine and Health Sciences

(PS10-43) Engaging Parents in Treatment for Youth Suicide Prevention: Development and Iterative Testing of the Safety-parent Intervention
Halle A. Deericks, B.A., *Elizabeth A. Nienaber, B.A.*, *Anastasia Berg, Other*, *Marina C. Stayner, B.S.*, *Leo Kalotihos, B.A.*, *Katherine Sarkisian, Ph.D.*, *Jennifer L. Hughes, M.P.H., Ph.D.*, Nationwide Children's Hospital

(PS10-44) Dissemination of Behavioral Couples Therapy for Substance Use Disorders to US Community-based Providers
Jeremiah Schumm, Ph.D., Wright State University School of Professional Psychology

(PS10-45) Predicting Community Participation in Adults with Serious Mental Illness Using the COM-B Model
Amelia N. Schwartz, B.A.[1], *Kenna Dickard, Ph.D.*[1], *Eugene Brusilovskiy, M.A.*[1], *Crystal Slanzi, Ph.D.*[2], *Mark Salzer, Ph.D.*[1], 1. Temple University, 2. California State University, Los Angeles

(PS10-46) Centering Youth Voices to Improve School-based Crisis Response and Engagement in Evidence-based Mental Health Care
Emily Bivins, B.S., *Erin Kennedy*, *Olivia GIammanco, B.S.*, *Anna Tsvetkova, M.A.*, *Leigh van den Kieboom, Ph.D.*, *Lee Za Ong, Ph.D.*, *Lindsay Holly, Ph.D.*, Marquette University

(PS10-47) Unique Patterns of Proximal Minority Stress Experiences Among Transfeminine People of Color

Liza A. Kolbasov, B.A.[1], *Arryn A. Guy, Ph.D.*[1], *CRAFT Survey Community Advisory Board, None*[1], *Scott Morris, Ph.D.*[1], *Christopher Kahler, Ph.D.*[2], 1. Illinois Institute of Technology, 2. Brown University

(PS10-48) Key Informant Views on Suicide Care Technologies for College Students

Sarah E. Huffman, B.A.[1], *Brooke Ammerman, Ph.D.*[2], *Linda A. Dimeff, Ph.D.*[3], *Irene Xu, M.S.*[4], *Veronika Kobrinsky, M.A., M.S.*[4], *Connor M. O'Brien, B.S.*[4], *Elijah R. Lawrence, B.S.*[1], *Dominic M. Denning, M.S.*[1], *Daniel Coppersmith, Ph.D.*[1], *Katherine L. Dixon-Gordon, Ph.D.*[1], 1. University of Massachusetts Amherst, 2. University of Wisconsin Madison, 3. Evidence-Based Practice Institute, 4. University of Wisconsin-Madison

(PS10-49) Impact of Mental Health Awareness Training on Referral Patterns Among Community Probation Officers

Emerson Buse, B.A., Rachel Rovere, B.A., Leah A. Wardwell, B.A., Hayden Peek, B.A., Sydney Simmons, Ph.D., Zachary Meehan, Ph.D., Ryan M. Beveridge, Ph.D., University of Delaware

(PS10-50) Improving Access to an Act-based Digital Smoking Cessation Intervention for Adults with Serious Mental Illness: Embedded Community-engaged Mixed-methods Study Within a Large Nationwide Trial

Meng Wei, M.S.[1], *Oluwatosin Akingbule, Ph.D.*[1], *Isabella M. Chow Kai Reyes, B.A.*[1], *Caitlyn Arnold, M.A.*[2], *Roger Vilardaga, Ph.D.*[1], 1. Wake Forest University School of Medicine, 2. Wake Forest University

(PS10-51) Increasing North Carolina Providers' Confidence with Diagnosing Autism and Tailoring Care Through UNC TEACCH Project ECHO Autism: Advanced Diagnosis

Sara M. Matherly, Ph.D., Zachary E. Arnold, Ph.D., Nicole Dreiling, Ph.D., Elena Lamarche, Other, University of North Carolina at Chapel Hill

(PS10-52) Enhancing Access to Evidence-based Care for Latine Families: Empowering Mental Health Providers Through ECHO Autism

Nicole Dreiling, Ph.D., Elena Lamarche, Sara M. Matherly, Ph.D., University of North Carolina at Chapel Hill

(PS10-53) Pilot Findings from an Open Trial of a Train-the-facilitator Program for Child Abuse and Bullying Prevention: Does Facilitator Knowledge Increase with Each Step of Training?

Katherine Kraemer, M.A.[1], *Elissa J. Brown, Ph.D.*[2], *Lois Beekman Oliveira, None*[1], *Emmanuel Borukhov, B.A.*[1], 1. St. John's University, 2. Child HELP Partnership at St. John's University

(PS10-54) Increasing Access to Evidenced-based Therapy to Boost Resiliency in Youth: Building University-community Partnerships to Launch the Campus Connections Therapeutic Mentoring After-school Program

Anne E. Stevens, Ph.D., Meisa M. Khaireddin, M.S., Emily A. Miller, M.S., Lucas Marinack, M.A., Emily N. Hartman, B.A., University of Wyoming

(PS10-55) Developing a Digital Single Session Intervention Platform to Promote Rural Teen Mental Health

Amanda Smock, B.S., Northwestern University Feinberg School of Medicine

(PS10-56) The Development of a Teletherapy Decision-making Guide Through a Modified Delphi Study
Casey Pederson, Ph.D., *Allison Meyer, PhD*, Indiana University School of Medicine

(PS10-57) Beyond Socioeconomic Status: Male Caregivers' Anticipated Barriers and Implications for Father-inclusive Implementation
Jinke Sun, M.A.[1], *Brad Nakamura, Ph.D.*[2], 1. University of Hawai'i at Manoa, 2. University of Hawaii at Manoa

(PS10-58) Examining Risk and Protective Factors in Predicting General Recidivism over a Five-year Period for Probationers Mandated to Anger Management Treatment
Thomas DiBlasi, Ph.D., *Alexa Fucile, M.A., M.S.*, Long Island University

(PS10-59) Addressing High-acuity Needs: Adapting and Piloting Single-session Interventions for LGBTQ+ Youth Experiencing Suicidal Thoughts and Behaviors
Alyssa N. Gorkin, B.A.[1], *Juan Pablo Zapata, Ph.D.*[2], *Jessica Schleider, Ph.D.*[3], 1. Northwestern University Feinberg School of Medicine, 2. Northwestern University, 3. Northeastern University

(PS10-60) Increasing Mental Healthcare Access Among Black Youth Through the Implementation of Single Session Interventions in Public Libraries
Chantelle Roulston, M.S.[1], *Ashley A. Knapp, D. Phil., M.A.*[2], *Jessica Schleider, Ph.D.*[3], 1. Northwestern University, 2. Northwestern University Feinberg School of Medicine, 3. Northeastern University

(PS10-61) Developing a Caregiver-focused Single-session Intervention to Support Transgender and Nonbinary Youth
Tubanji Walubita, B.A., Northwestern University Feinberg School of Medicine

(PS10-62) Clinician Fidelity to the Resource Efficient Trauma Intervention
Hannah Milius, M.S.[1], *Nathaniel Jungbluth, Ph.D.*[2], *Jennifer B. Blossom, Ph.D.*[1], 1. University of Maine, 2. Seattle Children's Hospital

(PS10-63) The Roles of Depression, Conflict Management, and Chronic Stress in Couple Relationship Satisfaction: Testing the Vulnerability-stress-adaptation Framework
Amber Kai Xuan Gan, B.A., *Becca L. Brock, Ph.D.*, University of Nebraska-Lincoln

(PS10-64) Partner Involvement in Psychotherapy: Relationship Satisfaction Explains How Patients Rate Partners' Openness but Not Their Own Openness or Desire for Partner Involvement
Nina Winkelmann, M.S., *Lisanne Lauber, M.S.*, *Melanie S. Fischer, Ph.D.*, University of Marburg, Germany

(PS10-65) Relational Lability and Trait-level Couple Functioning Differentially Predict Depressive Symptoms in Adults
Ruoxuan Wang, M.A., *Steffany J. Fredman, Ph.D.*, *Gregory M. Fosco, Ph.D.*, The Pennsylvania State University

(PS10-66) Effects of an Online Relationship Intervention on Low-income Couples' Positive Activities
Claire Szapary, M.P.H.[1], *Brian D. Doss, Ph.D.*[2], 1. University of Miami, 2. The University of MIami

(PS10-67) When Connection Matters Most: A Bayesian Causal Forest Analysis of Quality Time in Romantic Relationships
Benjamin D. Rasmussen, M.S., *Ronald D. Rogge, Ph.D.*, University of Rochester

(PS10-68) Feelings of Isolation and Parental Self-efficacy: Investigating the Protective Role of a High-quality Interparental Relationship
Seth D. Finkelstein, M.A., *Becca L. Brock, Ph.D.*, University of Nebraska-Lincoln

(PS10-69) The Impact of Dyadic Coping on Cannabis Use and Related Problems Among College Students in Romantic Relationships
Katharine L. Thomas, M.A., *Julia D. Buckner, Ph.D.*, Louisiana State University

(PS10-70) He Loves Me, He Loves Me Not (on Repeat): Cross-cultural Validation of ROCD Assessment Tools
Alyssa L. Brown, M.S., *Taylor Harker, B.S.*, *Addison Clevenger, B.S.*, *Scott Baldwin, Ph.D.*, *Joseph Olsen, Ph.D.*, *Michael Larson, Ph.D.*, *Scott Braithwaite, Ph.D.*, Brigham Young University

(PS10-71) Associations of Disclosure and Concealment with Mental Health for Young Adults with Consensually Non-monogamous and Other Diverse Romantic Relationship Styles
Gwenalyn Gominiak, B.A., *Emily S. Bibby, M.A.*, *Benjamin Eisenstadt, M.A.*, *Joanne Davila, Ph.D.*, Stony Brook University

(PS10-72) Parental Relationship Conflict and Romantic Relationship Functioning Among Young Adult Sexual Minority Women: Moderation by Partner Gender and Age
Nicole Altenberg, B.S.[1], *Michael E. Newcomb, Ph.D.*[2], *Sarah Whitton, Ph.D.*[1], 1. University of Cincinnati, 2. Northwestern University Feinberg School of Medicine

(PS10-73) Daily Associations Between Frequency and Acceptability of Partner Behaviors, Positive and Negative Dimensions of Relationship Satisfaction, and Anxious, and Depressed Mood
Nicholas Camacho, B.A.[1], *David Smith, Ph.D.*[2], *Judith Biesen, Ph.D.*[1], 1. University of South Florida, 2. University of Notre Dame

(PS10-74) The Weight of Commitment: Differences in Eating Pathology, Body Image Satisfaction, and Self Esteem Among Married and Unmarried Individuals
Emma Irvin, None, *Isabella Hodges, None*, *Isabella Eckert, B.S.*, *Alexis Lamere, M.S.*, *Brooke L. Bennett, Ph.D.*, Clemson University

(PS10-75) Trajectories of Romantic Partners' Social Functioning Across the Military Deployment Cycle
Alexandra K. Wojda-Burlij, Ph.D.[1], *Steven Sayers, Ph.D.*[2], *Paul Arbisi, Ph.D.*[3], *Melissa Polusny, Ph.D.*[3], 1. New York University, 2. University of Pennsylvania, 3. University of Minnesota Medical School

(PS10-76) A Dyadic Exploration of the Associations Between Exposure to Weight-conscious Peers and Anti-fat Attitudes
Caroline G. Martin, M.S., *Shannon M. O'Connor, Ph.D.*, University of Toledo

(PS10-77) Perspectives on Turnover and Workforce Shortages in Community Behavioral Health: Implications for Policy and Research

Elyse Ganss, M.A.[1], *Vanesa Abigail Mora Ringle, Ph.D.*[1], *Temma Schaechter, B.A.*[1], *Kofi Adutwum, M.S.*[1], *Cherry Du, M.S., M.Ed.*[2], *Natalie L. Dallard, M.A.*[2], 1. Lehigh University, 2. Philadelphia Department of Behavioral Health and Intellectual disAbility Services

(PS10-78) Evaluating Initial Stages of Implementing Lunch Buddy Mentoring in a Big Brother Big Sisters America (BBBSA) Agency

Jessica M. Rice, B.A., Georgia Young, Maranda Overholt, None, Tim A. Cavell, Ph.D., University of Arkansas

(PS10-79) Caregiver Perspectives on School-based CBT and Mental Health Service Access

Nina Menon, B.A.[1], *Michelle Pu, B.A.*[2], *Ainsley Losh, Ph.D.*[3], *Kaylin Russell, Ph.D.*[3], *Audrey Blakeley Smith, Ph.D.*[4], *Nuri Reyes, Ph.D.*[3], *Katherine Pickard, Ph.D.*[2], 1. Emory University, 2. Emory University School of Medicine, 3. University of Colorado Anschutz Medical Campus, 4. University of Colorado, School of Medicine

(PS10-80) Why People Stay: Factors Contributing to Staff Retention in Community Mental Health Clinics

Brianna Boggs, M.A., M.S., Michael A. Southam-Gerow, Ph.D., Virginia Commonwealth University

(PS10-81) Psychometric Evaluation of the Treatment Integrity Instrument for Elementary School Classrooms – Observer Report: Preliminary Evidence for Construct and Discriminative Validity

Cristian J. Rivera Nales, M.S.[1], *Bryce D. McLeod, Ph.D.*[1], *Kevin Sutherland, Ph.D.*[1], *Maureen Conroy, Ph.D.*[2], 1. Virginia Commonwealth University, 2. University of Florida

(PS10-82) Youth Anxiety Treatment in Public Mental Health Care: Longitudinal Session-level Pattern Analyses of Practice Elements

Deepinder S. Nagra, M.P.H., M.A.[1], *David S. Jackson, Ph.D.*[2], *Max Sender, B.S.*[2], *Brad Nakamura, Ph.D.*[1], 1. University of Hawai'i at Mānoa, 2. Hawai'i State Department of Health Child and Adolescent Mental Health Division

(PS10-83) Intersecting Service Format and Therapeutic Content in a Youth Mental Health Service System: Do Practices Align with Their Intended Recipient Targets?

Courtney Wong, B.A.[1], *Deepinder S. Nagra, M.P.H., M.A.*[1], *David S. Jackson, Ph.D.*[2], *Brad Nakamura, Ph.D.*[1], 1. University of Hawai'i at Manoa, 2. Hawai'i State Department of Health Child and Adolescent Mental Health Division

(PS10-84) Examining the Parallel Process Between Supervision and TF-CBT Treatment Elements in Public Mental Health

Priya Dahiya, M.S.[1], *Noah S. Triplett, Ph.D.*[2], *Celine Lu, M.S.*[1], *Nathaniel Jungbluth, Ph.D.*[3], *Michael Pullman, Ph.D.*[4], *Shannon Dorsey, Ph.D.*[1], 1. University of Washington, Seattle, 2. University of Maryland, College Park, 3. Seattle Children's Hospital, 4. Patient-Centered Outcomes Research Institute

(PS10-85) Measurement-based Care Fidelity over the Course of Treatment
Elizabeth C. Lane, M.S.[1], *Grace Woodard, Ph.D.*[2], *Susan Douglas, Ph.D.*[3], *Amanda Jensen-Doss, Ph.D.*[1], 1. University of Miami, 2. University of Washington, 3. Vanderbilt University

(PS10-86) Acceptability, Appropriateness, and Efficacy of a Brief Online Risk Assessment and Video-delivered Intervention for Youth Engagement in School Mental Health Services
Kelsey B. Sutton, B.A., M.A.[1], *Wendy Chu, Ph.D.*[2], *Bruce F. Chorpita, Ph.D.*[3], *Kimberly Becker, Ph.D.*[1], 1. University of South Carolina, 2. Ann & Robert H. Lurie Children's Hospital of Chicago, 3. University of California, Los Angeles

(PS10-87) The Role of Provider Characteristics in Pre-implementation Perceptions of Measurement-based Care in Community Opioid Treatment Programs
Ani R. Lessley, B.A.[1], *Byrd Cook, M.P.H.*[1], *Julia Duken, M.S.*[2], *Heather Santa, M.S.*[2], *Cory Bradley, M.P.H., Ph.D., MSW*[1], *Danielle Hamilton, M.S.*[2], *Renee Cloutier, Ph.D.*[2], *Arnie Aldridge, Ph.D.*[3], *Kelli Scott, Ph.D.*[1], 1. Center for Dissemination and Implementation Science, Northwestern University Feinberg School of Medicine, 2. University of Pittsburgh School of Medicine, Center for Health Services Research, 3. RTI International, Research Triangle Park

(PS10-88) How Do Youth Community Mental Health Therapists Organize Their Approaches? Factor Analyses of Treatment Targets from Direct Service Progress Notes
Jinke Sun, M.A.[1], *Max Sender, B.S.*[2], *David S. Jackson, Ph.D.*[2], *Brad Nakamura, Ph.D.*[3], 1. University of Hawai'i at Manoa, 2. Hawai'i State Department of Health Child and Adolescent Mental Health Division, 3. University of Hawaii at Manoa

(PS10-89) Adapting Parenting Programs to Consider Parental Self-regulation Difficulties: A Scoping Review Guided by the FRAME/FRAME-IS Frameworks
Jessica L. Hopkins, M.A.[1], *Mikaela A. Rowe, M.A.*[2], *Shannon Savell, Ph.D.*[3], *Ben Harnke, None*[3], *Shaelyn S. Solenske, B.S.*[3], *Soo Hyun Ree, Ph.D.*[2], *Laura G. Anthony, Ph.D.*[3], *Christina Studts, M.S., Ph.D., MSW*[3], *Jacob B. W. Holzman, Ph.D.*[3], 1. University of Colorado Denver, 2. The University of Colorado at Boulder, 3. University of Colorado Anschutz Medical Campus

(PS10-90) Examining Knowledge, Attitudes, and Practices Related to Evidence Based Treatment Strategies Among Youth Serving Mental Health Providers
Christian Herrera, B.A.[1], *Miranda Wood, B.A.*[2], *Kristin M. Hawley, Ph.D.*[2], 1. University of Missouri-Columbia, 2. University of Missouri

(PS10-91) Trauma Training for Implementation: Longitudinal Effectiveness in Physician Assistant Students
Nyla Griffin, B.A., Mahmoud Abolibdeh, B.A., Kanica Bhutoria, M.S., Logan M. Lopus, Jayce Matthews, None, Kelsey Sala-Hamrick, Ph.D., Eastern Michigan University

(PS10-92) Implementing Measurement-based Care in a Specialty Outpatient Youth Mental Health Training Clinic: Changes in Clinician Attitudes and Utilization
Keenan A. Adams, B.A., Stephanie Violante, Ph.D., John C. Piacentini, ABPP, Ph.D., 1. University of California Los Angeles

(PS10-93) Motivational Interviewing Skill Development over Time: The Influence of Learning Readiness and Transfer Beliefs Among Virginia Child Welfare Workers
Catherine C. Ewell, B.A., Virginia Commonwealth University

(PS10-95) Furthering Our Understanding of Treatment Targets and Practice Elements That Precede Core Evidence-based Practices for Youth Anxiety in School Mental Health Settings
Dorian Higashi, B.S.[1], *Emily M. Nishimura, B.A.*[1], *Kimberly L. McDonald, Psy.D.*[2], *Brad Nakamura, Ph.D.*[1], 1. University of Hawai'i at Manoa, 2. Hawaii Department of Education

(PS10-96) Changes in Beliefs and Attitudes Towards Prolonged Exposure Therapy in Spanish-speaking Therapists After an Intensive Training
Rafael Kichic, Ph.D.[1], *Jonathan D. Huppert, Ph.D.*[2], *Lourdes Zito Fontan, B.A.*[1], *Teresa Esparza Baigorri, Ph.D.*[1], *Edna B. Foa, Ph.D.*[3], 1. Centro de Ansiedad y Trastornos Relacionados (CEAN), 2. The Hebrew University of Jerusalem, 3. Center for the Treatment and Study of Anxiety, University of Pennsylvania

(PS10-97) Understanding Tier 3 Multi-tiered Systems of Support Services in Public School Settings: Youth Characteristics and Practice Patterns
Naia K. Tamashiro, None[1], *Dorian Higashi, B.S.*[1], *Emily M. Nishimura, B.A.*[1], *Ayada Bonilla, M.Ed.*[2], *Brad Nakamura, Ph.D.*[4], 1. University of Hawai'i at Manoa, 2. State of Hawaii Department of Education

(PS10-98) Examining Youth and Therapist Predictors for Utilizing Practices Derived from the Evidence-base for Anxiety Problems in School Mental Health
Dorian Higashi, B.S.[1], *Emily M. Nishimura, B.A.*[1], *Kimberly L. McDonald, Psy.D.*[2], *Brad Nakamura, Ph.D.*[1], 1. University of Hawai'i at Manoa, 2. Hawaii Department of Education

(PS10-99) Community Healers: Evaluation of a Trauma-informed Peer Support Program for Parents
Antoniya K. Zheleva, B.A.,*Praewpailin Rich, B.S., Samantha Addante, Ph.D.*, *Karen Reyes, M.S.*, *Avelina Padin, Ph.D.*, Rush University Medical Center

(PS10-100) The Role of Outer Context and Prior Training in Community Mental and Behavioral Health Providers' Use of an Evidence-based Practice for Autistic Children
Lauren Duvall, B.S., *Brooke Ingersoll, Ph.D.*, Michigan State University

(PS10-101) Anxiety Sensitivity Awareness as an Exposure Therapy Dissemination Intervention
Reeve Olivia Harden, M.A., *Elizabeth A. Meadows, Ph.D.*, Central Michigan University

(PS10-102) Clinicians' Perspectives on Adapting an Evidence-based Transdiagnostic CBT Manual for Use with Veterans with Suicidality and Substance Misuse
Micaela Maron, M.A.[1], *Chase Preston, B.A.*[1], *Jessica Hunt, Ph.D.*[2], *Keith D. Renshaw, Ph.D.*[1], *Christianne Esposito-Smythers, Ph.D.*[1], 1. George Mason University, 2. Fauquier Psychology

(PS10-103) Can Machine Learning Replicate Expert Human Assessment of Therapist Behaviors? Examining a Scalable Approach to Assessing Evidence-based Practice
Ben M. Isenberg, M.A., M.Ed.[1], *Kimberly Becker, Ph.D.*[2], *Benjamin Isenberg, M.Ed., C.Phil*[1], *Ben Webster, M.S.*[3], *Austin Webster, B.A.*[4], *Bruce F. Chorpita, Ph.D.*[1], 1. University of California Los Angeles, 2. University of South Carolina, 3. NLP Logix

(PS10-104) Development of a Brief Cannabis Intervention for Individuals Experiencing Psychosis: a Small Feasibility Study
Denise Walker, Ph.D.[1], *Ryan Petros, PhD*[2], *Lyndsey Kellum, MEd*[3], *Maria Monroe-Devita, Ph.D.*[3], *Sharon Garrett, MPH, MA*[3], *Beatriz Carlini, MPH, PhD*[3], 1. Arizona State University, 2. University of Washington School of Social Work, 3. University of Washington

(PS10-105) Evaluating the Reliability and Validity of Minimally Trained Observational Coders for Measuring Clinical Procedures in Youth Mental Health Treatment
Emma R. Dear, M.A.[1], *Eleanor Wu, Ph.D.*[2], *Kimberly Becker, Ph.D.*[3], *Bruce F. Chorpita, Ph.D.*[4], 1. University of North Carolina at Chapel Hill, 2. Johns Hopkins School of Medicine, 3. University of South Carolina, 4. University of California, Los Angeles

(PS10-106) Clinician Physiological Stress During Treatment Delivery: Implications for the Implementation of Evidence-based Interventions
Rachel Reynolds, B.A., Sophie Martel, B.A., Marisa Meyer, M.A., Philip Kendall, ABPP, Ph.D., Temple University

(PS10-107) Identifying Patient and Provider Barriers to Treatment for Alcohol Use Disorder and Mental Illness
Caroline Silva, LPC[1], *Emily K. Grim, B.A.*[2], *Corinne N. Kacmarek, Ph.D.*[3], 1. University of Maryland School of Medicine, 2. University of Maryland, Baltimore, 3. US Department of Veterans Affairs

Sunday, November 15, 2026

9:30 AM – 10:30 AM

Key Ballroom, Second Fl., Hilton

Poster Session 11

Categories: *Treatment - Other, Research Methods - Self-Report Measures, Intervention - Assessment*

(PS11-1) Symptom Improvement in Adolescents Enrolled in a Transdiagnostic Partial Hospitalization Program: Evidence from Routine Outcome Monitoring
Eda Gunal, B.S., *Claire Zachik, M.D.*, *Mackenzie Sommerhalder, Ph.D.*, Johns Hopkins University School of Public Health

(PS11-2) Pathological Demand Avoidance and Clinical Implications
Ilana P. Weinstein, M.A., *Maya Bauer, M.A.*, *Kelli C. Powers, M.A.*, La Salle University

(PS11-3) Is Household Chaos Associated with Family Engagement-related Outcomes in a Behavioral Parent Training Program Adapted for Accessibility?
Mikaela A. Rowe, M.A.[1], *Jessica L. Hopkins, M.A.*[2], *Shannon Savell, Ph.D.*[3], *Jessica Holmes, M.S., Ph.D.*[3], *Shaelyn S. Solenske, B.S.*[3], *Anthony Arredondo*[2], *Valeria Rebeles, B.A.*[3], *Amy Harrison, Psy.D.*[4], *Eve M. Delao, B.A.*[3], *Andrew Nguyen*[2], *Anna Gurian, B.A.*[3], *Laura G. Anthony, Ph.D.*[3], *Jacob B. W. Holzman, Ph.D.*[3], 1. The University of Colorado at Boulder, 2. University of Colorado Denver, 3. University of Colorado Anschutz Medical Campus, 4. Children's Hospital Colorado

(PS11-4) Enhancing TFCBT with Art Therapy for a Child with PTSD: A Case Study
Marisa L. Taylor, M.A., University of Colorado Anschutz Medical Campus

(PS11-5) Predicting Depression Through Connection: The Impact of Social Support in Emerging Adults
Paloma K. Zabala Rossy, M.A., *Elsa Baumgartner, B.S.*, *Arianna L. Cifone, B.A.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS11-6) The Relationship Between Rejection Sensitivity, Friendships and Loneliness
Stella I. Petrou, B.A., *Doris Chen, B.S.*, *Evan Baidwan, B.A.*, *Malia Coghlan, B.S.*, *Aditi Vijay, Ph.D.*, Kean University

(PS11-7) A Dimensional Assessment of Childhood Adversity on Early Maladaptive Schemas and Internalizing Psychopathology
Kate Siegler, M.A., *William C. Sanderson, PhD, Ph.D.*, Hofstra University

(PS11-8) Family Functioning Moderates the Relation Between Interpersonal Trauma and Perceived Burdensomeness Among Adolescents
Micaela Maron, M.A., *Jeff B. Stuewig, Ph.D.*, *Christianne Esposito-Smythers, Ph.D.*, George Mason University

(PS11-9) Identity Consolidation and Adolescent Internalizing Symptoms: Differential Protective Effects in the Context of Parental Incarceration
Mehlika Ozgencil[1], *Mercy Jacob*[1], *Jas K. Sarna, B.A.*[1], *Maya Dalack, M.S.*[2], *Noa Cohen-Sanchez*[3], *Jessica L. Hamilton, Ph.D.*[1], 1. Rutgers ,The State University of New Jersey 2. Rutgers-New Brunswick University, 3. Shore Regional High School

(PS11-10) Examining Adolescent Girls' Stress Exposure in Relation to Higher- and Lower-order Features of Internalizing Psychopathology
Sam Mermin, B.A.[1], *Christopher C. Conway, Ph.D.*[1], *Thomas M. Olino, Ph.D.*[2], *Roman Kotov, Ph.D.*[3], 1. Fordham University, 2. Temple University, 3. Stony Brook University

(PS11-11) Depressive Symptoms Predict Daily Negative Emotional Responses to Social Media Among Adolescents: Exploring the Moderating Role of Sleep Quality
Mehlika Ozgencil[1], *Aijia Yao, M.A., M.S.*[1], *Krish Desai*[2], *Jessica L. Hamilton, Ph.D.*[1], 1. Rutgers The State University of New Jersey, 2. The Academy of Math Science and Engineering

(PS11-13) ADHD Severity Moderates the Link Between Trauma Exposure and Comorbidities
Xenia Leviyah, B.A.[1], *Zoe R. Smith, Ph.D.*[2], 1. Loyola University Chicago, 2. University of Denver

(PS11-14) Aspects of Social Support Are Associated with Lifetime Adversity and Psychological Well-being
Anjali S. Vijan, B.A.[1], *Justin R. Shields, B.A.*[1], *Clara Freeman, Ph.D.*[1], *Rajita Sinha, Ph.D.*[1], *Zachary M. Harvanek, M.D., Ph.D.*[2], 1. Yale University School of Medicine, 2. Yale University

(PS11-15) Longitudinal Factorization of Youth Psychopathology in the Adolescent Brain Cognitive Development (ABCD) Study
Ka Chun Lam, Ph.D.[1], *Daniel S. Pine, M.D.*[1], *Melissa A. Brotman, Ph.D.*[2], *Dylan Nielson, Ph.D.*[1], *Zoë E. Laky, M.A.*[1], 1. National Institute of Mental Health, 2. National Institute of Mnetal Health IRP

(PS11-16) Youth, Caregiver, and Clinician Alignment on Treatment Priorities: Influence on Treatment Engagement and Clinical Outcomes
Emma R. Jenkins, B.A.[1], *John R. Weisz, ABPP, Ph.D.*[2], *Evelyn Cho, Ph.D.*[1], 1. University of Oregon, 2. Harvard University

(PS11-17) Downstream Effects of a Cognitive Behavioral Prevention Program on Disruptive Behaviors and Social Adjustment Through Change in Depression of At-risk Adolescents
Katherine M. Torfeh, B.S.[1], *Megan E. Morillas, M.A.*[1], *Judy A. Garber, Ph.D.*[2], *V. Robin Weersing, Ph.D.*[1], 1. San Diego State University, 2. Vanderbilt University

(PS11-18) Building Psychological Flexibility in Childhood: Development, Refinement, and Pilot Testing of an Acceptance and Commitment Therapy School-based Intervention for Elementary-aged Youth
Aileen Kangavary, M.A., *Caleb Edney, M.A.*, *Angelina Venetto, M.A.*, *Kaitlyn Biery, M.A.*, *Evan Dart, Ph.D.*, University of South Florida

(PS11-19) Preventing Pain on the Path to Perfection: How Flourishing and Social Support Mitigate Psychopathology Symptoms in Perfectionist Emerging Adults
Anna C. Moy, M.S., Hofstra University

(PS11-20) Effects of Thwarted Belongingness and Relationship Status on Positive Mental Health in Heterosexual and LGBTQ+ People
Eric H. Mann, B.A., *Johnathan C. Walker, B.S.*, *Tony R. Montgomery, Jr., Ph.D.*, *Ebony A. Walker, M.S.*, *DeMond M. Grant, Ph.D.*, Oklahoma State University

(PS11-21) Evaluating an Executive Functioning Intervention for Autistic Adolescents: Satisfaction Ratings from School- and Clinic-based Trials
Cassidy Miller, B.S.[1], *Lauren Kenworthy, Ph.D.*[1], *Cara E. Pugliese, Ph.D.*[1], *Hannah Behar, B.S.*[1], *K Sharp, B.A.*[1], *Andrea Lopez, B.S.*[2], *Lauren Baczewski, Ph.D.*[3], *Alyssa D. Verbalis, Ph.D.*[1], *Monica Werner, M.A.*[4], *Katie C. Alexander, M.S.*[5], *Laura G. Anthony, Ph.D.*[6], *Lynn Cannon, M.Ed.*[7], *Jennifer R. Bertollo, Ph.D.*[3], 1. Children's National Hospital, 2. Indiana University Bloomington, 3. Curry College, 4. Monica Werner Counseling, 5. The Occupational Therapy Institute, 6. University of Colorado Anschutz Medical Campus, 7. The Ivymount School and Programs

(PS11-22) Support and Safety: Social Networks, Distress, and Help-seeking in Survivors of Intimate Partner Violence
Marley F. Fradley, M.A., *Emily Allen, M.A.*, *Baleigh Laughard, None*, *Ana J. Bridges, Ph.D.*, University of Arkansas

(PS11-23) Association Between Caregiving Frequency and Loneliness in Older U.S. Adults
Xinyi Zhang, M.A., *Yuekun Shao, M.S.*, *Wendy Guo, M.A.*, Icahn School of Medicine at Mount Sinai

(PS11-24) The Relative Importance of Self-compassion, Dispositional Mindfulness, Social Support, and Gender for the Prediction of Loneliness in Emerging Adulthood
Julie N. Kingery, Ph.D., *Jamie S. Bodenlos, Ph.D.*, *Elena Roll*, *Dylan Ivanchikova-Crouse*, *Other*, Hobart and William Smith Colleges

(PS11-25) Fear of Self-compassion May Partly Explain the Relation Between Childhood Emotional Abuse and Emotion Dysregulation in Adulthood
Gemma Brom, B.S., *Alexis Shumate, B.S.*, *Steven Bistricky, Ph.D.*, University of Colorado Colorado Springs

(PS11-26) Understanding Friendship Satisfaction Through the Lens of Identity Disturbance
Jessica L. Qiu, B.A., *Ella S. Sudit, M.A.*, *Paloma K. Zabala Rossy, M.A.*, *Nathaniel R. Herr, Ph.D.*, American University

(PS11-27) How Do Autistic Youth Define Loneliness? A Consideration of Sex, Race, and IQ
Alan H. Gerber, Ph.D.[1], *Harlee Onovbiona, PhD*[1], *Tara Anderson, B.A.*[1], *Elizabeth R. Black, B.S.*[1], *Jennifer R. Bertollo, Ph.D.*[1], *Elizabeth Escobar Gomez, B.S.*[1], *Kat Sharp, B.A.*[1], *Alyssa Verbalis, PhD*[1], *Alejandro Todd, B.S.*[1], *Allison Ratto, Ph.D.*[1], *Ellie Kaplan-Kahn, Ph.D.*[1], *Dave Ki, B.A.*[1], *Rachel Benecke, Ph.D.*[1], *Greg Wallace, Ph.D.*[2], *Lauren Kenworthy, Ph.D.*[3], *Benjamin Yerys, Ph.D*[1], 1. Children's National Hospital, 2. George Washington University, 3. Center for Autism Spectrum Disorders, Childrens National Hospital

(PS11-28) Within-person Fluctuations in State Loneliness and Social Contexts Among Autistic Adults: An Ecological Momentary Assessment Study
Wei Song, Ph.D.[1], *Eugene Brusilovskiy, M.A.*[2], *Natalie Libster, Ph.D.*[1], *China Parenteau, MA*[3], *Bryan McCormick, Ph.D.*[2], *Mark Salzer, Ph.D.*[2], 1. AJ Drexel Autism Institute, 2. Temple University, 3. Drexel University

(PS11-29) Feasibility, Acceptability, and Outcomes of Implementing an Incentive Program on an Acute Pediatric Psychiatric Inpatient Unit
Lindsey Siff, M.A.[1], *Lauren Kobylski, M.P.H.*[1], *Shannon Fletcher, B.A.*[2], *Rachael M. Peters, B.S.*[2], *Reginald Bannerman, RN*[2], *Deborah Zlotnik, Ph.D.*[2], 1. George Washington University, 2. Children's National Hospital

(PS11-30) Examining the Relationship Between Racial Discrimination and Suicide Attempts, Depression, and Anxiety in Children and Adolescents
Maryam O. Abdallah, B.A.[1], *Robert Suddath, M.D.*[2], 1. Suffolk University, 2. University of California, Los Angeles

(PS11-31) BIPOC Youth and Caregiver Preferences for Youth Psychotherapy and Their Experiences with Shared-decision Making: A Mixed Methods, Multi-study Approach
Nat Shogren, M.S., David Langer, Ph.D., Suffolk University

(PS11-32) Initial Pilot Test of a Single-session Social Support Program for Increasing Social Approach Behavior and Social Support in Emerging Adults
Emily L. Jones, M.A., Michelle Rozenman, Ph.D., University of Denver

(PS11-33) Yoga for Bereaved Children
Sheena R. Arting, PsyM, M.Ed., Rebecca Buzzell, PsyM, Wright State University School of Professional Psychology

(PS11-34) The Impact of Adverse Childhood Experiences on Mental Health: The Moderating Role of Social Support in Emerging Adults
Morgan R. Jones, M.A., Georgia State University

(PS11-35) Emotion Coaching and Emotion Socialization Parenting Interventions for Child Externalizing Symptoms in Clinical and Trauma-exposed Populations: A Scoping Review
Gabrielle Drake, M.A., Anil Chacko, Ph.D., Ashley Buk, B.S., Shelly Cheng, Sunny Gao, New York University

(PS11-36) Sensitivity of DIAMOND-KID Screener in Predicting DSM-5 Diagnoses in Treatment-seeking Youth
Hannah Grassie, Ph.D.[1], *Mark Maley, M.A.*[2], *Kimberly S. Sain, Ph.D.*[2], *David F. Tolin, ABPP, Ph.D.*[2], 1. Institute of Living, 2. Anxiety Disorders Center, The Institute of Living

(PS11-37) Enhancing the Clinical Utility of the Pubertal Development Scale: Psychometrics and National Norms
Yinuo Liu, B.S.[1], *Andrea E. Bonny, M.D.*[2], *Eric A. Youngstrom, Ph.D.*[3], 1. Nationwide Children's Hospital, 2. The Ohio State University, 3. Nationwide Children's Hospital and The Ohio State University

(PS11-38) Fear Recognition as a Treatment Target in Young Children with Callous-unemotional Traits
Chuong Bui, Ph.D., Yanyu Xiong, Ph.D., Hao Xu, M.A., Victoria R. Ward, M.A., Nicole Powell, Ph.D., John E. Lochman, Ph.D., Olivia N. Gifford, B.S., Jennah R. Glass, B.S., Susan White, ABPP, Ph.D., Bradley A. White, Ph.D., The University of Alabama

(PS11-39) Experienced Providers' Perspectives on Treating Selective Mutism in Children with Autism
Brooke M. Koeppel, M.S., Brianna I. Barzola, B.A., Olivia Cino, B.A., Lauren J. Moskowitz, Ph.D., Phoebe Hyde, Expected PsyD (Doctorate in Psychology), St. John's University

(PS11-40) Clinical Decision-making Guidance in Youth-focused Evidence-based Treatments
Emma Jenkins, B.A.[1], *Esther Paul,*[1], *Adrianna Gatt* [1], *Kaitlin Sheerin, Ph.D.*[2], *Evelyn Cho, Ph.D.*[1], 1. University of Oregon, 2. Alpert Medical School of Brown University

(PS11-41) Coping with Race-related Stress in Black Adolescents
Antoinette V. Dorzon, Kamryn McKenzie, Henry Artez Willis, Ph.D., University of Maryland College Park

(PS11-42) Exploring Patient Perspectives on the Use of the Qbtest in Adult ADHD Diagnostic Processes
Adria Gerber, Psy.D., M.Ed., Gwenalyn Gominiak, B.A., Stony Brook University

(PS11-43) Online Help-seeking and Exposure to Suicide-related Content Among Suicidal Adolescents
Sydney Goldstein, B.S.[1], *Dorothy H. Balser, B.A.*[1], *Emma R. Edenbaum, B.A.*[2], *Natalie Zapata, B.S.*[1], *Jeremy W. Pettit, Ph.D.*[1], *Victor Buitron, Ph.D.*[1], 1. Florida International University, 2. Florida State University

(PS11-44) Exploring Dispositional Mindfulness as a Moderator of the Association Between Childhood Trauma and Internalizing Symptoms in Adolescents
Gloria J. Gomez, M.A.[1], *Judy Garber, Ph.D.*[2], *Emma Adam, Ph.D.*[3], *Michelle G. Craske, Ph.D.*[1], *Richard E. Zinbarg, Ph.D.*[3], *Denise A. Chavira, Ph.D.*, 1. University of California Los Angeles, 2. Vanderbilt University, 3. Northwestern University

(PS11-45) Cognitive and Executive Functioning of Children in a Community-based Sample with Co-occurring ADHD and Anxiety
Sonia L. Tremblay, M.A., Erik Willcutt, Ph.D., University of Colorado Boulder

(PS11-46) Emotion Knowledge, Emotion Regulation, and Social-emotional Behaviors in Preschool Children
Sarah Winchell, B.A., *Darcey M. Allan, Ph.D.*, Ohio University

(PS11-47) Relation Between Parent-child Conflict and Children's Anxious/depressed Symptoms as a Function of Parents' Remission of Depression After Treatment
Charles DeVos, B.A.[1], *Judy A. Garber, Ph.D.*[1], *Elizabeth McCauley, Ph.D.*[2], *Guy S. Diamond, Ph.D.*[3], 1. Vanderbilt University, 2. University of Washington School of Medicine, 3. University of Pennsylvania and CMC VA Medical Center

(PS11-48) Discrepancies in Caregiver-youth Endorsement of Psychiatric Diagnoses: Findings from the ABCD Study®
Dalia El-Shafie, B.S.[1], *Dakota Kliamovich, Ph.D.*[2], *Robin L. Aupperle, Ph.D.*[1], *Emily C. Kemp, B.S., M.A., Ph.D.*[3], *Herry Patel, Ph.D.*[3], *Laika Aguinaldo, Ph.D., MSW*[3], 1. Laureate Institute for Brain Research, 2. Oregon Health & Science University, 3. UCSD Psychiatry

(PS11-49) Characterizing the Relationship Between Social Cognition and Social Functioning During Adolescence: A Systematic Review
Margaret S. Benda, M.A., *Cristina L. Nardini, M.A.*, *Amy K. Roy, Ph.D.*, Fordham University

(PS11-50) More Is More: Preliminary Evidence for At-home Food Exposures in Childhood ARFID
Abigail Smith, M.A.[1], *Courtney Breiner, Ph.D.*[2], *McKenzie Miller, Ph.D.*[3], 1. Virginia Commonwealth University, 2. Emory University School of Medicine, 3. Pacific Anxiety Group

(PS11-51) Co-rumination Makes Problems Seem Worse – Testing the Stress Generation Hypothesis
Abigail J. Luce, B.A., *Rebecca Schwartz-Mette, Ph.D.*, The State University of New York at Buffalo

(PS11-52) Implications for Trauma Informed Care: Cognitive Emotion Regulation in Trauma-exposed Adolescents
Kira R. Wright, B.S., *Savannah J. Woods, M.S.*, *Michelle P. Brown, Ph.D.*, University of South Carolina

(PS11-53) Open-handed and Instrumental Physical Punishment Compared to Alternatives: Predicting Child Outcomes from Ages 3 to 9 Across Ethnic Groups
Darius Love Jr., B.S., *Robert Larzelere, Ph.D.*, *Hua Lin, Ph.D.*, Oklahoma State University

(PS11-54) The Relationship Between Negative Life Event Exposure, Inhibitory Control, and Bullying Perpetration or Victimization Among Youth with Anxiety and Healthy Controls
Bijan I. Tabrizian, B.A., *Daniel S. Pine, M.D.*, *Meghan E. Byrne, Ph.D.*, National Institute of Mental Health

(PS11-55) What to Expect When You're... Pubescing: Stress, Ovarian Hormone Flux, and Rejection in Adolescence
Peyton E. Miyares, B.A., Other, Elizabeth Andersen, Ph.D., University of North Carolina at Chapel Hill

(PS11-56) Mapping Adolescents' Experiences in an NSSI and ED Community on X
Margaret Meyers, Dianne Celemen, B.S., B.A., Muskaan Khanna, B.S., Chelsea Mcgraw, M.S., Casey D. Calhoun, Ph.D., University of North Carolina at Chapel Hill

(PS11-57) Online and In-person School-based Racism and Adolescent Sleep Problems
Airyanna T. Puryear-Watts[1], *Erica Igere*[1], *Jas K. Sarna, B.A.*[1], *Marcus Shipp, B.A.*[1], *Shruthi Anand*[2], *Adrian Gale, Ph.D., MSW*[1], *Jessica L. Hamilton, Ph.D.*[1], 1. Rutgers, The State University of New Jersey, 2. Woodbridge Academy Magnet School

(PS11-59) Family Strengths Associated with Perceived Maternal and Paternal Coping Styles and Internalizing Symptoms in Adolescents
Courtney Kenworthy, M.A., University of Toledo

(PS11-60) Caregiving-related Early Adversity, Pubertal Development, and Structural Brain Maturation: Implications for Emotional Regulation
Jessica K. Zodicoff, B.A., Naeun Oh, M.A., Columbia University

(PS11-61) When Therapy Leaves the Room: Clinicians' Perspectives on Youths' Use of Therapy Skills in Real-life
Angela L-M Yong, B.A.[1], *Sean Toh, B.S.*[2], *Courtney Kilduff, BSEd*[2], *Jason Lang, Ph.D.*[3], *John R. Weisz, ABPP, Ph.D.*[2], 1. Wellesley College, 2. Harvard University, 3. Child Health and Development Institute (CHDI)

(PS11-62) Negative Life Events & Cognitive Functioning in Adolescents with ADHD: The Moderating Role of Sleep Disturbance
Vanessa E. Carrea, B.A., Amy K. Roy, Ph.D., Fordham University

(PS11-63) Context and Culture: How Acculturation Dissonance Impacts Associations Between Neighborhood Violence and Substance Use in Latine Adolescents
Charlsie Solano, M.A., Paula J. Fite, Ph.D., University of Kansas

(PS11-64) Staying Cool Under Punishment: Contingency Response Patterns Amplify the Cu-aggression Link in a Multi-informant Study
Pevitr S. Bansal, Ph.D.[1], *Daniel A. Waschbusch, Ph.D.*[2], 1. Montclair State University, 2. Penn State College of Medicine

(PS11-65) Centering Youth Voice as a Trauma-informed Strategy to Address Systemic Disparities in Juvenile Justice Systems
Amberly Ying, M.A., Cassandra L. Kisiel, Ph.D., Tracy Fehrenbach, Ph.D., Northwestern University

(PS11-66) Multi-method Examination of Frustration Tolerance, Coping, and Infant Attributions: Implications for Child Abuse Prevention and Family Violence Research
Paige Munshell, M.S., Christina Rodriguez, Ph.D., Old Dominion University

(PS11-67) Heterogeneity of Populations in Intimate Partner Violence Treatment Studies: A Method Review and Meta-analysis
Maya Gjonbalaj, B.A.[1], *Nikita Patkar, M.P.H.*[2], *Dev Crasta, Ph.D.*[3], 1. University of Rochester School of Medicine, 2. New York University, 3. US Department of Veterans Affairs

(PS11-68) Felony Offender Experience of Aggression as It Relates to PTSD and Trauma
Rachel J. Wolen, Psy.D., *Delaney C. Carey, B.A.*, *Olivia Brauer, B.A.*, *Julie A. Blechschmid, B.A.*, *Kathleen J. Hart, ABPP, Ph.D.*, Xavier University

(PS11-69) A Multivariate Exploration of Power and Control Attitudes, Emotion Regulation, and Anger-related Processes in Perpetrators of Intimate Partner Violence
Maya E. Oledzka, M.A., *Emily Weiss, B.A.*, *Frank L. Gardner, ABPP, Ph.D.*, *Zella E. Moore, Psy.D.*, Touro University

(PS11-70) Primary Control, Forensic Trauma and Growth: Understanding Posttraumatic Growth in Criminal Justice–involved Populations
Adam Varnai, M.A.[1], *Samantha Gieber, M.A.*[1], *Ellington Cooke, M.A.*[1], *Amy McCaffrey, M.A.*[1], *Maya Ran, M.A.*[1], *Shannen Recio, B.S.*[1], *Eranda Jayawickreme, Ph.D.*[2], *Nuwan Jayawickreme, Ph.D.*[1], 1. Touro University, 2. Wake Forest University

(PS11-71) "we Just Want to Live Our Lives Like Everyone Else": Transgender and Nonbinary Adults' Perspectives on Attaining Justice
Evan J. Basting, M.A.[1], *Kriti Jain, M.A.*[2], *Darla Bonagura, M.A.*[1], *Cora V. Frost-Helms, B.A.*[2], *Jane Hereth, Ph.D.*[3], *Michael Munson, B.A.*[4], *Emil Rudicell*[4], *Ryan C. Shorey, Ph.D.*[5], *Gregory L. Stuart, Ph.D.*[1], 1. The University of Tennessee, Knoxville, 2. University of Memphis, 3. University of Wisconsin-Milwaukee, 4. FORGE, 5. University of Wisconsin - Milwaukee

(PS11-72) The Influence of Defendant Race and Type of Juror Instruction on Decision-making in an Insanity Plea Case
Natalie A. Miselem, M.A., *Katherine J. Glennon, M.A.*, *Mikaela J. Cloyd, M.A.*, *Kathleen J. Hart, ABPP, Ph.D.*, Xavier University

(PS11-73) The Indirect Effect of Parenting on the Association Between Inattention and Hyperactive/impulsive Symptoms and Functional Impairment in a Community Sample of Children and Adolescents
Megan Matsko, B.A., *Peter J. Castagna, Ph.D.*, The University of Alabama

(PS11-74) The Indirect Effect of Report-based Executive Functioning on the Association Between Attention-deficit/hyperactivity Disorder Symptoms and Highly Involved Parenting in College Students
Megan Matsko, B.A.[1], *Alex J. Greenberg, M.A.*[1], *Stephen P. Becker, Ph.D.*[2], *Annie A. Garner, Ph.D.*[3], *Leonard Leonard. Burns, Ph.D.*[4], *Michael Kofler, Ph.D.*[5], *Aaron M. Luebbe, Ph.D.*[6], *Matthew Jarrett, Ph.D.*[1], 1. The University of Alabama, 2. Cincinnati Children's Hospital Medical Center, 3. Saint Louis University, 4. Washington State University, 5. Florida State University, 6. Miami University

(PS11-75) Experiences of Homeschooling: Retrospective Reports of College Students with and Without ADHD
Abigail C. Hartnett, B.A.[1], *Haley McBride, M.S.*[2], *Will H. Canu, Ph.D.*[1], 1. Appalachian State University, 2. Syracuse University

(PS11-76) Lemurdx: Wearable Sensors and Machine Learning for Detecting Hyperactivity and Stimulant Medication Response
Maya G. Lewis, M.S.[1], *Kelly S. Christenson, B.S.*[1], *Shreya Bali, M.S.*[2], *Riku Arakawa, M.S.*[2], *Helene Altmann, M.D.*[1], *Heather M. Joseph, Other*[1], *Nermeen El Nokali, Ph.D.*[3], *Sam Shaaban, Other*[3], *Mayank Goel, Ph.D.*[2], *Oliver Lindhiem, Ph.D.*[1], *Traci Kennedy, Ph.D.*[1], 1. University of Pittsburgh, 2. Carnegie Mellon University, 3. NuRelm Inc.

(PS11-77) Examining the Effects of Loneliness, Sex, and ADHD Diagnosis on Eating Disorder Symptoms in College Students
Min Yeung, B.A.[1], *Melia Carswell*[1], *Jasmine Emadi*[1], *Ella Wasniewski, B.A.*[2], *Christina M. Danko, Ph.D.*[1], 1. University of Maryland- College Park, 2. Children's National Health System

(PS11-78) Diagnosis of Comorbid Reading Disability and ADHD in School-age Children: Frequency of Missed Cases
Carissa Mastrangelo, B.S.[1], *Andrea Takahesu Tabori, Ph.D.*[1], *Alexander J. Kaminsky, B.S.*[1], *Karolina Wade, M.S.*[2], *Rachel T. Norton, M.S.*[1], *Annie Cardinaux, M.S.*[2], *Rebecca A. Marks, Ph.D.*[3], *Alysa E., Ph.D.*[4], *Ellen B. Braaten, Ph.D.*[5], *John D. Gabrieli, Ph.D.*[2], *Joanna A. Christodoulou*[1], 1. MGH Institute of Health Professions, 2. Massachusetts Institute of Technology, 3. Purdue University, 4. Massachusetts General Hospital/ Harvard Medical School, 5. Harvard Medical School

(PS11-79) Network Analysis of Adult ADHD and Common Comorbidities During Pregnancy
Sylvia G. Whittaker-Traw[1], *Gabriella E. Hamlett, M.A.*[1], *Allison S. Baker, M.D.*[2], *Richard J. McNally, Ph.D.*[1], 1. Harvard University, 2. Massachusetts General Hospital; Harvard Medical School

(PS11-80) Exercise Effects on Depressive Symptoms in College Students with and Without ADHD
Tennyson B. Smith, Meisa M. Khaireddin, M.S., Emily N. Hartman, B.A., Cynthia M. Hartung, Ph.D., University of Wyoming

(PS11-81) A Latent Profile Analysis of Parent–teacher ADHD Rating Discrepancies: Implications for Academic Functioning
Luisa Bermeo, B.S., Jamie Spiegel, Ph.D., University of South Florida

(PS11-82) Associations Between Daytime Sleepiness and Homework Problems in Adolescents with ADHD
Julius A. Clous[1], *Hannah J. Brockstein, M.S.*[1], *Steve Evans, Ph.D.*[2], *George J. DuPaul, Ph.D., Ph.D.*[3], 1. Ohio University, 2. Nationwide Children's Hospital & Ohio State University, 3. Lehigh University College of Education

(PS11-83) Peer Functioning in Children with ADHD: Behavioral Correlates and Associations with School Engagement
Lauren Mlodzianowski, M.S., Jillian Pierucci, Ph.D., St. Mary's University

(PS11-84) Parent Engagement and Distraction During School-clinician Led Telehealth Behavioral Parent Training Groups for ADHD
Laura N. Henry, Ph.D., Joshua Langfus, Ph.D., Sara Chung, Ph.D., Nicholas Marsh, Ph.D., Linda J. Pfiffner, Ph.D., University of California San Francisco

(PS11-85) A Thematic Analysis on Feelings About Having ADHD and Perceived Differences from Peers: Understanding Emotional Functioning to Inform Treatment Development for College Students with ADHD
Danielle Stitak, Evelyn O. Watkins, Grayson Smith, B.S., Erin Girio-Herrera, Ph.D., Towson University

(PS11-86) Technology Access and Co-occurring Internalizing in Youth with ADHD: The Roles of Phone Ownership and Social-contextual Protective Factors
Elizabeth E. Kronthal, B.A.[1], *Grace M. Bartholomae, B.S.*[1], *Marzia Naqvi, B.S.*[2], *Stephen P. Becker, Ph.D.*[3], *Melissa R. Dvorsky, Ph.D.*[4], 1. Children's National Hospital, 2. Children's National Health System, 3. Cincinnati Children's Hospital Medical Center, 4. Children's National Hospital the George Washington University School of Medicine and Health Sciences

(PS11-87) Associations Between Attention-deficit/hyperactivity Disorder (ADHD) Symptomology and Western-style Dietary Habits
Yijing Lin, B.S., Brandon K. Schultz, Suzanne Lazorick, M.P.H., M.D., East Carolina University

(PS11-88) Sex Assigned at Birth as a Moderator of the Prospective Associations Between ADHD, Peer Problems, and Emotion Regulation in Predicting Borderline Personality Features Among Early Adolescents
Sarah A. Miller, B.S.[1], *Julia D. McQuade, Ph.D.*[2], *James L. Peugh, Ph.D.*[1], *Stephen P. Becker, Ph.D.*[1], 1. Cincinnati Children's Hospital Medical Center, 2. Amherst College

(PS11-89) Relationship Between Irritability and Impairment in Adolescents with and Without ADHD
Gracie B. Tharin, B.A., Jamilah Silver, Ph.D., Jessica R. Cohen, Ph.D., Nicholas D. Fogleman, Ph.D., University of North Carolina at Chapel Hill

(PS11-90) Emerging ADHD Diagnoses in Female Adolescents Receiving Residential DBT: Diagnostic Patterns, Medication Trends, and Treatment Outcomes
Victoria Sardella, M.S.[1], *Erik Ulland, M.D.*[1], *Kelly Piacsek, Ph.D.*[1], *Elizabeth A. Wall*[1], *Maddie Hartig, M.S.*[2], 1. Rogers Behavioral Health, 2. Rogers Memorial Hospital

(PS11-91) Meyeattention: A Novel Device Quantifying Attention Dysregulation with Pupillometry
Sahaar Khoja, B.S., Sally Scofield, B.S., Cornell University

(PS11-92) A Mixed Method Examination: Do College Students with ADHD with Varying Gender, Race, and Ethnicities Prefer Different Treatment and Intervention?
Minha Asif, B.S., Mina B. A. Graham, B.A., Erin Girio-Herrera, Ph.D., Towson University

(PS11-93) Stress Mindset as a Promotive Factor for Academic Self-efficacy in Middle School Youth with ADHD
Marzia Naqvi, B.S.[1], *Elizabeth E. Kronthal, B.A.*[2], *Megan F. Lau, B.S.*[1], *Ella Wasniewski, B.A.*[1], *August Matteis, M.P.H.*[1], *Melissa R. Dvorsky, Ph.D.*[3], 1. Children's National Health System, 2. Children's National Hospital, 3. Children's National Hospital the George Washington University School of Medicine and Health Sciences

(PS11-94) Examining Technology Use and Social-contextual Factors on Circadian Preference in Early Adolescents with ADHD
Megan F. Lau, B.S.[1], *Elizabeth E. Kronthal, B.A.*[2], *Marzia Naqvi, B.S.*[1], *Ella Wasniewski, B.A.*[1], *Grace M. Bartholomae, B.S.*[2], *Stephen P. Becker, Ph.D.*[3], *Melissa R. Dvorsky, Ph.D.*[4], 1. Children's National Health System, 2. Children's National Hospital, 3. Cincinnati Children's Hospital Medical Center, 4. Children's National Hospital the George Washington University School of Medicine and Health Sciences

(PS11-95) ADHD and Maladaptive Behaviors: Roles of Emotion Dysregulation and Internalizing Symptoms
Anika A. Lindley, B.S., Erik Willcutt, Ph.D., The University of Colorado at Boulder

(PS11-96) Caregiver's Attitudes Towards Their Child's ADHD Buffers Against the Relationship Between Youth Inattention and Depressive Symptoms
Ella Wasniewski, B.A.[1], *Marzia Naqvi, B.S.*[1], *Grace M. Bartholomae, B.S.*[2], *Megan F. Lau, B.S.*[1], *Elizabeth E. Kronthal, B.A.*[2], *Stephen P. Becker, Ph.D.*[3], *Melissa R. Dvorsky, Ph.D.*[4], 1. Children's National Health System, 2. Children's National Hospital, 3. Cincinnati Children's Hospital Medical Center, 4. Children's National Hospital the George Washington University School of Medicine and Health Sciences

(PS11-97) A Supplemental Diagnostic Tool for ADHD: Adult Patient Experiences with the Qbtest
Gwenalyn Gominiak, B.A., Adria Gerber, Psy.D., M.Ed., Stony Brook University

(PS11-98) ADHD and Depressive Symptom Severity in Young Adults with ADHD
Alexis R. Mahon, B.A.[1], *Aiden Willard, B.S.*[1], *Kelly S. Christenson, B.S.*[2], *Maya G. Lewis, M.S.*[2], *Traci Kennedy, Ph.D.*[2], 1. University of Pittsburgh School of Medicine, 2. University of Pittsburgh

(PS11-99) Neural Reactivity to Positive Emotional Stimuli Moderates the Association Between ADHD and Anxiety in Adolescent Girls
Helena F. Alacha, Ph.D.[1], *Samantha Pegg, Ph.D.*[2], *Autumn Kujawa, Ph.D.*[3], *Dara E. Babinski, ABPP, Ph.D.*[1], 1. Penn State College of Medicine, 2. Massachusetts General Hospital, Harvard Medical School, 3. Vanderbilt University

(PS11-100) Emotion Regulation Links Trauma and ADHD Symptoms in Youth with ADHD
Tara Anderson, B.A., Tamara Abu-Ramadan, Ph.D., Jennifer R. Bertollo, Ph.D., Alan H. Gerber, Ph.D., Childrens National Hospital

(PS11-101) Profiles of Psychosocial Risk and Protection for Substance Use in Adolescents with ADHD
Daria Taubin, M.S.[1], *Nadia Bounoua, Ph.D.*[1], *Timothy Wilens, M.D.*[2], *Andrea Chronis-Tuscano, Ph.D.*[3], *Arianna M. Gard, Ph.D.*[1], 1. University of Maryland- College Park, 2. Massachusetts General Hospital, 3. University of Maryland

(PS11-102) The Association Between Caregiver Experiences of Trauma and Discrimination and the Behavioral Health Concerns of Youth Involved in the Juvenile Legal System

Eileen Salazar Vega, B.A.[1], *Kaitlin Sheerin, Ph.D.*[2], *Crosby Modrowski, Ph.D.*[3], *Kaitlin Piper, Ph.D.*[4], *Jenna Schopen, B.A.*[1], *Elizabeth J. Van Alstine, B.A.*[1], *Kathleen Kemp, Ph.D.*[5], 1. Rhode Island Hospital/Alpert Medical School of Brown University, 2. Alpert Medical School of Brown University, 3. Salve Regina University, 4. Emory University, 5. Warren Alpert Medical School of Brown University

(PS11-103) The 'Robin Hood Study': Investigating the Role of Attachment in Children's Beliefs and Actions Regarding Wealth Redistribution

Talia K. Weine, B.A., Kayomi Dhamodiwala, B.A., Hannah R. Maté, M.A., Fengyi Tao, B.S., Andrew Bendo, Kayli O'Keefe, B.A., Jackson MacDonald, B.A., Caitlin Simmons, M.A., Hannah Hildebolt, Elise Kelly, B.S., Aditi Pingale, M.A., Howard Steele, Ph.D., The New School for Social Research

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11:00 AM – 12:00 PM

Poster Session 12

Categories: *Treatment - Design and Development, Treatment - Acceptance & Commitment Therapy (ACT), Treatment - Mindfulness & Acceptance*

(PS12-1) Preliminary Evaluation of an Acceptance and Commitment Therapy-based Intervention for Healthy Social Media Habits Implemented in a Partial Psychiatric Hospital

Alison Tuck, M.A.[1], *Christiane Mandes, B.A.*[2], *Courtney Beard, Ph.D.*[3], 1. McLean Hospital/Harvard Medical School, 2. McLean Hospital, 3. Mass General Brigham/McLean Hospital/Harvard Medical School

(PS12-2) Psychological Outcomes of a 10-week Compassion-focused Therapy Group for Weight Management Patients

Hannah Farnsworth, Psy.D., Larissa A. McGarrity, Ph.D., University of Utah School of Medicine

(PS12-3) Changes in Beliefs About Emotions in Transdiagnostic Treatment

Camille Sandage, B.A.[1], *Alexander L. Williams, Ph.D.*[1], *Julian David Moreno, M.A.*[1], *Daniella Spencer-Laitt, M.A.*[2], *Audrey J. Hey, M.A.*[2], *Todd J. Farchione, Ph.D.*[1], 1. Boston University Center for Anxiety and Related Disorders, 2. Boston University

(PS12-4) Prospective Imagery and Suicide Risk: The Role of Event Content and Pre-experiencing of Future Events

Hannah R. Krall, B.A., Andrew J. Lodge, B.S., Sarah L. Brown, Ph.D., Florida State University

(PS12-5) A Preliminary Evaluation of the Dialectical Behavior Therapy – Trauma-focused (DBT-TF) Program Within a Large Metropolitan Veteran's Healthcare System
Brianna Jackson, M.S., Catherine Sullivan, Psy.D., Jessica Grossmann, Ph.D., Tiffany Bruder-Motyka, Ph.D., US Department of Veterans Affairs

(PS12-6) Self-compassion Moderates Associations Between Interpersonal Processes and Loneliness in Cancer Patients
Qingyi Zhang, M.A., William Tsai, Ph.D., New York University

(PS12-7) Emotion Regulation Pathways to Healing, Growth, and Resilience After Trauma
Ananya Chatterjee, B.A., Caroline C. Born, M.A., Peter Mezo, Ph.D., University of Toledo

(PS12-8) Maladaptive Self-related Verbal Behavior Predicts Dissociative Symptoms
Angela J. Coreil, Ph.D.,[1], *Emily Sandoz, Ph.D.*[1], *Nikki Kaiser, B.A.*[2], *Viviana C. Colmenarez, None*[3], *Amy L. Shannon, B.S.*[1], 1. University of Louisiana at Lafayette, 2. Fordham University, 3. Student

(PS12-9) Trauma-related Psychopathology, Empathy, and the Brain: Characterizing the Relationship Between Empathy and Kappa Opioid Receptor Availability in Individuals with Trauma-related Psychopathology
Elizabeth J. Duraney, Ph.D.[1], *Emily R. Weiss, Ph.D.*[2], *Victoria R. Hart-Derrick, B.A.*[3], *Rachel C. Miller, M.S.*[2], *Dayna Freeman, B.S.*[2], *Margaret T. Davis, Ph.D.*[2], 1. Yale School of Medicine, 2. Yale University School of Medicine, 3. CUNY, John Jay College

(PS12-10) A Mixed-methods Approach to Study Acceptability and Mechanisms of a Novel Group-based Obesity Treatment
Zoe M Z Brown, B.A., Tommy Chou, Ph.D., Stephanie Goldstein, Ph.D., Carly Goldstein, Ph.D., J. Graham Thomas, Ph.D., Weight Control and Diabetes Research Center, The Miriam Hospital & Alpert Medical School of Brown University

(PS12-11) Diverse Adolescent Perspectives on a Yoga-based Intervention for Depression
Marina C. Stayner, B.S.[1], *Anastasia Berg*[1], *Leo Kalotihos, B.A.*[1], *Alanis T. De La Cruz Perez, Ph.D.*[2], *Emily Berthiaume, B.S.*[3], *Jackson Doerr, B.S.*[3], *Vignesh Kumar, B.A.*[3], *William Streit, None*[4], *Katherine Sarkisian, Ph.D.*[1], *Bailey O'Keeffe, M.S.*[5], *Jennifer L. Hughes, M.P.H., Ph.D.*[1], *Jennifer B. Webb, Ph.D.*[6], *Jennifer Wolff, Ph.D.*[7], *Mary A. Fristad, ABPP, Ph.D.*[8], *Lisa Uebelacker, Ph.D.*[9], 1. Nationwide Children's Hospital, 2. NCH, 3. Beth Israel Deaconess Medical Center, 4. Boston Children's Hospital/Harvard Medical School, 5. Butler Hospital & Brown University, 6. University of North Carolina Charlotte, 7. Warren Alpert Medical School of Brown University, 8. Nationwide Children's Hospital/The Ohio State University, 9. Brown University & Butler Hospital

(PS12-12) Clinical Correlates of Shame-based Coping in Individuals Seeking Treatment for Gambling Problems
Keegan Sawin, M.S.[1], *Rory Reid, Ph.D., LCSW*[2], *Jeremiah Weinstock, ABPP, Ph.D.*[1], 1. Saint Louis University, 2. Mental Health Counseling & Consulting

(PS12-13) Digital Acceptance and Commitment Therapy Across Chronic Health Conditions: Examining Transdiagnostic Effects
Stephanie C. Nettleton, B.A., Francesca M. Knudson, B.A., Korena Klimczak, M.A., Marissa Donahue, M.A., Ty Aller, Ph.D., Michael Levin, Ph.D., Utah State University

(PS12-14) Exploring Passion for Opioid Use with a Treatment-seeking Sample: Results from a Canonical Correlation Analysis
Brandon Park, M.A.[1], *Alan Davis, Ph.D.*[2], *Cecilia Bergeria, Ph.D.*[3], *Yitong Xin, Ph.D.*[4], 1. School of Social Work, Psychological and Brain Sciences, University of Missouri-St. Louis (UMSL), 2. Center for Psychedelic Drug Research and Education, The Ohio State University, 3. Kahlert Institute for Addiction Medicine, University of Maryland School of Medicine, 4. College of Social Work, University of Utah

(PS12-15) Neurodivergent Perinatal Mental Health: A Scoping Review of Risk Pathways and Implications for Behavioral and Cognitive Therapies
Anniette Maldonado, Ph.D.[1], *Keely Lundy, Ph.D.*[2], 1. Children's National Health System, 2. University of New Mexico

(PS12-16) Behavioral Sleep Health as a Transdiagnostic Target: Sleep Irregularity Predicts Alcohol Use in Young Adults at Risk for AUD
Abigail E. Cirelli, M.S., Melynda D. Casement, Ph.D., University of Oregon

(PS12-17) Supervised Machine Learning of Risky Behavior Count Data Predicting Mental Health Outcomes
Brenna A. Carter, B.S., Emma Smith, M.S., Bradley T. Conner, Ph.D., Colorado State University

(PS12-18) Digital Stress, Internalizing Problems, and Social Support in Emerging Adults
Liora Steinberg, M.A., Samantha Coyle-Eastwick, Ph.D., Montclair State University

(PS12-19) Heterogeneity in Overdose Intent: A Latent Profile Analysis of Suicidal Ideation, Substance Use, and Avoidant Coping
Yukti Bhatt, M.A.[1], *Madeline Benz, Ph.D.*[2], *Rita Rossi, M.A.*[3], *Jihoon Choi, B.S.*[3], *Michael D. Stein, M.D.*[4], *Lauren M. Weinstock, Ph.D.*[5], *Ivan W. Miller, III, Ph.D.*[6], *Brandon Gaudiano, Ph.D.*[2], 1. Brown University & Butler Hospital, 2. Alpert Medical School of Brown University, 3. Butler Hospital & Brown University, 4. Boston University, 5. Brown University, 6. Butler Hospital and Brown University

(PS12-20) The Equitability of IPV Screening: An Analysis of the Variances in IPV Screening Measures
Marisa Berner, M.A.[1], *Melanie D. Hetzel-Riggin, Ph.D.*[2], 1. University of Illinois at Chicago, 2. Penn State Erie, The Behrend College

(PS12-21) If You Do as I Say, Will You Do as I Did? A Systematic Review of Methods and Reporting Practices in EMA Studies of Cannabis Use
Peter Soyster, Ph.D., National Institute on Drug Abuse

(PS12-22) Lessons Learned from a Randomized Trial Comparing Heated and Non-heated Yoga for Participants with Moderate Symptoms of Depression
Joon Lee, B.A.[1], *Yousif Alsaadi, B.S.*[1], *Caitlyn Arnold, B.A.*[1], *Heather Raslan, B.S.*[1], *Yian Wu, B.S., M.P.H.*[1], *Isabella Belknap, None*[1], *Sophie Gower, None*[1], *Louisa G. Sylvia, Ph.D.*[2], *Maren Nyer, Ph.D.*[2], 1. Massachusetts General Hospital, 2. Massachusetts General Hospital, Harvard Medical School

(PS12-23) Self-directed Substance Use Harm Reduction Behaviors Correlating to Greater Well-being in Sexual Minority Individuals
Collin S. Williams, M.A., Bekah Estevez, Ph.D., M.Ed., Lindsey B. Stone, Ph.D., Gerard Love, Other, Georgia Southern University

(PS12-24) Does Stress Mindset Change with Repeated Asking? Testing for Measurement Reactivity in a Community Sample
Melanie H. DelAngelo, B.S., Yiqing Alice Fan, M.A., William Riekse, B.A., Kathleen C. Gunthert, Ph.D., American University

(PS12-25) Biological Inflexibility May Underly Negative Emotional Inflexibility: Associations Among Heartrate Variability and Idiographic Network Analysis
Olivia M. Losiewicz, M.A.[1], *Alainna Wen, Ph.D.*[1], *Samir Akre, Ph.D.*[1], *Zachary Cohen, Ph.D.*[2], *Alex Bui, Ph.D.*[1], *Michelle G. Craske, Ph.D.*[1], 1. University of California Los Angeles, 2. University of Arizona

(PS12-26) Perfectionism and Psychological Inflexibility as Transdiagnostic Treatment Targets Across Misophonia and Eating Pathology
Blaine R. Peters, B.S., Mariana Orr, Laura J. Dixon, Ph.D., University of Mississippi

(PS12-27) Contrast Avoidance and Internalizing Symptomatology: A Network Analytic Approach
Ryan Aberback, M.A.[1], *Michelle G. Newman, Ph.D.*[1], *Andrea R. Ashbaugh, Ph.D.*[2], 1. The Pennsylvania State University, 2. University of Ottawa

(PS12-28) A Preliminary Examination of Adverse Childhood Experiences Between US Veterans with versus Without a History of Incarceration
Jennifer M. Loya, Ph.D.[1], *Robert Kaya, M.S.*[2], *Minden B. Sexton, Ph.D.*[3], *Margaret T. Davis, Ph.D.*[1], 1. Yale University School of Medicine, 2. Ann Arbor Veterans Healthcare System, 3. University of Michigan

(PS12-29) Cultural Adaptation of the Youth Opioid Recovery Support (YORS) Intervention for Adolescents with Opioid Use Disorder
Sharon L. Gutierrez, B.S., Lexi Taylor, B.S., Elena Marin, Kevin Wenzel, Ph.D., Marc Fishman, M.D., Maryland Treatment Centers

(PS12-30) Anticipated Motives for Treatment-seeking in Compulsive Sexual Behavior Disorder: A Longitudinal Examination of Concern and Treatment Interest
Kristiana D. Carrasquillo, M.A.[1], *Alexander J. Connolly, M.A.*[1], *Shane W. Kraus, Ph.D.*[2], *Joshua B. Grubbs, Ph.D.*[1], 1. University of New Mexico, 2. University of Nevada, Las Vegas

(PS12-31) Do Adverse Childhood Experiences Influence Outcomes of a Brief Behavioral Economic Alcohol Intervention?
Ebonie T. White, B.A.[1], *William Davis, B.S.*[1], *Ashley A. Dennhardt, Ph.D.*[1], *Avery C. Buck, B.A.*[1], *Jacob Tempchin, M.S.*[1], *Hannah E. Cole, M.S.*[1], *Autumn L. Parson, M.S.*[1], *Meghan E. McDevitt-Murphy, Ph.D.*[1], *Brian Borsari, Ph.D.*[2], *Kristoffer S. Berlin, Ph.D.*[1], *James G. Murphy, Ph.D.*[1], 1. University of Memphis, 2. University of California San Francisco

(PS12-32) Compassion in Action: Prosocial Behavior as a Buffer in the Relationship Between Family Conflict and Substance Use in Adolescents
Alana M. Johnston, B.S., Natasha G. Lindert, B.S., Caroline D. Cummings, Ph.D., Texas Tech University

(PS12-33) A Scoping Review of Interdisciplinary Harm Reduction Definitions for Opioid Use Disorder
Sydney Batchelder, Ph.D., *Maria Zarcone, B.S.*, *Grant L. Saba, B.S.*, *Cecilia Bolling, B.A.*, Eastern Michigan University

(PS12-34) Longitudinal Variable-centred and Person-centred Approaches to Understanding Crystal Methamphetamine Use and Stis Among Gay, Bisexual, and Other Men Who Have Sex with Men
Trevor A. Hart, Ph.D., Toronto Metropolitan University

(PS12-35) Heavy Episodic Drinking and Subsequent Pre-exposure Prophylaxis (PrEP) Uptake and Motivation Among Men Who Have Sex with Men (MSM) Following Brief Prep Education
Lauren B. Bernier, M.A.[1], *Grace Murray, MA*[1], *Maria Jose Bustamante, M.A., M.S.*[1], *Rosalie Ruhlmann, MA*[1], *Sarah Fraher, BA*[1], *Maya Kratzer, BA*[2], *Tibor P. Palfai, Ph.D.*[1], 1. Boston University, 2. University of California, Berkeley

(PS12-36) Latent Risk Profiles of Post-traumatic Stress, Depression, Pain, and Social Support in Veterans Seeking Substance Use Reduction: Implications for Heavy Drinking Behavior and Clinical Practice
Miranda Schaffer, M.S.[1], *Kaylah Van Til, Ph.D.*[2], *Dayna Freeman, B.S.*[3], *Margaret T. Davis, Ph.D.*[3], *Aria Wiseblatt, MA*[4], *Jessica Schubert, Ph.D.*[5], *Peter P. Grau, Ph.D.*[6], *Minden Sexton, Ph.D.*[7], 1. Eastern Michigan University, 2. VA Ann Arbor Healthcare System, 3. Yale University School of Medicine, 4. University of Connecticut Health, 5. VA Ann Arbor Healthcare System, University of Michigan Department of psychiatry, 6. Ann Arbor Veterans Healthcare Administration, Mental Health Service & University of Michigan Department of Psychiatry, 7. Ann Arbor Veterans Healthcare Administration

(PS12-37) Protective Behavioral Strategies for Chemsex: A Brief Review and Recommendations for Future Directions
Neil Gleason, Ph.D.[1], *Todd L. Jennings, Ph.D.*[2], *Gabriel Robles, Ph.D., LCSW*[1], *Mark A. Prince, Ph.D.*[1], *Eric Pedersen, Ph.D.*[3], *Steven Shoptaw, Ph.D.*[4], 1. University of Southern California, 2. Northwestern University, 3. Keck, 4. University of California Los Angeles

(PS12-38) Differences in Cue-elicited P3 Responses to Monetary Incentive Signals Among Women Relates to Substance Use Treatment Completion
Alexander M. Kallen, M.S., *Evan J. White, Ph.D.*, *Xi Ren, Ph.D.*, *Rayus Kuplicki, Ph.D.*, *Martin M. Paulus, M.D.*, *Robin L. Aupperle, Ph.D.*, Laureate Institute for Brain Research

(PS12-39) Bridging the Divide: Increasing Compassionate Communication Between Neuroscience and Psychotherapy
Katie E. Darvin, M.S.[1], *Elizabeth J. Duraney, Ph.D.*[2], *Margaret T. Davis, Ph.D.*[2], *Emily R. Weiss, Ph.D.*[2], 1. Long Island University, Post Campus, 2. Yale School of Medicine

(PS12-40) Acceptability, Feasibility, Appropriateness, and Usability of Ai-based Fidelity of CBT in Community Mental Health Agencies
Ana I. DeCesare, B.A.[1], *Roisin A. Slevin, B.A.*[2], *Christina S. Soma, Ph.D.*[2], *Patty Kuo, Ph.D.*[1], *Zac Imel, Ph.D.*[2], *Dave Atkins, Ph.D.*[2], *Torrey Creed, Ph.D.*[3], 1. Perelman School of Medicine at the University of Pennsylvania, 2. Lyssn.io, 3. University of Pennsylvania School of Medicine

(PS12-41) Development and Evaluation of a Generative, Voice- and Text-based Artificial Intelligence Simulation to Train Clinicians in Motivational Interviewing-based Firearm Storage Counseling
Frances M. Aunon, M.S., Ph.D.[1], *Steven Dobscha, M.D.*[2], *Steve Martino, Ph.D.*[3], *Richard Gorman, LPC*[4], *Valerie Marteeny, B.A.*[5], *Samuel Dorison, M.S.r*[6], *Amy Garcia*[6], *Joseph Simonetti, M.P.H., M.D.*[7], 1. VA Connecticut Healthcare System / Yale School of Medicine, 2. VA Portland Health Care System; Oregon Health & Science University, 3. VA Connecticut Healthcare System; Yale School of Medicine, Dept of Psychiatry, 4. VA Connecticut Healthcare System, 5. VA Central Western Massachusetts, 6. ReflexAI, 7. VA Rocky Mountain Mental Illness Research, Education, and Clinical Center for Suicide Prevention University of Colorado Anschutz Medical Campus

(PS12-42) "it's Weird to Feed a Robot All This Information": Understanding Youth Perceptions of Using AI for Mental Health Support
Shawn Van, M.P.H.[1], *Kimberly Hieftje, Ph.D.*[1], *Deepa Camenga, M.D.*[1], *Francesca Giannattasio, M.S.*[2], *Claudia-Santi F. Fernandes, Ph.D., LPC*[3], 1. Yale University School of Medicine, 2. Born This Way Foundation, 3. Born This Way Foundation and Yale Child Study Center

(PS12-43) Psychometric Validation of the 9-item Social Media Disorder Scale in US College Students
Zoe Wallace, B.S., Vidhi Jain, M.A., Jason Choi, M.A., Sarah E. Domoff, Ph.D., University at Albany, State University of New York

(PS12-44) Examination of Hair Experiences Among Girls with Black/african American Identities to Inform Digital Intervention Development
Taryn Henning, M.S., Virginia Commonwealth University

(PS12-45) Piloting the Implementation of Nightmare Treatment Within the Acute Aftermath of Trauma via Telehealth
Kanica Bhutoria, M.S.[1], *Anthony N. Reffi, PhD, LP*[2], *Lily Jankowiak, B.S.*[2], *Cameron McCray, BS*[2], *David A Moore, PsyD, LP*[2], *Jennifer Peltzer-Jones, PsyD*[2], *Jeffrey Johnson, MD*[2], *Christopher Drake, Ph.D.*[3], 1. Eastern Michigan University, 2. Henry Ford Sleep Research Center

(PS12-46) Comparative Diagnostic Accuracy of Artificial Intelligence–based Systems for Mental Health Screening: A Systematic Review and Meta-analysis
Razvan M. Predatu, Ph.D., Liviu Fodor, Ph.D., Maria Dacina D. Neciu, M.A., Babeș-Bolyai University, Cluj-Napoca, Romania

(PS12-47) Discrepancies in Provider and Caregiver Reports of Treatment Barriers and Telehealth Barriers
Owen Winters, B.A., Blen Y. Asres, B.S., Daniel W. Smith, Ph.D., Caitlin Rancher, Ph.D., Medical University of South Carolina

(PS12-48) Assessment Reactivity During Ecological Momentary Assessment: Cardiac Responses in Individuals with and Without Generalized Anxiety Disorder
Jacob Schmieder, M.S.[1], *Rachel A. Bond, Ph.D.*[1], *Alex H. Buhk, Ph.D.*[2], *Pallavi V. Babu, Ph.D.*[3], *Scott Pappada, Ph.D.*[1], *Jason C. Levine, Ph.D.*[1], 1. University of Toledo, 2. Medical College of Wisconsin, 3. Rush University Medical Center

(PS12-49) Cross-context Stability of Physiological Arousal During Laboratory and Psychotherapy Stressors in PTSD
Menaz N. Bettes, B.S., *Olivia Roath, B.A.*, *Matthew Thompson, B.S., M.S.*, *Scott A. Langenecker, Ph.D.*, *Jacek Kolacz, Ph.D.*, The Ohio State University

(PS12-50) Examining Inter-rater Agreement on the Clinical Global Impressions Scale Across Clinicians, Parents, and Youth
Mark Maley, M.A., *Maria C. DiFonte, Ph.D.*, *David F. Tolin, ABPP, Ph.D.*, Anxiety Disorders Center, The Institute of Living

(PS12-51) Psychometric Evaluation of Motivational Rulers for Teacher Consultation
Victoria Ogbimi-Aiyemomi, M.S.[1], *Julie Sarno Owens, Ph.D.*[1], *Steven W. Evans, Ph.D.*[2], 1. Ohio University, 2. Nationwide Childrens's Hospital/Ohio State University

(PS12-52) Body Functionality and Body Appreciation: Associations Among Emerging Adults
Taylor Mick-Keck, B.A., *Emily Sanders, B.A.*, *Summer Vega*, *Paige Chelius, None*, *Carlie Sivils, M.S.*, *Amanda Cipolla, M.S.*, *Sarah Erickson, Ph.D.*, University of New Mexico

(PS12-53) Approaches to Self-report Daily Stress Measurement in Adults
Amelia N. Schwartz, B.A.[1], *Yiqing Alice Fan, M.A.*[2], *Melanie H. DelAngelo, B.S.*[2], *Kathleen C. Gunthert, Ph.D.*[2], 1. Temple University, 2. American University

(PS12-54) The Impulsivity Scale: A Five Factor Measure of Trait Impulsivity
Lara Fair, M.S.[1], *Nicholas C. Borgogna, Ph.D.*[2], *Samuel Spencer, Ph.D.*[1], *Tyler Owen, M.A.*[3], *Jacob Vaughn, M.A.*[3], *Cerila Rapadas, B.A.*[4], *Drew D. Whittington, M.A., M.S.*[2], *Kaitlyn Schuler, Ph.D.*[5], *Philip Marshall, Ph.D.*[3], *Clarissa Ong, Ph.D.*[6], *Shane W. Kraus, Ph.D.*[7], *Stephen Aita, Ph.D.*[8], *Benjamin hill, Ph.D.*[8], 1. University of North Texas, 2. University of Alabama at Birmingham, 3. Texas Tech University, 4. University of Hawai'i at Manoa, 5. University of North Carolina Wilmington, 6. University of Louisville, 7. University of Nevada, Las Vegas, 8. University of South Alabama

(PS12-55) Socioeconomic Status and Adolescent Self-harm: Examining the Effects of Parental Monitoring
Nithila Samuel[1], *Christian Nicolas*[1], *Jas K. Sarna, B.A.*[1], *Noor Fatima*[2], *Jessica L. Hamilton, Ph.D.*[1], 1. Rutgers, The State University of New Jersey, 2. The Academy for Health & Medical Sciences

(PS12-56) Validation of the Crosswise Model for Psychedelic Use in a Sample of College Undergraduates
Quinn Allen, B.S., *Mitch S. Earleywine, Ph.D.*, University at Albany, State University of New York

(PS12-58) Artificial Intelligence in Coding Sleep Data: Efficient but Not Effective
Emily M. Bartholomay, Ph.D., *Rorie Filbert, B.S.*, University of Nebraska at Kearney

(PS12-59) Emotion in Words: Tracking Daily Fluctuations in Affect Through Natural Language
Jiayin Jiang, M.S.[1], *Lauren A. Rutter, Ph.D.*[2], 1. Indiana University, 2. Indiana University Bloomington

(PS12-60) Positive Affect and Reaction Time Inconsistency in Daily Life: An EMA Study
Julia N. Kim, B.A.[1], *Jiayin Jiang, M.S.*[1], *Lauren A. Rutter, Ph.D.*[2], 1. Indiana University, 2. Indiana University Bloomington

(PS12-61) Mind the Gap: Generational Differences in Trust in Technology After Viewing Ai-generated Images
Christi L. Trask, Ph.D.[1], *Saloni Mathur*[1], *Stacey Lipio Brothers, Ph.D.*[1], *Brooke L. Bennett, Ph.D.*[2], 1. The Ohio State University Wexner Medical Center, 2. Clemson University

(PS12-62) Do Large Language Models Encode Clinical Knowledge About Psychological Disorders? First Steps Toward Opening the Black Box
Michael Cheng, B.S.[1], *Andrew J. Lee, M.A.*[2], 1. The Suzuki Clinic, 2. University of California Los Angeles

(PS12-63) Ecological Momentary Assessment Adherence in Youth with Psychological Disorders
Cansu Erkan, B.S.[1], *Urmi Pandya, M.S.*[2], *Eleanor P. Malone, B.A.*[3], *Caroline Miller, B.A.*[1], *Savana Agyemang, B.A.*[1], *Elizabeth Tandilashvili, B.S.*[4], *Kolin Lewis, B.A.*[1], *Clara Haeffner, B.S.*[1], *Grace Gu, B.S.*[1], *Sydney Trowbridge, B.S.*[1], *Justine Trudeau, B.A.*[1], *Jennifer Meigs, B.A.*[5], *Kyunghun Lee, Ph.D.*[1], *Alicia A. Livinski, M.A.*[1], *Miryam Kiderman, Psy.D.*[1], *Reut Naim, Ph.D.*[1], *Olivia Metcalf, Ph.D.*[1], *Silvia Lopez-Guzman, Ph.D.*[1], *Daniel S. Pine, M.D.*[6], *Melissa A. Brotman, Ph.D.*[7], *Lauren M. Henry, Ph.D.*[1], 1. National Institute of Health, 2. University of Washington, Seattle, 3. Loyola University Chicago, 4. The Catholic University of America, 5. Catholic University of America, 6. National Institute of Mental Health, 7. National Institute of Mental Health IRP

(PS12-64) Natural Language Processing of Cognitive Behavioral Therapy Session Notes
Kai Burrus, None, Colin Xu, Ph.D., University of Idaho

(PS12-65) Leveraging Large Language Models to Screen Clinical Trials for a Meta-analysis Assessing the Effects of School-based Mental Health Interventions
Jenny Guo, M.S.[1], *Sakshi Khurana, M.A., M.Ed.*[2], *Kate Adams, B.A.*[3], *Cathrina Saint-Hubert, B.A.*[1], *Joshua S. Steinberg, M.A.*[3], *John R. Weisz, ABPP, Ph.D.*[3], *Mei Yi Ng, Ph.D.*[1], 1. Florida International University, 2. Alaska Pacific University, 3. Harvard University

(PS12-66) Predictors of Outcome in Cognitive-behavioral Therapy for Panic Disorder: A Machine Learning Approach
Sei Ogawa, Ph.D., Mahiru Yamauchi, B.A., Nagoya City University

(PS12-67) Multimodal Assessment of Intolerance of Uncertainty in Youth with Mental Health Conditions
Nathan M. Boyle, B.S., B.A., Samantha Wang, Joseph F. McGuire, Ph.D., Johns Hopkins University School of Medicine

(PS12-68) Meeting People Where They Are: A Web-based Cognitive Bias Modification Intervention for Anxiety That Reduces Comorbid Depressive Symptoms
Taylor Myers, M.A.[1], *Taylor Myers-Brower, M.A.*[1], *Jeremy W. Eberle, Ph.D.*[2], *Max Larrazabal, MA*[1], *Katharine E. Daniel, M.A.*[3], *Kaitlyn D. Petz, B.A.*[1], *Mehdi Boukhechba, Ph.D.*[4], *Laura Barnes, Ph.D.*[1], *TYDE Capstone Student and Youth Advisory Board*[1], 1. University of Virginia, 2. Northwestern University Feinberg School of Medicine, 3. Massachusetts General Hospital / Harvard Medical School, 4. Johnson & Johnson Innovative Medicine

(PS12-69) Comparing Idiothetic Analytical Techniques by Subgrouping Assignments
Griffin Kreit, B.A.[1], *Jonathan Park, Ph.D.*[2], *Emily Ansell, Ph.D.*[3], *Lauren Forrest, Ph.D.*[1], 1. University of Oregon, 2. University of California, Davis, 3. Penn State University

(PS12-70) Does AI Improve Exposure Hierarchies? A Proof-of-concept Demonstration with Clinical Trainees
Olivia Woodson, B.S.[1], *Sadia Najmi, Ph.D.*[2], *Jennie M. Kuckertz, Ph.D.*[3], *Nader Amir, Ph.D.*[1], 1. San Diego State University, 2. Center for Understanding and Treating Anxiety, 3. McLean Hospital

(PS12-71) Who Benefits from Digital CBT? Quantitative Findings from a Trial Targeting Depression and Suicide Risk
Molly Sullan, Ph.D., University of Colorado Anschutz Medical Campus

(PS12-72) Using AI to Capture Motivational Interviewing Use in Teen-to-teen Mental Health Helplines
Sarah Mann, B.A.[1], *Cheryl Eskin, MFT*[2], *Sae Lee, Ph.D.*[3], *Kendra Singer, MFT*[4], *Sylvanna M. Vargas, M.P.H., Ph.D.*[1], 1. San Diego State University, 2. Teen Line, 3. Didi Hirsch Mental Health Services, 4. Here App

(PS12-73) Experiential Avoidance Predicts Improvement in Affect Through a Cbt-focused Ecological Momentary Intervention
Emma L. Yoon, B.S.[1], *Annabelle M. Mournet, M.S.*[1], *Evan Kleiman, Ph.D.*[1], *Elizabeth Edershile, Ph.D.*[1], *Kate H. Bentley, Ph.D.*[2], *Mariah Hawes-Sousa, Ph.D.*[1], *Christopher AhnAllen, ABPP, Ph.D.*[3], *Stephanie Marcello, Ph.D.*[4], *Hannah R. Krall, B.A.*[5], *Matthew J. Flics, B.A.*[6], 1. Rutgers, The State University of New Jersey, 2. Spring Health, 3. Mass General Brigham, 4. Rutgers Health University Behavioral Health Care, 5. Florida State University, 6. University of Michigan

(PS12-74) Can Hope Be Changed in 30 Minutes? Development, Refinement, and Pilot Testing of a Hope-based Digital Single-session Intervention for High School Students
Aileen Kangavary, M.A.[1], *Katie Cohen, M.A.*[2], *Shannon Suldo, Ph.D.*[1], *Sarah Kiefer, Ph.D.*[1], *Robert Dedrick, Ph.D.*[1], 1. University of South Florida, 2. Northwestern University

(PS12-75) Single-arm Evaluation of the Soluna Digital Mental Health and Wellbeing Platform for Youth in California
Katie Cohen, M.A.[1], *Andy Rapoport, M.P.H.*[2], *Shannon Hill, M.P.H.*[2], *Regina Misch, M.A.*[3], *Emily Cowling, Ph.D.*[4], *Louisa Salhi, Ph.D.*[4], *Jessica Schleider, Ph.D.*[5], 1. Northwestern University, 2. Northwestern University Feinberg School of Medicine, 3. Threshold LLC, 4. Kooth Digital Health, 5. Northeastern University

(PS12-76) Individual- and National-level Differences in Cultural Orientation: Impacts on Problematic Social Media Use and Subjective Well-being
Timothy Regan, Ph.D.[1], *Ariana R. Bazzi, B.S.*[1], *Adrian J. Bravo, Ph.D.*[2], 1. Uniformed Services University of the Health Sciences, 2. William & Mary

(PS12-77) Predictors of Engagement, Perceived Usefulness, and Usability of a Community-codeveloped Digital Mental Health Resource Website Among Latinx Adults

Felix Angulo, M.A.[1], *Melissa Brymer, Ph.D.*[2], *Lily Zhang, M.S.*[2], *Jocelyn Meza, Ph.D.*[2], *Alexander S. Young, M.D.*[2], *Miriam Nuño, Ph.D.*[3], *Sergio Aguilar-Gaxiola, M.D., Ph.D.*[3], *Kenneth Wells, M.P.H., M.D.*[2], *Blanche Wright, Ph.D.*[1], 1. University of Oregon, 2. University of California Los Angeles, 3. University of California, Davis

(PS12-78) Examining the Willingness to Use and Perceived Value of Digital Mental Health Technologies Between Racial/ethnic and White Americans

Kalani Gates, Ph.D.[1], *Lowell Bouchard, M.A.*[2], *Linh-Nhu Hoang, M.A.*[2], *Brendan Skinner, B.S.*[2], *Amy Damashek, Ph.D.*[2], 1. Children's, 2. Western Michigan University

(PS12-79) What Are Users Asking Chatgpt? A Thematic Analysis of Clinically Relevant Problematic Content in 500,000+ Human-ai Conversations

Ishita Munshi, M.A.[1], *Rahul Mohan, B.S.*[2], 1. Wayne State University, 2. University of Southern California

(PS12-80) A Language-based Method for Estimating Therapist Progress in Text-based Cognitive Processing Therapy

Samuel T. Campione, M.S.[1], *Elizabeth C. Stade, Ph.D.*[1], *Jiyoung Song, B.S.*[2], *Stefanie Iosavio, ABPP, Ph.D.*[3], *Johannes C. Eichstaedt, Ph.D.*[1], *Shreya Singhvi, B.A.*[1], *H. Andrew Schwartz, Ph.D.*[4], *Katherine Dondanville, ABPP, Psy.D.*[3], *Sohayla Elhusseini, M.A.*[1], *Shannon L. Wiltsey Stirman, Ph.D.*[1], 1. Stanford University, 2. VA Palo Alto Health Care System, 3. University of Texas Health Science Center at San Antonio, 4. Vanderbilt University

(PS12-81) Moderators of Acceptability Among Mild-to-moderately Depressed First Year College Students Receiving a Low-burden Digital Intervention

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(PS12-82) Structured Decision Logic for Prioritizing AI Feedback on CPT Worksheets

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(PS12-83) Leveraging AI Safety Systems to Identify Risk in Cognitive Processing Therapy Worksheets

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(PS12-85) Predictors of Uptake of an Unsupported, Automated Internet Intervention for Depression (BetterBET)

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(PS12-107) Talking to a Human as an Attitudinal Barrier: A Mixed Methods Evaluation of Stigma, Access, and the Appeal of AI Mental Health Support

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