

## Vita

**Andrea H. Fleischer, Ph.D.**

**Psychological Associate | Maryland Licensed School Psychologist | Early Childhood Specialist**

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### Professional Summary

Experienced School Psychologist and Psychological Associate with expertise in assessment, early childhood development, Autism, consultation, and evidence-based intervention. More than 20 years of supporting diverse learners, collaborating with multidisciplinary teams, and guiding families and educators through data-driven decision-making.

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### Education

**Ph.D., School Psychology** — *Penn State University*, 2004

**M.S., School Psychology** — *Penn State University*, 1995

**B.S., Psychology (Cum Laude)** — *Emory University*, 1992

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### Professional Experience

#### Psychological Associate

##### Neuro Behavioral Associates, Columbia, MD | 2016–Present

- Conduct comprehensive neuropsychological and psychoeducational assessments for children and adolescents.
- Provide diagnostic impressions and recommendations to families, schools, and healthcare providers.
- Collaborate with multidisciplinary teams to support treatment planning and intervention.

#### School Psychologist

##### Baltimore County Public Schools, Towson, MD | 1996–Present

- Deliver psychological services across early childhood and K–12 settings, including assessment, consultation, and intervention.
- Conduct cognitive, academic, behavioral, and social-emotional evaluations to support eligibility and instructional planning.
- Serve as a resource psychologist for early childhood programs, supporting developmental screenings and early intervention.
- Participate in IEP teams, problem-solving teams, and district-wide initiatives to improve student outcomes.
- Provide professional development to educators on behavior management, early childhood development, and data-based decision-making.

## **Instructor, College of Education**

### **Towson University, Towson, MD | Spring 2005**

- Taught graduate-level coursework in school psychology and educational assessment
- Supported student learning through supervision, feedback, and applied practice.

## **School Psychology Intern**

### **The Sarah Reed Children's Center, Erie, PA | 1995–1996**

- Conducted assessments and provided behavioral and academic interventions in a therapeutic setting.
- Collaborated with clinicians, educators, and families to support treatment goals.

## **Graduate Fellow**

### **Penn State University, University Park, PA | 1993–1995**

- Supported research and teaching within the Department of Educational Psychology, School Psychology, and Special Education.
- Assisted with data collection, analysis, and publication preparation.

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## **Certifications**

**Licensed School Psychologist** — Maryland State Department of Education

**Psychological Associate-** Maryland Department of Health

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## **Publications**

Fleischer, A. (2004). *Teacher Ratings of Intervention Acceptability in the Instructional Support Team Process*. UMI No. 3157663.

Horwitz, A. (1995). *An Investigation of the Relationship between the Battelle Developmental Inventory Screening Test, the Battelle Developmental Inventory, and Academic Functioning for Head Start Children*. Unpublished Master's Thesis, Penn State University.

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## **Additional Experience**

- Member, Early Childhood Committee — Baltimore County Public Schools
- Resource Psychologist for Early Childhood Programs

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## **Professional Memberships**

- National Association of School Psychologists (NASP)
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