

JESSICA A. HOBSON, PH.D.

Licensed Clinical Psychologist | Clinical Director | Lecturer

Petaluma, California | (707) 843-1576 | j.hobson@familyguidanceandtherapy.com |
familyguidanceandtherapy.com/project/dr-jessica-hobson | [linkedin.com/in/jessica-hobson-b67428310](https://www.linkedin.com/in/jessica-hobson-b67428310)

Licensed Clinical Psychologist, California Board of Psychology, PSY 28015

PROFESSIONAL PROFILE

Jessica A. Hobson, Ph.D. is a Licensed Clinical Psychologist with more than thirty years of clinical and academic experience in autism and neurodevelopmental assessment. She is Clinical Director of the Family Guidance and Therapy Center in Petaluma, California, and Lecturer in the Psychology Department at Sonoma State University, where her work is grounded in neurodiversity-affirming and trauma-informed approaches to psychological assessment and therapy.

Before her current roles, Dr. Hobson served as a Senior Research Fellow and, later, Senior Research Associate at the Institute of Child Health, University College London, from 2002 to 2015. She earned her Ph.D. in Child Clinical Psychology from the University of Miami, completed her predoctoral internship at Western Psychiatric Institute and Clinic, and her postdoctoral training at the Neuropsychology Center of Louisiana. Her research has addressed autism and related topics including attachment, joint attention, symbolic play, parent-child interaction, and co-occurring psychiatric and neurocognitive presentations.

Dr. Hobson's practice integrates comprehensive psychological assessment, psychotherapy, consultation, and supervision for neurodivergent children, adolescents, adults, and families, with particular focus on autism, ADHD, OCD, anxiety, trauma, and giftedness and twice-exceptionality (2e). She views assessment and therapy as complementary — each helping people understand themselves more clearly and move toward meaningful growth.

PROFESSIONAL APPOINTMENTS

Current Appointments

Family Guidance and Therapy Center

2019–Present

Clinical Director

Petaluma, California

Provides mental health psychotherapy for children, adolescents, adults, couples, and families, and comprehensive psychological assessment — including psychoeducational evaluation and Independent Educational Evaluations (IEEs) — for children, adolescents, and adults. Also oversees behavioral intervention and Relationship Development Intervention (RDI) programming offered through the clinic. Clinical work addresses autism spectrum disorder, attention-deficit/hyperactivity disorder, obsessive-compulsive disorder, anxiety, intermittent explosive disorder, pathological demand avoidance, learning disorders, intellectual and developmental disabilities, sensory processing differences, giftedness and twice-exceptionality (2e), complex trauma, and complex differential diagnosis involving co-occurring neurodevelopmental and mental health conditions.

Clinical approach is neurodiversity-affirming and trauma-informed, integrating EMDR and Internal Family Systems (IFS) across the lifespan — including with children — to support trauma recovery and emotional healing. With children, also draws on Child-Centered Play Therapy, Filial Therapy, Sandtray Therapy, and Animal-Assisted Play Therapy. With adults, also offers Ketamine-Assisted EMDR (KA-EMDR). Across

populations, incorporates polyvagal-informed therapy, mindfulness and mindful self-compassion, Nonviolent Communication, and Collaborative & Proactive Solutions.

Supervises Registered Psychological Associates, Registered Psychological Testing Technicians, doctoral practicum students, and other developing clinicians, with an emphasis on diagnostic reasoning, developmental formulation, psychological report writing, ethical decision-making, and the clinical judgment required for independent practice. Current university training relationships include Sonoma State University, Meridian University, The Chicago School of Professional Psychology, and Walden University.

Helped build the Petaluma clinic assessment and clinical programs from their inception and designed much of the service line the practice now offers. As Clinical Director, leads program development and collaborates with executive leadership on strategic planning, clinician recruitment, and quality improvement, while overseeing the day-to-day functioning of the practice and continuing to carry an active clinical caseload.

Clinical Psychologist

2016–Present

Contract Diagnostic Assessment, Consultation & ADOS-2 Training

Northern California

Provides contract clinical services — diagnostic assessment, clinical consultation, and ADOS-2 training and mentorship — through 1099 appointments with multidisciplinary psychology practices and specialty programs, including Patrick MacLeamy & Associates Psychological Assessment, Inc., Bridges to Understanding, and Newport Academy. Also provides ADOS-2 training and consultation through the University of California, San Francisco (UCSF) and Stanford University School of Medicine.

Sonoma State University

2013–Present

Lecturer

Rohnert Park, California

Teaches undergraduate and graduate courses in developmental science across Psychology, Clinical Mental Health Counseling, Philosophy, Early Childhood Education, and the Hutchins School of Liberal Studies, with an emphasis on developmental science as the foundation of clinical reasoning. Courses include Child Development; Lifespan Development; Social and Emotional Development; Behavioral and Emotional Disorders of Childhood; Autism: Theory and Interventions; Psychology of Play; Psychology of Self-Discovery; Whole Lifespan Development; Families and Children in Diverse Societies; Infant and Toddler Mental Health; Heart of Wisdom: Compassion and the Good Life; and The Child in Question. Mentors students through service-learning, research supervision, and reflective practice in preparing future psychologists, counselors, and educators.

Recipient of the Excellence in Teaching Award from the School of Social Sciences (2025) and the Faculty Mentor Koret Scholar Award (2018) for the pilot study Cultivating Joint Attention for Parents and Their Toddlers with Autism Spectrum Disorder.

Previous Appointments

University College London, Institute of Child Health

2002–2015

Research Fellow; Senior Research Fellow; Senior Research Associate

London, United Kingdom

Promoted from Research Fellow (2002–2006) to Senior Research Fellow (2006–2013) and, following relocation to California, Senior Research Associate (2013–2015). Administered the ADOS-2 alongside standardized and novel assessments of play, social engagement, imitation, and parent-child interaction for children with and without autism spectrum disorder, integrating clinical evaluation with a sustained

program of research at UCL's Behavioral and Brain Sciences Unit examining social communication, symbolic play, joint attention, and parent-child interaction. Designed and directed externally funded studies, prepared grant applications, and supervised a research team including five undergraduate students, three master's students, and two doctoral candidates. Maintained an active publication program and secured externally funded research support across psychology, psychiatry, speech-language pathology, and developmental science. This integration of developmental assessment and research established the empirical foundation for the current approach to diagnostic evaluation, relationship-based intervention, and clinician education.

Research support during this period included:

- Foundation for Autism Research and Remediation — Research on Relationship Development Intervention (Principal Investigator; 2012–2015).
- Baily Thomas Charitable Fund — What's in a Name? Self-Awareness and Interpreting Communicative Intent among Children with Autism (Co-Investigator; 2010–2012).
- Baily Thomas Charitable Fund — Dialogic Aspects of Language Disability in Autism (Joint Investigator; 2006–2009).
- Relationship Development Research Institute — Change in Autism: Social and Cognitive Development in Children Receiving Treatment (Principal Investigator; 2005–2009).
- Wellcome Trust — The Relation between Social and Cognitive Inflexibility in Autism (Joint Investigator; 2005–2008).
- Nuffield Foundation — The Social Foundations of Pretend Play (Joint Investigator; 2007–2008).
- National Institutes of Health, R03 — Social and Cognitive Components of Play in Autism (Principal Investigator; 2005–2007).

Tavistock Clinic

2009–2013

Clinical Psychologist / Lecturer

London, United Kingdom

Provided psychological assessment and psychotherapy services for children and families affected by autism spectrum conditions within a multidisciplinary child and family mental health setting. Taught Research Design and Methods and Child, Community, and Educational Psychology to master's-level clinical trainees, supervised graduate research, and contributed to postgraduate clinician education. Held UK clinical licensure during this period as a Chartered Psychologist (British Psychological Society, Credential 237119) and Registered Practitioner Psychologist (Health & Care Professions Council, PYL28231).

Neuropsychology Center of Louisiana

2001–2002

Postdoctoral Clinical Associate

Baton Rouge, Louisiana

Completed advanced postdoctoral training in pediatric neuropsychology, providing neuropsychological assessment, differential diagnosis, and treatment planning for children presenting with autism, ADHD, developmental disabilities, and complex cognitive or neurological concerns. Collaborated with a Board Certified Behavior Analyst (BCBA) to develop and co-lead joint ABA–RDI intervention programs for children with autism.

Western Psychiatric Institute and Clinic, University of Pittsburgh

2000–2001

*Predoctoral Psychology Intern, APA-Accredited**Pittsburgh, Pennsylvania*

Completed an APA-accredited predoctoral internship with advanced clinical rotations in longitudinal outpatient psychotherapy, disruptive behavior disorders, autism research, developmental disabilities, psychiatric emergency and intake services, child and adolescent inpatient care, women's intensive outpatient services, infant and early childhood mental health, and community-based care. Conducted collaborative research under the mentorship of Nancy J. Minshew, M.D., resulting in three publications:

- An update on neurocognitive profiles in Asperger syndrome and high-functioning autism — Focus on Autism and Other Developmental Disabilities, 2002.
- Abstract reasoning in autism: A dissociation between concept formation and concept identification — Neuropsychology, 2002.
- Sensory sensitivities and performance on sensory perceptual tasks in high-functioning individuals with autism — Journal of Autism and Developmental Disorders, 2008.

CLINICAL EDUCATION, TRAINING & CONSULTATION**Certified ADOS-2 Trainer, Since 2005**

Organized and co-led 18 four-day ADOS/ADOS-2 trainings between 2005 and 2013 at University College London, the Tavistock Clinic, Guy's Hospital, and the Institute of Psychiatry, and has continued training and mentoring psychologists, psychiatrists, pediatricians, speech-language pathologists, occupational therapists, and other multidisciplinary clinicians since. Recent training has included the STAR Center for Autism Spectrum and Neurodevelopmental Disorders at the University of California, San Francisco, and Stanford University School of Medicine.

Consultation & Clinician Education

Extends this same clinical mentorship to consultation with physicians, educators, attorneys, and allied professionals on diagnostic clarification, developmental formulation, and coordination of care for complex neurodevelopmental and mental health presentations, and to continuing education, workshops, and clinician training across psychology, medicine, and allied health fields.

EDUCATION & CLINICAL TRAINING**Doctor of Philosophy (Ph.D.), Child Clinical Psychology**

University of Miami, 1996–2001

Dissertation: Neuropsychological Deficits, Social Information Processing, and Psychiatric Adjustment among Children with Asperger Syndrome

Dissertation Chair: Peter C. Mundy, Ph.D.

Doctoral research examined social cognition, social attribution, and psychiatric comorbidity in children with Asperger syndrome, published in Autism (2006). This work introduced themes of developmental relationships, social communication, and psychological functioning that have remained central to subsequent scholarship and clinical practice. Recipient of Commendations in All Content Areas on Doctoral Qualifying Examinations (2000).

Master of Science (M.S.), Child Clinical Psychology

University of Miami, 1998

Master's research examined infant social development and caregiver-child joint attention, published in *Social Development* (2000).

Bachelor of Arts (B.A.), Psychology and Philosophy

Florida Atlantic University, 1995 — two separate degrees, conferred concurrently

Undergraduate training combined psychology and philosophy with early research in autism, social cognition, and developmental psychology. Throughout this period, worked full-time as a behavioral therapist for children on the autism spectrum, with training in Applied Behavior Analysis (ABA), the Picture Exchange Communication System (PECS), activity and picture scheduling (PCDI), and TEACCH — the origin of thirty years of continuous clinical work with autistic individuals and families. Recipient of the Susan T. Dewar Memorial Award for Distinguished Psychology Student and the Caring Award for Outstanding Volunteer Service.

Selected Clinical Training

- Western Psychiatric Institute and Clinic: APA-accredited internship with rotations in child and adolescent psychiatry, developmental disabilities, autism, psychotherapy, psychiatric emergency services, and infant mental health.
- Neuropsychology Center of Louisiana: postdoctoral training in pediatric neuropsychological assessment and differential diagnosis.
- University of Miami: clinical practica in the Mailman Center for Child Development, Center for Autism and Related Disorders, Mood Disorders Program, Child, Adolescent, and Family Therapy Service, Couples Therapy Program, Developmental Screening Clinic, and Psychological Services Center.
- British Psychological Society Statement of Equivalence in Clinical Psychology: rotations in adult specialist learning disability services and community mental health services for older adults.

LICENSURE

- Licensed Clinical Psychologist, California Board of Psychology, PSY 28015

ADVANCED CREDENTIALS & SPECIALIZED TRAINING

- RDI® Certified Consultant
- Certified ADOS-2 Trainer
- EMDR Certified Therapist
- Certified KA-EMDR™ Practitioner
- EMDR Parent-Child & Attachment Specialist
- SPACE (Supportive Parenting for Anxious Childhood Emotions) Program Training
- Internal Family Systems (IFS), Level 1 Trained
- Certificate in Psychedelic-Assisted Therapies & Research, California Institute of Integral Studies

PROFESSIONAL CONTRIBUTIONS

Scholarship

Author or co-author of more than 30 peer-reviewed articles, book chapters, editorials, and invited scholarly works addressing developmental psychology and autism, including attachment, joint attention, symbolic play, parent-child interaction, co-occurring psychiatric conditions, sensory processing, social anxiety, and neurocognitive profiles. Representative publications are selected to illustrate continuity between developmental research and current clinical practice.

Hobson JA, Tarver L, Beurkens N, Hobson RP. Guided participation and parental tutoring in preschool children with autism: A pilot study of Relationship Development Intervention. *Psychoanalytic Inquiry*. 2022.

Larkin F, Hobson JA, Hobson RP, Tolmie A. Collaborative competence in dialogue: Pragmatic language impairment as a window onto the psychopathology of autism. *Research in Autism Spectrum Disorders*. 2017;43-44:27-39.

Larkin F, Geurin S, Hobson JA, Gutstein S. The Relationship Development Assessment – Research Version: Preliminary validation of a clinical tool and coding schemes to measure parent-child interaction in autism. *Clinical Child Psychology and Psychiatry*. 2015;20:239-260.

Hobson JA, Hobson RP, Cheung Y, Calo S. Symbolizing as interpersonally grounded shifts in meaning: Social play in children with and without autism. *Journal of Autism and Developmental Disorders*. 2015.

Hobson JA, Tarver L, Beurkens N, Hobson RP. The relation between severity of autism and caregiver-child interaction: A study in the context of Relationship Development Intervention. *Journal of Abnormal Child Psychology*. 2015.

DuBois J, Hobson RP, Hobson JA. Dialogic resonance in autism. *Cognitive Linguistics*. 2014;25:411-441.

Hobson JA, Hobson RP, Malik S, Bargiota K, Calo S. The relation between social engagement and pretend play in autism. *British Journal of Developmental Psychology*. 2013;31:114-127.

Beurkens NM, Hobson JA, Hobson RP. Autism severity and qualities of parent-child relations. *Journal of Autism and Developmental Disorders*. 2013;43:168-178.

Hobson RP, Hobson JA, Garcia-Perez R, Du Bois J. Dialogic linkage and resonance in autism. *Journal of Autism and Developmental Disorders*. 2012;42:2718-2728.

Vaughan Van Hecke A, Mundy P, Block JJ, Delgado CE, Parlade MV, Pomares YB, Hobson JA. Infant responding to joint attention, executive processes, and self-regulation in preschool children. *Infant Behavior and Development*. 2012;35:303-311.

Hobson JA, Bowler D. Editorial: The self in autism. *Autism*. 2010;14:387-390.

Hobson RP, Lee A, Hobson JA. Personal pronouns and communicative engagement in autism. *Journal of Autism and Developmental Disorders*. 2010;40:653-664.

Editorial & Peer Review Activities

Guest Editor, *Autism*, special issue: The Self in Autism (2010).

Reviewer for *Journal of Autism and Developmental Disorders*; *Autism*; *Autism Research*; *Development and Psychopathology*; *Cognitive Development*; *Interaction Studies*; and *European Journal of Developmental Psychology*.

Conference Presentations

Presented more than 60 posters and papers at national and international conferences between 1994 and 2019, including the International Meeting for Autism Research, the biennial meetings of the Society for

Research in Child Development, the International Congress on Autism, the International Conference on Infant Studies, and the International Neuropsychological Society. Invited presentations include keynote addresses at the International Congress on Autism (Monterrey, Mexico, 2010) and the Royal College of Psychiatrists Annual Meeting (London, 2008), and recurring invited talks at the University of Copenhagen and the Annual Conference on Relationship Development Intervention (Houston, TX).

Invited Professional Education

Develops and delivers continuing education, graduate instruction, workshops, conference presentations, keynote lectures, and clinician training throughout North America and Europe. Topics include comprehensive psychological assessment, autism and neurodevelopmental disorders, differential diagnosis, parent-child interaction, Relationship Development Intervention, neurodiversity-affirming care, trauma-informed psychotherapy, and clinical supervision. Selected invited collaborations include Stanford University School of Medicine; University of California, San Francisco; University College London; University of Copenhagen; Tavistock Clinic; Royal College of Psychiatrists; San Diego State University; Sonoma State University; University of Surrey Roehampton; University of Lancaster; Louisiana State University; and the University of Miami.

PROFESSIONAL AFFILIATIONS

- EMDR International Association (EMDRIA)
- California Association for Play Therapy (CalAPT)

Former

- International Society for Autism Research (INSAR)
- Society for Research in Child Development (SRCD)
- Association for Child Psychology and Psychiatry (ACPP)
- British Psychological Society
- Health & Care Professions Council, United Kingdom