

Postdoctoral Residency in Pediatric Neuropsychology



Kennedy Krieger Institute and
Johns Hopkins University School of Medicine
Baltimore, Maryland



Overview	1
Major Rotations: Primary Clinical Experiences	2
Department of Neuropsychology Core Training Supervisors	7
Weekly Training Opportunities	11
Neuropsychology Seminar Series	12
Professional Development Seminars	13
Clinical Research in the Neuropsychology Department	14
Recent Publications	15

Kennedy Krieger Institute Pediatric Neuropsychology Residency

Overview

The Department of Neuropsychology at Kennedy Krieger Institute offers postdoctoral residency training opportunities in pediatric neuropsychology. Through exposure to diverse patient populations in a variety of settings, we aim to develop clinical competencies that prepare graduating residents for board certification in clinical neuropsychology, and to practice competently in a wide range of settings.

The residency program at Kennedy Krieger endorses the Houston Conference guidelines for training in clinical neuropsychology. As such, we support board certification in clinical neuropsychology through the American Board of Professional Psychology (ABPP) as the standard of competency in clinical neuropsychology and as the scientist-practitioner model of training. As the Institute is a participating member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN), our two-year training program adheres to the APPCN guidelines for residency programs in clinical neuropsychology, and it participates in the APPCN residency matching program each year.

Residents spend approximately 70 percent of their time delivering clinical services and 30 percent on didactic learning and research experiences.

Our program offers clinical training experiences with a wide range of patient populations, from birth through young adulthood. Children and adolescents are served within diverse settings throughout the Institute, including at our outpatient specialty clinics, the Rehabilitation Continuum of Care and other interdisciplinary settings, such as Kennedy Krieger School Programs and the Center for Autism and Related Disorders.

Residents complete six four-month major rotations with experiences in our outpatient specialty clinics, the Rehabilitation Continuum of Care and additional interdisciplinary settings. The specific major rotations are described on the following pages.



"This residency is unique in that it provides such a wide array of training experiences and exposure to varied clinical populations. I believe that the level and quality of training I received at Kennedy Krieger have prepared me to work with patients at any level of functioning and to address even the most complex cases. It is impossible to quantify how much I learned in two years."

– Neuropsychology Resident

Major Rotations: Primary Clinical Experiences

OUTPATIENT SPECIALTY CLINICS

Residents gain experience in outpatient neuropsychological assessment by participating in outpatient specialty clinics. Through their involvement in the outpatient specialty clinics, residents gain experience serving individuals ranging in age from infancy to young adulthood with a wide range of acquired neurological conditions and neurodevelopmental disorders. As part of this experience, residents offer consultation to medical providers, school staff members and families, and are exposed to relevant special education law and its application within the field of pediatric neuropsychology. The specific outpatient specialty clinics are described below.

Congenital/Genetic Conditions

Residents conduct neuropsychological assessments of children and adolescents with a variety of developmental disorders. Patient populations include individuals with more commonly occurring neurologic conditions, such as hydrocephalus, Sturge-Weber syndrome, 22q deletion syndrome, cerebral palsy and spina bifida, as well as patients with rare genetic conditions and metabolic disorders. Providers in this clinic consult with several specialized clinics at Kennedy Krieger, including the Neurology and Neurogenetics Clinic.

Epilepsy/Brain Injury

Residents conduct outpatient neuropsychological evaluations of children with seizure disorders and those who have had neurological injuries. Evaluation types include presurgical, postsurgical and general epilepsy evaluations, as well as follow-up evaluations for individuals who are past the acute phase of recovery from neurological injury. Providers

in this clinic work closely with the pediatric epilepsy team at The Johns Hopkins Hospital (JHH) and the rehabilitation team at Kennedy Krieger to ensure comprehensive treatment planning and recommendations.

Executive Function Clinic

Residents conduct evaluations of children and adolescents with known or suspected neurodevelopmental, psychiatric and/or medical disorders that can be associated with executive dysfunction. Many of the individuals seen in this clinic have or are suspected of having attention-deficit/hyperactivity disorder (ADHD) and learning disorders. Participation in this clinic provides fellows with opportunities to learn about the development of executive function skills through early childhood and adolescence, common conditions associated with executive dysfunction across settings, special education law, and other school-specific information (e.g., multi-tiered systems of intervention).

Oncology

Residents conduct neuropsychological assessments of children and adolescents who are currently undergoing cancer treatment or have survived cancer. Primary patient populations include individuals treated for leukemia and brain tumors, who are typically referred by JHH's Pediatric Oncology Services and Survivorship Program. Evaluation types include preradiation and presurgical baseline assessments and mid- or post-treatment follow-up evaluations. Through assessments, rounds and attendance at the JHH weekly multidisciplinary pediatric neuro-oncology conference, residents gain knowledge of and experience with a variety of cancer presentations and treatment types.

"The commitment to teaching and training goes well beyond formal clinical activities and didactics. In daily interactions, the supervisors are intentional about fostering trainees' knowledge and skills in pediatric neuropsychology, yet are incredibly supportive and collegial. This creates a training environment that is highly enriching."

– Neuropsychology Resident





“One of the main things that attracted me to Kennedy Krieger’s neuropsychology program was the breadth and depth provided by the different rotations and the quality of training. Of course, I was also very excited about the research being done here.”

– Neuropsychology Resident

REHABILITATION CONTINUUM OF CARE

The Rehabilitation Continuum of Care (RCC) provides comprehensive interdisciplinary rehabilitation services to children and adolescents with brain and spinal cord injuries, cerebral palsy (primarily postorthopedic surgery) and other neurodevelopmental disabilities. Residents gain experience in both inpatient and outpatient settings within the RCC.

Inpatient Neurorehabilitation

Within this rotation, residents focus on evaluating and treating children with traumatic or acquired brain injuries who are admitted to the inpatient unit for neurorehabilitation. Residents are part of an interdisciplinary treatment team, and their responsibilities include conducting neuropsychological evaluations, offering education and recommendations to family and staff members, providing cognitive rehabilitation and supportive psychological services, and assisting with treatment and discharge planning. Residents also evaluate children with a range of other disorders who are admitted to the inpatient unit for a variety of medical concerns, including spinal cord injuries and chronic pain disorders.

Outpatient Neurorehabilitation

This outpatient neurorehabilitation experience provides the opportunity for the resident to be part of two interdisciplinary treatment teams within our RCC. Residents obtain experience in outpatient neurorehabilitation as part of two rotations. During one rotation, residents spend four days a week in a comprehensive day hospital setting (Specialized Transition Program). This rotation also includes one day every other week in an outpatient specialty clinic. During a

second rotation, residents spend one day a week in an interdisciplinary clinic (Concussion Clinic). This rotation also includes one day a week in an outpatient specialty clinic. These settings are described as follows:

Specialized Transition Program (STP):

STP is Kennedy Krieger Institute’s comprehensive rehabilitation day hospital. The program strives to transition children and adolescents undergoing intensive neurorehabilitation back into their homes, communities and schools. Working as part of an interdisciplinary treatment team, primarily with children and adolescents recovering from acquired brain injuries and managing chronic pain conditions, residents’ responsibilities include conducting comprehensive neuropsychological evaluations, providing consultation to families and the team, facilitating group-based intervention to adolescents managing chronic health conditions, and assisting with treatment and discharge planning. Based on interest, the resident may also provide individual and group-based psychological and neuropsychological interventions, including cognitive rehabilitation. Opportunities will also be available to work with children diagnosed with a wide range of complex neurodevelopmental disabilities.

Concussion Clinic: The Concussion Clinic is an interdisciplinary clinic that provides focused evaluation and management of mild traumatic brain injuries within a fast-paced clinic setting. Residents work as part of a clinic’s treatment team that includes neuropsychologists, physicians (neurologists or physical medicine and rehabilitation physicians), nurse practitioners and nurses. Residents play an active role

in decisions regarding returning to sports and other activities following injury, and collaborate with schools and athletic training staff members. Residents in this clinic will follow their patients from initial injury to recovery through serial assessments and consultations.

ADDITIONAL INTERDISCIPLINARY SETTINGS

Kennedy Krieger School Programs

Residents provide assessment and consultation in a nonpublic special education day school. Residents work in a nationally recognized school with students who have a variety of diagnoses and federal classifications, including autism spectrum disorder (ASD), learning disabilities, emotional and behavioral disorders, speech-language impairments, intellectual disabilities, and other health conditions, such as seizures and traumatic brain injuries. Learning opportunities include special education law and consultation/collaboration with educators and other related service providers in an interdisciplinary setting.

Center for Autism and Related Disorders (CARD)

Residents work within an interdisciplinary team of professionals in speech-language pathology, occupational therapy, social work and medicine to provide diagnostic clarification for children with ASD and various other complex medical and behavioral conditions. Residents also participate in independent neuropsychological evaluations and consult with providers, schools and therapists, both within the Institute and throughout the community. Exposure to treatment (e.g., social skills groups) and the Autism Diagnostic Observation Schedule-2 (ADOS-2) is also incorporated into the rotation. The center is a federally funded National Center of Excellence, with

research programs actively investigating early detection and intervention for ASD, standards of practice for ASD centers, sensory-motor functioning and a variety of other topics.

Minor Clinical Training

In addition to the major rotations, our program also offers minor rotations (up to one day a week) in specific areas chosen by the resident. Minor experiences can be used to broaden training experiences or provide more in-depth experience in one or two areas. Possible minor experiences are available in the following areas:

Focused Clinical Services: Residents train alongside faculty members who work closely with specialized pediatric populations (e.g., those with epilepsy, cancer or congenital heart disease).

Clinical Programs and Consultation Services: These programs provide residents with opportunities to work within a interdisciplinary treatment team providing neuropsychological evaluations, treatment and consultation (e.g., Center for Spina Bifida and Related Conditions, Brain Injury Follow-Up Clinic, Sickle Cell Neurodevelopmental Clinic, Infant Neurodevelopment Center).

Adult Neuropsychology: Residents train with rehabilitation neuropsychologists through the Johns Hopkins Department of Physical Medicine and Rehabilitation (with emphasis on assessment and treatment of individuals with brain injury, spinal cord injury, transplant, stroke and post-tumor resection) or with adult neuropsychologists in the Johns Hopkins Division of Medical Psychology (with emphasis on assessment and treatment of adult neuropsychiatric conditions, dementia and epilepsy).

Sample Schedule of Major Rotations for Incoming Fellows

Fellow	Year 1			Year 2		
	Sept.-Dec.	Jan.-Apr.	May-Aug.	Sept.-Dec.	Jan.-Apr.	May-Aug.
1	Outpatient Specialty Clinics	School Programs/ Outpatient	Inpatient Neurorehab	CARD	Concussion/ Outpatient	STP/ Outpatient
2	Concussion/ Outpatient	CARD	School Programs/ Outpatient	Inpatient Neurorehab	STP/ Outpatient	Outpatient Specialty Clinics
3	School Programs/ Outpatient	Outpatient Specialty Clinics	CARD	STP/ Outpatient	Inpatient Neurorehab	Concussion/ Outpatient

Research: Trainees may participate in ongoing research projects involving neurobehavioral assessment of children with central nervous system dysfunction.

Supervision and Evaluation

Postdoctoral residents receive supervision both individually (two hours minimum per week) and in group format (two hours minimum per week). Primary supervision is provided by licensed psychologists with specialty training in clinical neuropsychology, seven of whom are board-certified in clinical neuropsychology through the American Board of Professional Psychology. Group supervision focuses on presenting cases, demonstrating new assessment techniques, and reviewing current research and methods. Each resident's major rotation supervisor evaluates his or her progress every three months and provides written feedback every six months.

Interdisciplinary Training

Support from the Maternal and Child Health Bureau's LEND (Leadership Education in Neurodevelopmental and Related Disabilities) program has allowed us to create and maintain an interdisciplinary training model. Neuropsychology residents are part of the LEND program, which includes pediatrics, social work, occupational and physical therapy, speech-language pathology, nutrition, neurology, physiatry, psychiatry, education and audiology. Our residents also actively participate in a structured series of interdisciplinary seminars, rounds and clinics. To ensure comprehensive interdisciplinary training, all trainees complete an individualized training plan (ITP).

Didactic Experiences

Neuropsychology trainees participate in a wide range of didactic seminars and grand rounds, both at Kennedy Krieger Institute and through the Johns Hopkins University School of Medicine and the Johns Hopkins Bloomberg School of Public Health. Primary didactic training in pediatric neuropsychology is achieved through a weekly series of seminars, including:

- Neuropsychology Seminar
- Professional Development Series
- Neuropsychology Case Conference
- Pediatric Neurology Grand Rounds

See our list of weekly training opportunities and the schedule of neuropsychology seminars and professional development events on pages 11–13 for details.

Research

Postdoctoral residents are provided with opportunities to participate in or develop their own research projects within the fields of neuropsychology or neurodevelopmental disabilities. While our fellowship is primarily a clinical experience, residents also have the opportunity to present research at national and international meetings, and most have at least one national presentation and one peer-reviewed paper in press by the end of the residency. Research opportunities are available through the mentorship of faculty members and researchers throughout the Kennedy Krieger and Johns Hopkins research community.

See the list of recent publications and descriptions of core faculty members for details on current research opportunities.

Administrative Structure

Dr. Beth Slomine is the Director of Training for the postdoctoral residency program in pediatric neuropsychology. The postdoctoral program is based in the Department of Neuropsychology. Drs. Cynthia Salorio and Alison Prichard are the department's Co-Directors. Dr. Lisa Jacobson is the Director of Research. Dr. Beth Slomine also serves as the Senior Psychologist and oversees psychology training in the Department of Neuropsychology, Center for Autism and Related Disorders, Psychiatric Mental Health Program and the Center for Child and Family Traumatic Stress. Dr. Miya Asato is the Vice President of Training and directs the nationally recognized Maternal and Child Health Leadership Education in Neurodevelopmental and Other Related Disabilities (LEND) Program at the Institute, which provides graduate level, interdisciplinary training to clinicians with an interest in neurodevelopmental disabilities.

All training supervisors in the pediatric neuropsychology postdoctoral training program have extensive clinical experience in pediatric neuropsychology. Most of our core training supervisors hold academic faculty appointments through either the Department of Psychiatry and

Behavioral Sciences or the Department of Physical Medicine and Rehabilitation at the Johns Hopkins University School of Medicine.

Fostering Leadership

The postdoctoral residency is designed to create leaders in the field of neuropsychology. Through didactic learning opportunities and clinical experiences, our residents acquire valuable skills in evidence-based best practices, independent research, teaching, supervision, advocacy and training.

Residents present at Institute-sponsored seminars and at local, national and international conferences. All residents participate in teaching and training activities within the Department of Neuropsychology. Residents also receive exposure to supervision of graduate students and doctoral interns.

Benefits

The neuropsychology residency training period begins each year on Sept. 1. The stipend for first-year residents is consistent with NIH's National Research Service Award doctoral stipend levels. Residents receive appointments through the Johns Hopkins University School of Medicine. Kennedy Krieger Institute provides individual health insurance benefits. Spouse and family coverage is also available. In addition, Johns Hopkins Medicine University Health Services offers comprehensive ambulatory medical care for residents and their dependents, with services provided by faculty and professional staff members. Residents are entitled to 10 vacation days, in addition to the eight annual holidays observed at the Institute. Support for travel and

professional conferences is provided. All residents are given individual office space, including a computer with online access to The Johns Hopkins University's medical library system and online full-text access to university journal subscriptions. A full range of scoring programs, dictation software and statistical packages is maintained in the Department of Neuropsychology.

Visit [KennedyKrieger.org/Neuropsych-Training](https://www.kennedykrieger.org/Neuropsych-Training) for more information about Kennedy Krieger Institute's Pediatric Neuropsychology Residency Program and application guidelines.

About Kennedy Krieger

In 1967, Kennedy Krieger Institute became the nation's first University Affiliated Program (now known as University Centers for Excellence in Developmental Disabilities, Education, Research, and Service, or UCEDD). It serves today as a model for similar programs throughout the country. It is affiliated with The Johns Hopkins University and is located close to the Johns Hopkins medical campus in downtown Baltimore, Maryland.

Licensed for 70 inpatient beds and with more than 55 outpatient specialty clinics, Kennedy Krieger serves as a training and research center for hundreds of healthcare providers, including physicians, psychologists and allied health professionals. We take an interdisciplinary team approach to diagnosing and treating complex neurological disorders and neurodevelopmental disabilities.

All clinical residency rotations occur within the hospital, in Kennedy Krieger School Programs, or at The Johns Hopkins University's medical campus, which houses a variety of outpatient clinics.



"The variety of training opportunities along the Rehabilitation Continuum of Care is one aspect that I believe sets this fellowship apart from the others. And it's clear by the number of board-certified clinical neuropsychologists in the department that the emphasis is on providing the highest quality training in clinical neuropsychology."

– Neuropsychology Resident

Department of Neuropsychology

Core Training Supervisors

Fern Baldwin, PhD

Neuropsychologist, Center for Autism and Related Disorders
BaldwinF@KennedyKrieger.org



Dr. Baldwin provides supervision for postdoctoral residents during their rotation through the Center for Autism and Related Disorders. She provides comprehensive neuropsychological evaluations both individually and as part of

interdisciplinary teams for children and adolescents with a prior diagnosis of ASD or a question of ASD. Within the ASD population, her interests include complex psychiatric presentations as well as the cognitive-behavioral phenotypes of common comorbid genetic disorders.

Carolyn Caldwell, PhD

Neuropsychologist, Department of Neuropsychology
CaldwellC@KennedyKrieger.org

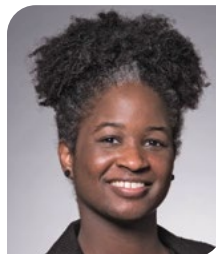


Dr. Caldwell provides training and supervision for doctoral students and postdoctoral residents. She is the primary supervisor for postdoctoral residents in the interdisciplinary Concussion Clinic, part of the Rehabilitation Continuum of Care at

Kennedy Krieger Institute. Dr. Caldwell provides clinical neuropsychological services through the Department of Neuropsychology's outpatient specialty clinics, and currently coordinates the Congenital/Genetic Conditions Clinic. She also provides outpatient neuropsychological evaluations through the Epilepsy/Brain Injury and Infants, Toddlers and pre-School Years clinics. In addition, Dr. Caldwell is a member of the multidisciplinary Craniofacial Clinic team at The Johns Hopkins Hospital. Her primary research interests include neuropsychological outcomes following pediatric brain injuries across the range of injury severity, performance validity measures, reliable change methodology, and evaluating the impact of sleep following pediatric brain injury.

Alicia Cannon, PhD, ABPP

Neuropsychologist, Department of Neuropsychology
CannonA@KennedyKrieger.org



Dr. Cannon provides training and supervision for postdoctoral residents. She provides neuropsychological assessments for children and adolescents with a range of congenital and neurodevelopmental disorders, including neurofibromatosis,

tuberous sclerosis complex, cerebral palsy and spina bifida. Dr. Cannon also evaluates children with acquired neurological disorders, including traumatic brain injury and encephalitis. She has expertise in assessment of children with a history of cerebrovascular accidents in the context of prematurity or hematological disorders, such as sickle cell disease. Dr. Cannon provides services in the outpatient Department of Neuropsychology and in the interdisciplinary Sickle Cell Neurodevelopmental Clinic. Research interests include predicting neurocognitive risk and outcomes in children with sickle cell disease, adaptive functioning, and use of a tiered assessment approach to increase access to services and outcomes for underserved populations.

Emma Cole, PhD, ABPP-SP, NCSP

Neuropsychologist, Department of Neuropsychology
and Kennedy Krieger School Programs
Instructor in Psychiatry and Behavioral Sciences
ColeEM@KennedyKrieger.org



Dr. Cole supervises the training of neuropsychology postdoctoral residents within Kennedy Krieger School Programs. She is a credentialed school psychologist and has worked as a school psychologist in multiple public school districts, and

as a pediatric neuropsychologist in an outpatient hospital setting. She primarily oversees the neuropsychology services at Kennedy Krieger's four schools, which serve students from 5 to 21 years old. In her role, Dr. Cole provides special education (SPED) team-initiated assessments to students with a wide array of emotional, behavioral, neurodevelopmental, medical and genetic conditions. She also completes outpatient evaluations through the Department of Neuropsychology. She has expertise in special education law, the assessment of children for educational services, the assessment of lower functioning and/or behaviorally disruptive children, and the transition of students with disabilities to postsecondary settings. Her research interests include factors affecting postsecondary outcomes for students with disabilities and the development of advocacy skills in students with disabilities.

Lisa Jacobson, PhD, ABPP

Director, Informatics and Research Data Governance
Director of Research, Department of Neuropsychology
Associate Professor of Psychiatry and Behavioral Sciences
Jacobson@KennedyKrieger.org



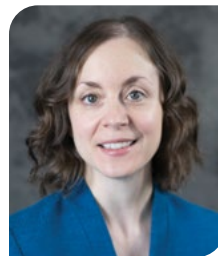
Dr. Jacobson coordinates the Oncology Clinic within the department's outpatient specialty service, and is a primary supervisor for postdoctoral residents within this clinic. Dr. Jacobson's research interests include characterizing how

the developing executive functions of children interact with their developmental contexts at home and school to influence brain development and neurobehavioral functioning.

Her research interests include disorders affecting executive function (e.g., ADHD, spina bifida, cancers and cancer treatment) and children at risk for developing executive dysfunction. She is developing clinical screening tools for identifying children with neurocognitive difficulties, which can be used as part of typical medical care visits for specific clinical populations. She also has a funded project partnering with cancer survivors, their families and other stakeholders to examine factors influencing the transition back to full-time schooling after treatment. She has collaborated on Institute projects examining response variability in children with ADHD, characteristics of attentional disorders in referred children, influences of working memory and response variability on reading fluency in ADHD, executive function in patients with spina bifida, and validation of the Kennedy Krieger Independence Scales' Spina Bifida (KKIS-SB) and Sickle Cell Disease (KKIS-SCD) versions.

Megan Kramer, PhD, ABPP

Neuropsychologist, Department of Neuropsychology
Associate Training Director, Doctoral Internship Training
Program in Behavioral Psychology and Neuropsychology
Assistant Professor of Psychiatry and Behavioral Sciences
KramerM@KennedyKrieger.org



Dr. Kramer provides training and supervision to doctoral interns and postdoctoral residents. She serves as associate director of training for Kennedy Krieger's Doctoral Internship Training Program in Behavioral Psychology and

Neuropsychology. Dr. Kramer provides mentorship to psychologists at the Institute who are pursuing board certification. She provides clinical neuropsychological services to children throughout Kennedy Krieger's Rehabilitation Continuum of Care, and primarily works on the inpatient neurorehabilitation unit. She has a clinical interest in evidence-based cognitive rehabilitation interventions. Dr. Kramer's research interests involve measuring and predicting outcomes across the range and severity of pediatric acquired brain injury.

Ifigenia Mougianis, PhD

Psychologist, Department of Neuropsychology
and Fairmount Rehabilitation Programs
Mougianis@KennedyKrieger.org

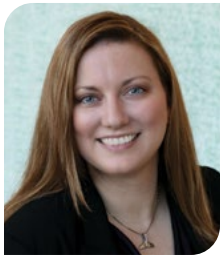


Dr. Mougianis provides training and supervision to neuropsychology postdoctoral fellows in the specialized transition program. She provides clinical intervention services to youth and young adults with chronic pain and health

conditions, as well as to youth and adolescents recovering from a wide range of acquired brain injuries. Dr. Mougianis' additional areas of expertise include gender affirming treatment for transgender and non-binary individuals, and the overlap of LGBTQ identity and chronic pain. She has worked with the entire life span in community-based interdisciplinary health settings across the country, and both her clinical and research interests focus on reducing health disparities.

Danielle Ploetz, PhD, ABPP

Neuropsychologist, Department of Neuropsychology
and Fairmount Rehabilitation Programs
Ploetz@KennedyKrieger.org



Dr. Ploetz provides training and supervision for doctoral students and postdoctoral residents. She provides neuropsychological assessments for children and adolescents recovering from a wide range of acquired brain injuries,

including concussions, moderate to severe traumatic brain injury, cerebrovascular accidents and brain tumors. She also evaluates children with other congenital, acquired and neurodevelopmental disorders, including cerebral palsy, epilepsy, spina bifida, spinal cord injuries, chronic pain and ADHD. Research interests include performance and symptom validity testing in pediatric populations, as well as evaluating neuropsychological outcomes following pediatric brain injury.

Shruti Rane, PhD

Neuropsychologist, Department of Neuropsychology
Rane@KennedyKrieger.org



Dr. Rane provides training and supervision to neuropsychology doctoral students and postdoctoral fellows. She also provides clinical neuropsychological services to pediatric cancer survivors. Dr. Rane's additional areas of expertise include

assessment of children and adolescents diagnosed with epilepsy as well as neurodevelopmental disorders. She sees patients in the Department of Neuropsychology's outpatient clinics. Dr. Rane has worked overseas as a neuropsychologist and is interested in cross-cultural neuropsychology.

Cynthia Salorio, PhD, ABPP

Co-Director, Department of Neuropsychology
Associate Professor of Physical Medicine
and Rehabilitation
Associate Professor of Psychiatry and Behavioral Sciences
Salorio@KennedyKrieger.org



Dr. Salorio provides clinical neuropsychological services as well as training and supervision for postdoctoral residents through the outpatient Epilepsy and Acquired Brain Injury clinic.

Dr. Salorio's research focuses on factors that impact cognitive, emotional, behavioral, functional and quality of life outcomes in children with a variety of acquired and congenital disorders. She currently serves as the Co-Director of the Behavioral Phenotyping Core of Kennedy Krieger Institute's IDDRC (Intellectual and Developmental Disabilities Research Center). Recent publications have examined predictors of outcomes in children with epilepsy, neurodevelopmental outcomes after early exposure to anesthesia, neurobehavioral outcomes after extracorporeal membrane oxygenation (ECMO), and measurement of change in children participating in intensive interdisciplinary rehabilitation programs.

Beth Slomine, PhD, ABPP

Director of Training and Director of Rehabilitation
Neuropsychology, Department of Neuropsychology
Co-Director, Center for Brain Injury Recovery
Professor of Psychiatry and Behavioral Sciences
Professor of Physical Medicine and Rehabilitation
Slomine@KennedyKrieger.org



Dr. Slomine directs the neuropsychology training program for postdoctoral residents, doctoral interns and doctoral externs at Kennedy Krieger. In addition, she oversees neuropsychological services throughout the Rehabilitation Continuum of Care. She also directly supervises postdoctoral residents and doctoral interns in providing comprehensive clinical neuropsychology and rehabilitation psychology services to inpatients. She co-directs the Center for Brain Injury Recovery, which houses the Institute's brain injury programs. She also oversees clinical and academic affairs for psychologists in the Department of Neuropsychology, Department of Psychiatry, Center for Autism and Related Disorders, Center for Child and Family Traumatic Stress, and Kennedy Krieger School Programs. She has held multiple leadership roles in national neuropsychology and rehabilitation psychology organizations.

Dr. Slomine's research focuses on neuropsychological outcomes following pediatric brain injury. She has authored more than 80 peer-reviewed research publications and 10 book chapters, and has edited a book on cognitive rehabilitation in children. She developed a measure, the Cognitive and Linguistic Scale, to track recovery following pediatric brain injury in an inpatient rehabilitation setting. She is currently a co-investigator for an NIH-funded study examining subtle motor functioning and functional connectivity in mild traumatic brain injury. She has actively mentored postdoctoral residents and junior faculty members in research, resulting in numerous presentations and publications.

Ericka Wodka, PhD, ABPP

Clinical Director, Center for Autism and Related Disorders
Associate Professor of Psychiatry and Behavioral Sciences
Wodka@KennedyKrieger.org



Dr. Wodka is the Clinical Director at the Center for Autism and Related Disorders and a Board Certified Neuropsychologist, with subspecialty certification in Pediatric Neuropsychology. She is the primary supervisor for the postdoctoral residency in neuropsychology at the Center for Autism and Related Disorders. Professional affiliations include serving on the

editorial board for *Pediatric Psychology and Archives of Clinical Neuropsychology*, and she is an Associate Editor for *Neuropsychology Review*. Her research interests include examining motor development, attention and other aspects of higher-order cognitive processes in neurodevelopmental disorders, particularly ASD. She is the site principal investigator on a national study examining the genetic causes of ASD, and a collaborator on an externally funded project examining motor functioning and imitation in ASD. She has also presented and published findings related to the relationship between attention and sensory functioning in ASD, as well as language outcomes for children with ASD and severe language delays. Other research interests include examining differences in children with ASD, with and without comorbidities (e.g., anxiety, ADHD, aggression).

T. Andrew Zabel, PhD, ABPP

Assistant Vice President of Clinical Research
and Quality Improvement
Associate Professor of Psychiatry and Behavioral
Sciences
ZabelA@KennedyKrieger.org



Dr. Zabel is the assistant vice president of clinical research and quality improvement at Kennedy Krieger. He is also a board-certified neuropsychologist who supervises trainees at the postdoctoral level. Professional affiliations include serving on the editorial boards of *Assessment* and *The Clinical Neuropsychologist*, as well as the advisory boards for the Spina Bifida Association and the Hydrocephalus Association. Dr. Zabel's clinical specialization includes the adaptive and neuropsychological functioning of individuals with congenital and acquired disorders of the brain's white matter. Specific areas of expertise include persons with hydrocephalus, spina bifida, Sturge-Weber syndrome and cerebral palsy. Within Kennedy Krieger, Dr. Zabel and his collaborators have focused on using clinically obtained data to examine and improve the quality of clinical neuropsychological services. Recent efforts have focused on patient triage, correct "dosing" of neuropsychological care, and utilization of targeted evaluation models.

Weekly Training Opportunities

TUESDAY

- 7:30–8:30 a.m. PNO Rounds (Neuro-Oncology/Neurosurgery Rounds)
- 8:30–10 a.m. EMU Rounds (JHH Epilepsy Monitoring Unit Multidisciplinary Rounds)
- 9–10:30 a.m. Kennedy Krieger Institute Core Course Interdisciplinary Seminar in Developmental Disabilities
- 11 a.m.–12 p.m. Pediatric Neuropsychology Case Conference
- 3–4 p.m. Johns Hopkins Medical Psychology Seminar
- 4–5 p.m. Neuropsychology Seminar

WEDNESDAY

- 8–9 a.m. Johns Hopkins Pediatric Neurology Grand Rounds
- 4–5 p.m. Psychology Professional Development Seminar

THURSDAY

- 2–3 p.m. Neuro-PICU Rounds (Neurology-Pediatric Intensive Care Unit Rounds)

FRIDAY

- 1–2 p.m. Neurosciences Intensive Care Nursery Rounds

WEEKLY

Each neuropsychology rotation and clinic has selected case/teaching rounds.

MONTHLY

- 12–1 p.m. Kennedy Krieger Institute Grand Rounds (second Tuesdays)

“One thing I can say is that my training at Kennedy Krieger Institute has prepared me to think outside of the box, consider all possibilities, search for information when I’m unsure and consult when necessary. There have been moments when I have been surprised by the knowledge I have stored in my head somewhere, and I know that much of that knowledge came from my training at Kennedy Krieger. I greatly miss didactics and having that knowledge poured into me, but I am thankful that I learned when and how to seek information independently.”

– Neuropsychology Resident



Neuropsychology Seminar Series

Sample Schedule of Seminar Series		
DATE	TOPIC	SPEAKER
Sept. 7	Becoming a Neuropsychologist in 2021	Beth Slomine, PhD, ABPP
Sept. 14	Room to Grow Conference – No Seminar	
Sept. 21	Early Brain Development	Gwendolyn Gerner, PsyD
Sept. 28	Learning and Memory	Jackson Gray, PhD
Oct. 5	Psychometrics Review	Andrew Zabel, PhD, ABPP
Oct. 12	Attention and Executive Functioning	Samuel Eckrich, PhD
Oct. 19	Language and Auditory System	Kathryn Ritchie, PhD
Oct. 26	Functional Neuroanatomy and Neurobehavioral Syndromes	Rachel Peterson, PhD
Nov. 2	Neurological Exam	Jessica Klein, MD
Nov. 9	Vasculature	Alicia Cannon, PhD, ABPP
Nov. 16	Neuropsychology of Emotion	1st Year Post-Doc – TBD
Nov. 23	Motor System	1st Year Post-Doc – TBD
Nov. 30	Pediatric Neuroimaging	Melike Guryildirim, MD
Dec. 7	Visual System and Perception	1st Year Post-Doc – TBD
Dec. 14	Concussion	Gray Vargas, PhD
Dec. 21	No Seminar	

Professional Development Seminars

Sample Schedule of Development Seminar Series		
DATE	TOPIC	SPEAKER
Sept. 8	Ice Breakers Pandemic Drives Progress? Pediatric Neuropsychological Assessment 1½ Years into Telehealth	Alison Pritchard, PhD, ABPP
Sept. 15	Welch Medical Library Resources	Elisheva Wecker, MLS
Sept. 22	State of Maryland School Systems and Recommendations for Reports	Lisa Carey, MA; Julie Gardner, MA
Sept. 29	Project Heal and Legal Updates Related to Covid-19	Maureen Van Stone, Esq.
Oct. 6	Board Examination Process and Fact Finding Introduction	Beth Slomine, PhD, ABPP
Oct. 13	Psychometric Considerations for Culturally & Linguistically Diverse Children	Emily Duggan, PhD
Oct. 20	Transition Planning for Students with Disabilities	Alyssa Thorn, Esq.; Mallory Legg, Esq.
Oct. 27	Billing and Insurance	Kelly Jones PhD, ABPP
Nov. 3	EPPP/Licensure	Samuel J. Eckrich, PhD; Kathryn Ritchie, PhD; Jackson Gray, PhD; Maura Collins, PsyD; Rod Salgado, PhD
Nov. 10	Neurodevelopmental Disorders & Law Enforcement	Elizabeth Benevides, BA
Nov. 17	Introduction to Forensic Neuropsychology: Concepts, Roles, and Conduct	Jack Spector, PhD
Nov. 24	THANKSGIVING – NO SEMINAR	
Dec. 1	Fact Finding	2nd Year Fellow #1 to bring case (Dr. Ritchie)
Dec. 8	How to Construct a Job Talk	Calliope Hollingue, MPH, PhD; Danielle Wexler, PhD; Rachel Peterson, PhD, NCSP; Rowena Ng, PhD
Dec. 15	Professional and Ethical Issues Dealing with Adverse Counsel and Opposing Experts	Jack Spector, PhD
Dec. 22	Branding and Marketing: Considerations for the Postdoc/Job Market	Rachel Peterson, PhD; Rowena Ng, PhD; Shalena Heard, PhD; Emma Cole, PhD
Dec. 29	WINTER BREAK – NO SEMINAR	

Clinical Research in the Neuropsychology Department

Overview

The Neuropsychology Department boasts a robust clinical research program, offering many opportunities for trainee involvement in research.

Faculty members in the Neuropsychology Department are engaged in research projects funded by national organizations such as the National Institutes of Health (NIH) and the Patient Centered Outcomes Research Institute (PCORI), and by local and national foundations. These studies engage collaborators across KKI, Johns Hopkins and external sites, and cover a very broad range of topics, but all are in the service of understanding and managing the neurodevelopmental conditions that affect children. These ongoing projects often represent rich research opportunities for trainees.

In addition, faculty and staff in the Neuropsychology Department participate in clinical research and quality improvement projects that make use of the Department's

extensive clinical database, housing neuropsychological test scores, demographic data and other clinical information for tens of thousands of our pediatric patients. Trainees frequently initiate or are involved in projects that make use of these data, often presenting their findings at conferences or in the form of manuscripts in peer-reviewed journals. See the Department Publications list for examples of publications with recent trainees.

In addition to these opportunities to be involved in specific research projects, the Department hosts a weekly Journal Club in which faculty, staff and trainees discuss a preselected journal article's content and methodological merits. Monthly, the Department also hosts Discovery Rounds, in which members of the Department share ideas and questions, build collaboration around information/data use, and generate evidence-based ways to provide even better care to our patients.

"What initially drew me to Kennedy Krieger Institute was the comprehensive training available through the major rotations, the ability to supplement and individualize experiences through the minor rotations, and the excellent and knowledgeable supervisors. I have also been impressed by how open the faculty has been to involving fellows in both existing and new research projects. The variety of experiences, perspectives and training support at Kennedy Krieger Institute has been invaluable to my development as a pediatric neuropsychologist."

– Neuropsychology Resident



Recent Publications

2017 to present

PEER-REVIEWED ARTICLES:

(Supervising faculty in purple; residents in green)

Rodgin, S., Suskauer, S. J., Chen, J., Katz, E., Davis, K. C., **Slomine, B. S.** (2021). Very Long-Term Outcomes in Children Admitted in a Disorder of Consciousness After Severe Traumatic Brain Injury. *Archives of Physical Medicine and Rehabilitation*, 102(8), 1507-1513. doi: 10.1016/j.apmr.2021.01.084.

Von Buttlar, A. M., **Zabel, T. A.**, Pritchard, A. E., Cannon, A. D. (2021). Concordance of the Adaptive Behavior Assessment System, second and third editions. *Journal of Intellectual Disability Research*, 65(3), 283-295. doi: 10.1111/jir.12810. Epub 2021 Jan 6. PMID: 33404084; PMCID: PMC8218243.

Hewitt, K. C., **Rodgin, S.**, Pritchard, A. E., Loring, D., & **Jacobson, L. A.** (2020). Transitioning to telehealth neuropsychology service: Considerations across adult and pediatric care settings. *The Clinical Neuropsychologist*, 34(7-8), 1335-1351. doi: 10.1080/13854046.2020.1811891

Zabel, T. A., **Rao, R.**, **Jacobson, L. A.**, Pritchard, A., Mahone, E. M., & Kalb, L. (2020). An abbreviated WISC-5 model for identifying youth at risk for intellectual disability in a mixed clinical sample. *The Clinical Neuropsychologist*. <https://doi.org/10.1080/13854046.2020.1797175>

Shishido, Y., Mahone, E. M., & **Jacobson, L. A.** (2020). Investigation of the clinical utility of the BRIEF2 in youth with and without intellectual disability. *Journal of the International Neuropsychological Society*, 1-9. doi:10.1017/S1355617720000636

Suskauer, S. J., **Rane, S.**, Reesman, J., & **Slomine, B. S.** (2018). Caregiver-report of symptoms following traumatic brain injury in a small, clinical sample of preschool-aged children. *Journal of Pediatric Rehabilitation Medicine*, 11(1), 7-14.

Jones, K. E., **Jacobson, L. A.**, & Tarazi, R. (2017). The Kennedy Krieger Independence Scales-Sickle Cell Disease: Executive components of transition readiness. *Rehabilitation Psychology*, 62(3), 249-257.

BOOK CHAPTERS:

(Supervising faculty in purple; residents in green)

Shishido, Y., & **Zabel, T. A.** (in press). Pediatric Conditions with Hydrocephalus. In Beauchamp, Peterson, Ris, Taylor & Yeates (Eds.), *Pediatric Neuropsychology* (3rd ed.).

Slomine, B. S., & **Jones, K.** (2019). Pediatric Acquired Conditions. In T. Elliott, L. Brenner, S. A. Reid-Arndt, R. G. Frank & B. Caplan (Eds.), *Handbook of Rehabilitation Psychology* (3rd ed.). Washington, D.C.: American Psychological Association.

ABSTRACTS AND PRESENTATIONS:

(Supervising faculty in purple; residents in green)

Semerjian, C. H., Ruble, K., Paré-Blagoev, J., & **Jacobson, L. A.** (2020). My child didn't want to be different: Investigating caregiver perceptions of psychosocial challenges with schooling after diagnosis and treatment in survivors of childhood cancer [Abstract]. *Journal of the International Neuropsychological Society*, 23(S1).

Shishido, Y., Mahone, E. M., & **Jacobson, L. A.** (2020). Do children with and without intellectual disability (ID) differ in executive behavior? Investigation of the clinical utility of the BRIEF2 in children with ID [Abstract]. *Journal of the International Neuropsychological Society*, 23(S1).

Sudikoff, E., Day, A., & **Salorio, C.** (2020). The role of executive function in adaptive skills in children with epilepsy [Abstract]. *Journal of the International Neuropsychological Society*, 23(S1).

Clawson, A., Brown, M., Hill, K., Kravulski, M., Moore, L., Turlington, P., & **Ploetz, D.** (2019). Neurodevelopmental Profiles and Rehabilitation Outcomes in Beta-propeller Protein-Associated Neurodegeneration: Early Intervention Benefits. *Journal of the International Neuropsychological Society*, 25(S1), 225. doi:10.1017/S1355617719000663

Rao, R., **Jacobson, L. A.**, Offermann, E., Baroni, M., Pritchard, A. E., Kalb, L., & **Zabel, T. A.** (2018). Do We Really Need to Give All of the WISC-5 Subtests? [Abstract]. *The Clinical Neuropsychologist*, 32(4), 623.

Salama, C. H., Norris, T., **Slomine, B.**, Suskauer, S., & **Salorio, C. F.** (2017). The relationship between the neurological predictor Scale and functional outcomes in children with brain tumor following inpatient rehabilitation [Abstract]. *Journal of the International Neuropsychological Society*, 23(S1), 92.

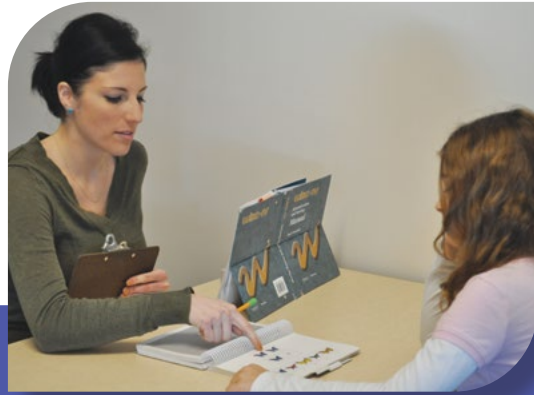
Williams, B. L., Stephan, C., Pritchard, A. E., Jones, E., **Jacobson, L. A.**, & **Zabel, T. A.** (2017). Combined parent and teacher ratings of academic functioning predict performance on math and reading measures [Abstract]. *The Clinical Neuropsychologist*, 31(4), 775.

COMMUNITY PRESENTATIONS:

(Supervising faculty in purple; residents in green)

Ludwig, N. N., **Rao, R.**, & **Zabel, A.** (2018, July). *A Family Friendly Guide to Psychological Assessment* [Community presentation]. University of Maryland, Baltimore Training Institutes, Washington, D.C.

Rao, R., **Ludwig, N. N.**, & **Zabel, A.** (2018, March). *A Family Friendly Guide to Psychological Assessment* [Community presentation]. Family Leadership Institute, Maryland Coalition of Families, Baltimore, Maryland.



For more information, visit KennedyKrieger.org/Neuropsych-Training or call 443-923-9400.