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.

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.

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.

“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
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’s comprehensive rehabilitation day hospital. The program strives to transition children and adolescents undergoing intensive neurorehabilitation back into their homes, communities and schools.

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.

“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
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 and 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 an 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).

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

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<tr>
<th>Sample Schedule of Major Rotations for Incoming Fellows</th>
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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, eight of whom are board-certified in clinical neuropsychology through the American Board of Professional Psychology. Five supervisors have additionally obtained subspecialty certification in Pediatric Clinical Neuropsychology. 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 Leadership Education in Neurodevelopmental and Related Disabilities (LEND) 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, psychiatry, psychology, 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 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. Megan Kramer 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 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 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.

For more information, visit KennedyKrieger.org/Neuropsych-Training or call 443-923-9400.
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 the National Institutes of Health’s (NIH) National Research Service Award doctoral stipend levels. Residents receive appointments through the Johns Hopkins University School of Medicine. Kennedy Krieger provides individual health insurance benefits. Spousal 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 15 vacation days a year, 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 for more information about Kennedy Krieger’s Pediatric Neuropsychology Residency Program and application guidelines.

About Kennedy Krieger

In 1967, Kennedy Krieger 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
Carolyn Caldwell, PhD  
Neuropsychologist, Department of Neuropsychology  
CaldwellC@KennedyKrieger.org

Dr. Caldwell is the primary supervisor for postdoctoral residents in the interdisciplinary Concussion Clinic, part of the Rehabilitation Continuum of Care at Kennedy Krieger. Dr. Caldwell is also a primary supervisor for the Congenital/Genetic Conditions Outpatient Major Rotation. She provides clinical neuropsychological services through the Department of Neuropsychology's outpatient specialty clinics, including the Congenital/Genetic Conditions Clinic and the Assessment Services in neuroPsychology for Initial and Return Evaluations (ASPIRE) Clinic, which she currently coordinates. Dr. Caldwell also provides outpatient neuropsychological evaluations through the interdisciplinary Infant Neurodevelopment Center (INC). In addition, Dr. Caldwell is a member of the interdisciplinary 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.

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 services, and supervises 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., attention-deficit/hyperactivity disorder [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 related service providers 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.

Kelly E. Jones, PhD, ABPP
Neuropsychologist, Department of Neuropsychology
JonesKel@KennedyKrieger.org

Dr. Jones provides training and supervision to doctoral interns and postdoctoral residents. She also provides clinical neuropsychological services to children throughout Kennedy Krieger’s Rehabilitation Continuum of Care, including the Pediatric Rehabilitation Unit, the interdisciplinary Brain Injury Clinic and the Department of Neuropsychology’s outpatient Epilepsy and Acquired Brain Injury Clinic. She specializes in children and adolescents with acquired brain injury, and her research interests include outcomes after pediatric brain injury.

Megan Kramer, PhD, ABPP
Training Director, Postdoctoral Fellowship in Pediatric 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 serves as training director for postdoctoral residents in pediatric neuropsychology. She also serves as associate director of training for Kennedy Krieger’s Doctoral Internship Training Program in Behavioral Psychology and Neuropsychology. Dr. Kramer provides training and supervision to doctoral interns and postdoctoral residents on the Pediatric Rehabilitation Unit, and mentorship to psychologists at the Institute who are pursuing board certification. She also provides clinical neuropsychological services to children throughout Kennedy Krieger’s Rehabilitation Continuum of Care. She 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 Institute’s 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 nonbinary individuals, and the overlap of LGBTQ+ identity and chronic pain. She has worked with the entire lifespan 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 postdoctoral fellows. She also provides neuropsychological assessments and intervention for children and adolescents recovering from a wide range of acquired brain injuries, including concussion, moderate to severe traumatic brain injury, cerebrovascular accidents, encephalopathies, 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 long COVID-19. Research interests include performance and symptom validity testing in pediatric populations, and evaluating neuropsychological outcomes following pediatric brain injury.
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.

Dr. Salorio provides clinical neuropsychological services for patients, and 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’s Intellectual and Developmental Disabilities Research Center (IDDRC). 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.

Dr. Sener provides supervision for postdoctoral residents during their rotation through the Center for Autism and Related Disorders. She also provides neuropsychological assessments for children, adolescents and young adults with ASD and a variety of comorbid developmental, psychiatric, genetic and medical conditions. She specializes in working with individuals with a range of abilities, as well as adolescents who will soon be transitioning to young adulthood. She provides comprehensive evaluations, both individually and as part of interdisciplinary teams. Her primary clinical interests include diagnostic differentiation of ASD from ADHD and intellectual disability, as well as assisting autistic youth (and their families) during their transition to adulthood.

As senior psychologist for the Institute, Dr. Slomine oversees clinical and academic affairs and training for health service psychology in the Department of Neuropsychology, Center for Autism and Related Disorders, Center for Child and Family Traumatic Stress, Psychiatric Mental Health Program, and Kennedy Krieger School Programs. In addition, she oversees neuropsychological services throughout the Rehabilitation Continuum of Care. She also co-directs the Center for Brain Injury Recovery, which houses the Institute’s brain injury programs.

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 of 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 for 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 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 (Pediatric 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
12–1 p.m. Neuropsychiatry Case Conference
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)

“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
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<th>DATE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Becoming a Neuropsychologist</td>
<td>Beth Slomine, PhD, ABPP</td>
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<tr>
<td>Week 2</td>
<td>Room to Grow Conference – No Seminar</td>
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<tr>
<td>Week 3</td>
<td>Early Brain Development</td>
<td>Gwendolyn Gerner, PsyD</td>
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<td>Week 4</td>
<td>Learning and Memory</td>
<td>Second-Year Fellow</td>
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<td>Week 5</td>
<td>Psychometrics Review</td>
<td>Andrew Zabel, PhD, ABPP</td>
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<td>Week 6</td>
<td>Attention and Executive Functioning</td>
<td>Second-Year Fellow</td>
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<td>Week 7</td>
<td>Language and Auditory System</td>
<td>Second-Year Fellow</td>
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<td>Week 8</td>
<td>Functional Neuroanatomy and Neurobehavioral Syndromes</td>
<td>Rachel Peterson, PhD</td>
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<td>Week 9</td>
<td>Neurological Exam</td>
<td>Jessica Klein, MD</td>
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<td>Week 10</td>
<td>Vasculature</td>
<td>Alicia Cannon, PhD, ABPP</td>
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<td>Week 11</td>
<td>Neuropsychology of Emotion</td>
<td>First-Year Fellow</td>
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<td>Week 12</td>
<td>Motor System</td>
<td>First-Year Fellow</td>
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<td>Week 13</td>
<td>Pediatric Neuroimaging</td>
<td>Melike Guryildirim, MD</td>
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<td>Week 14</td>
<td>Visual System and Perception</td>
<td>First-Year Fellow</td>
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<td>Week 15</td>
<td>Cross-Cultural Neuropsychology</td>
<td>Christina Love, PsyD and Rowena Ng, PhD</td>
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<td>Week 16</td>
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## Professional Development Seminars

### Sample Schedule of Development Seminar Series

Seminars Take Place Every Wednesday

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<th>DATE</th>
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<tr>
<td>Week 1</td>
<td>Welcome and Introductions</td>
<td>Trainees and Faculty/Staff Members</td>
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<td>Week 2</td>
<td>Welch Medical Library Resources</td>
<td>Elisheva Wecker, MLS</td>
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<tr>
<td>Week 3</td>
<td>State of Maryland School Systems and Recommendations for Reports</td>
<td>Lisa Carey, MA, and Julie Gardner, MA</td>
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<td>Week 4</td>
<td>Project HEAL and Legal Updates Related to COVID-19</td>
<td>Maureen van Stone, Esq.</td>
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<td>Week 5</td>
<td>Board Examination Process and Fact-Finding Introduction</td>
<td>Beth Slomine, PhD, ABPP</td>
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<td>Week 6</td>
<td>Psychometric Considerations for Culturally and Linguistically Diverse Children</td>
<td>Emily Duggan, PhD</td>
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<td>Week 7</td>
<td>Transition Planning for Students With Disabilities</td>
<td>Alyssa Thorn, Esq., and Mallory Legg, Esq.</td>
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<td>Week 8</td>
<td>Billing and Insurance</td>
<td>Kelly Jones, PhD, ABPP</td>
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<td>Week 9</td>
<td>EPPP/Licensure</td>
<td>Current Fellows</td>
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<td>Week 10</td>
<td>Mentorship</td>
<td>Shalena Heard, PhD; Danielle Ploetz, PhD, ABPP; Carolyn Caldwell, PhD; Shruti Rane, PhD</td>
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<td>Week 11</td>
<td>Introduction to Forensic Neuropsychology: Concepts, Roles and Conduct</td>
<td>Jack Spector, PhD</td>
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<tr>
<td>Week 12</td>
<td>THANKSGIVING – NO SEMINAR</td>
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<tr>
<td>Week 13</td>
<td>Fact Finding</td>
<td>Second-Year Fellow Brings Case</td>
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<td>Week 14</td>
<td>How to Construct a Job Talk</td>
<td>Calliope Hollingue, MPH, PhD; Danielle Wexler, PhD; Rachel Peterson, PhD; NCSP; and Rowena Ng, PhD</td>
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<tr>
<td>Week 15</td>
<td>Report-Writing Efficiency</td>
<td>Cynthia Salorio, PhD, ABPP; Andrew Zabel, PhD, ABPP; Natasha Ludwig, PhD; and Dasal Jashar, PhD</td>
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<tr>
<td>Week 16</td>
<td>Branding and Marketing: Considerations for the Postdoc/Job Market</td>
<td>Rachel Peterson, PhD; Rowena Ng, PhD; Shalena Heard, PhD; and Emma Cole, PhD</td>
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<tr>
<td>Week 17</td>
<td>WINTER BREAK – NO SEMINAR</td>
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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 Institute’s of Health and the Patient-Centered Outcomes Research Institute (PCORI), and by local and national foundations. These studies engage collaborators across Kennedy Krieger, 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 members in the Neuropsychology Department participate in clinical research and quality improvement projects that make use of the department’s extensive clinical database, which houses neuropsychological test scores, demographic data and other clinical information on tens of thousands of our pediatric patients. Trainees frequently 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 by recent trainees.

In addition to these opportunities to be involved in specific research projects, the department hosts a weekly Journal Club in which faculty members, staff members 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 and 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

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

2018 to present

PEER-REVIEWED ARTICLES:
(Supervising faculty in purple; residents in green)


BOOK CHAPTERS:
(Supervising faculty in purple; residents in green)


ABSTRACTS AND PRESENTATIONS:
(Supervising faculty in purple; residents in green)


COMMUNITY PRESENTATIONS:
(Supervising faculty in purple; residents in green)

