



School Neuropsychology Post-Graduate Certification Fact Sheet

Dear School Psychologist Supervisor:

Your school psychologist has expressed interest in taking the 10-month, competency-based School Neuropsychology Post-Graduate Certification Program offered through KIDS, Inc. This handout is a duplication of the program information that is on the program's website at www.schoolneuropsych.com.

This program was started in 2003 and graduates have been very satisfied with the scope and depth of training they receive. Graduates say that they never look at a child the same way again once they learn a neuropsychological perspective. With IDEA reauthorization and the changes made to how children with specific learning disabilities are identified, identifying processing deficits in children and linking evidence-based interventions to a child's cognitive strengths and weaknesses has become increasingly important. This program teaches school psychologists how to integrate process-oriented assessment into the identification of children with learning problems.

As you probably know, if a district can find a contractual clinical neuropsychologist to conduct a neuropsychological evaluation, the testing is costly, the child may have to wait months before being tested, and the results often do not help with educational interventions. This 10-month competency-based certification program was designed to address those concerns and needs. Graduates of this program will be competent to conduct school neuropsychological evaluations within the schools. An investment in your school psychologist's continuing education will pay big dividends for the children, parents, and teachers within your school district.

If there are any questions that are not answered in this information packet, contact the program director, Dr. Dan Miller at dcmillier@kidsinc.com or 800-594-4649.

KIDS, Inc. is approved by the National Association of School Psychologists to offer continuing education for school psychologists. KIDS, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. KIDS, Inc. maintains responsibility for this program and its content.



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I. What is the Purpose of the Program?

Children are increasingly showing up at school with known or suspected disabilities related to neurological conditions. Very few school psychology graduate programs offer training in neuropsychological theory, assessments, and evidenced-based interventions due to the demands of the required curriculum. The purpose of this course is to train school psychologists and psychologists who work with children to integrate neuropsychological principles into their professional practices. This 10-month long, competency-based training program will provide participants with a blend of a **knowledge base** in contemporary neuropsychological theory, assessments techniques, and evidenced-based interventions; **competency-based skills** in administering and interpreting common neuropsychological instruments for school-aged children; and **supervised practice** of those new skills.

Participants will be able to:

- demonstrate competency in applying a school neuropsychological assessment and intervention model to three integrated case studies.
- demonstrate competency in administering and interpreting neuropsychological instruments designed for school-age children and youth.
- demonstrate competency in case study conceptualization and integration from referral questions to applied evidence-based interventions.
- demonstrate knowledge of functional neuroanatomy and its relationship to common neurodevelopmental disorders in children and youth.
- demonstrate knowledge of the major neuropsychological theories with an emphasis on the work of Alexander Luria and a process approach to assessment.
- demonstrate knowledge of the neurodevelopmental disorders that effect school-age children.
- demonstrate how to conduct a process-oriented method for identifying children with learning disabilities, other than using a discrepancy formula.
- demonstrate a working knowledge through supervised practice of the latest neuropsychological assessment instruments designed for school-aged populations (e.g., NEPSY-II, WJ IV, WISC-V Integrated, D-KEFS, WRAML2, TOMAL2, etc).

II. Where are the Classes Being Offered?

For the upcoming 2017-2018 cohort of students, the program content is 10 months of content spread over an 11-month period (September, 2017 through July, 2018). We have a required face-to-face meeting in Month #3 (November) to be held in Dallas, Texas for all students enrolled in the program. This added face-to-face meeting will provide participants a chance to meet all of the instructors and their colleagues in person and provide an opportunity to have some supervised hands-on experience with two of the more difficult to administer and interpret pediatric neuropsychological tests. In the final month of the program (July - Month #10), students will be required to travel to Dallas, Texas to take their final written and oral exams just prior to the annual School Neuropsychology Summer Institute held in the same location. Students may choose to stay for the National School Neuropsychology Summer Institute held at the same location for an additional fee.

Visit the program website at www.schoolneuropsych.com for more details.

III. Who May Participate in the Program?

Participants must be:

- State licensed or certified as a school psychologist, or
- Nationally Certified as a School Psychologist (NCSP), or
- Licensed as a Psychologist and have a direct interest in working with school-aged children.

It is preferred, but not required, that participants have at least three years of experience working as a school psychologist. Participants do not need to hold a Doctorate to take this course.

IV. Structure of the Program?

The workshops and group supervision sessions will be held once a month on a weekend, either face-to-face or using an online Webinar format. **All times listed are based on U.S. Central Time Zone.**

The workshop times will follow this format:

Friday evenings

6:00 – 9:00 pm

Saturdays:

8:00 am – Noon – Lecture/Supervision

Noon – 1:00 pm – Group Lunch

1:00 – 5:00 pm - Lecture/Supervision

Sundays:

8:00 am – Noon – Lecture/Supervision

Noon – 1:00 pm – Group Lunch

1:00 – 4:00 pm – Lecture / Supervision

V. Lecture Topics

Lecture materials will be available for download from a secure course website.

Month #1: September 14-16, 2018 (Online Webinar Lecture Month)

- Friday Night: Overview of school neuropsychology
- Saturday AM: Major theories of neuropsychology and conceptual model for school neuropsychology
- Saturday PM: How to use the WJ IV from a neuropsychological perspective
- Sunday AM: Neuropsychology of Reading Disorders
- Sunday PM: Importance of History Taking and When to Refer for a School Neuropsychological Evaluation.

Month #2: October 12-14, 2018 (Online Webinar Lecture Month and Small Group Supervision Session)

- Friday Night: Neuropsychology of Sensory-Motor Functions and Administration and Interpretation of the Dean-Woodcock Sensory-Motor Battery
- Saturday AM: Neuropsychology of Attention and the Test of Everyday Attention, Neuropsychology of Visual-Spatial Processes, & Neuropsychology of Language
- Saturday PM: Neuropsychology of Memory and Learning
- Sunday AM: Neuropsychology of Executive Functions
- Sunday PM: Small Group Clinical Group Supervision

Month #3: November 9-11, 2018 (Face-to-Face Meeting in Dallas, Texas -Lecture/Clinical Supervision Month)

- Friday Night: Case Study Conceptualization - Faculty demonstration.
- Saturday (All day): How to Administer and Interpret the NEPSY-II
- Sunday AM: How to Administer and Interpret the Delis-Kaplan Executive Function System (D-KEFS)
- Sunday PM: Small Group Clinical Group Supervision

Month #4: December 7-9, 2018 (Online Webinar Lecture Month and Small Group Supervision Session)

- Friday Night: School Neuropsychological Assessment Report Writing
- Saturday AM: Using the WISC-V and WISC-V Integrated from a neuropsychological perspective.
- Saturday PM: Neuropsychology of Writing and Math Disorders
- Sunday AM: Neuropsychology of Emotional Disorders
- Sunday PM: Small Group Clinical Group Supervision

Month #5: January 11-13, 2019 (Online Webinar First Integrated Case Study Presentations by Students)

- The total group will be subdivided into smaller work group or no more than 18 students and assigned a faculty mentor. Each student will be given approximately one hour to present his or her case study results to the rest of the work group.

Month #6: February 8-10, 2019 (Online Webinar Lecture Month and Small Group Supervision Session)

- Friday Night: Discussion of case conceptualization.
- Saturday AM: Assessing and Intervening with children who have chronic illnesses.
- Saturday PM: Linking School Neuropsychology with Response-to-Intervention Models.
- Sunday AM: Best Practices in SLD identification using a school neuropsychological model

- Sunday (PM): Small Group Clinical Group Supervision

Month #7: March 8-10, 2019 (Online Webinar Lecture Month and Small Group Supervision Session)

- Friday Night: Assessing and Intervening with Children with Nonverbal Learning Disabilities
- Saturday AM: Neuropsychology of Autism
- Saturday PM: Assessing and Intervening with Children who have Brain Tumors & Neuropsychology of Traumatic Brain Injury
- Sunday AM: Assessing and Intervening with Children with Chronic Illnesses & Seizure Disorders
- Sunday PM: Small Group Clinical Group Supervision

Month #8: April 12-14, 2019 (Online Webinar Second Integrated Case Study Presentations by Students)

- The total group will be subdivided into smaller work group or no more than 18 students and assigned a faculty mentor. Each student will be given approximately one hour to present his or her case study results to the rest of the work group.

Month #9: May 3-4, 2019 (Online Webinar Lecture Month and Small Group Supervision Session)

- Friday Night: Multicultural issues in school neuropsychology
- Saturday AM: Ethics and legal issues in school neuropsychology
- Saturday PM: Functional neuroanatomy review and future of neuroimaging in school neuropsychology
- Sunday AM: Final Written Exam Content Review
- Sunday PM: Small Group Clinical Group Supervision

Month #10: June, 2019 (No Formal Class Session - Individual Supervision Sessions as Needed to Help Prepare Students for Final Case Study Presentations)

Month #11: July 9-10, 2019 (Final Written Exam and Final Case Study Presentation)

- Final Written Exam and Final Oral Case Staffings held before the start of the National School Neuropsychology Summer Institute held at the Embassy Suites - Outdoor World Hotel - Grapevine, Texas (just north of the Dallas-Fort-Worth International Airport) July 9, 2018: 8:00 am – 11:00 am (Final Written Exam)
- The national conference will be held from July 11-13, 2018 at the same location. Each student will be assigned a one-hour block of time from the afternoon of July 9th through the afternoon of July 10th to meet with a faculty member and a current diplomate in school neuropsychology (if the student is applying to the ABSNP) to present their final case study.

VI. Cost of the Program

\$5,500 Tuition payable to KIDS, Inc. 130 Cottontail Cove, Holly Lake Ranch, TX 75765

A \$500 Deposit is due as soon as possible to secure a spot in the course for either format. The balance of tuition is due no later than 4 weeks prior to the start of the course.

Checks, school or agency purchase orders, or Mastercard and Visa credit cards are accepted.

Textbooks for the program (see details below) will cost approximately \$300 total.

The face-to-face Supervision session for Month #6 and the final month's exams will be held at the Outdoor World Embassy Suites Hotel in Grapevine, Texas (a free shuttle ride just north of the DFW airport).

See the www.schoolneuropsych.com website for group discounted lodging costs for these weekend travel costs. For budget planning purposes the hotel costs will be approximately \$160 per night (including tax) which includes complimentary breakfast each day. There will be a total of 2 nights for Month #3 and a minimum of 2 nights for Month #10 for a total of \$640. Budget for two transportation trips (airfare or driving) to DFW as well (these costs will vary based on the student's location).

VII. Required Textbooks

- Miller, D. C. (Ed.) (2010). *Best Practices in School Neuropsychology: Guidelines for Effective Practice, Assessment, and Evidence-Based Intervention*. New York: John Wiley & Sons. (approximately \$75).
- Miller, D. C. (2013). *Essentials of School Neuropsychological Assessment - Second Edition*. New York: John Wiley & Sons. (approximately \$45).
- Carter, R, Aldridge, S., Page, M., & Parker, S. (2014). *The Human Brain Book*. New York: DK (approximately \$30).
- Kemp, S., & Korkman, M. (2010). *Essentials of the NEPSY-II Assessment*. NY: Wiley. (approximately \$45).
- Adams, W., & Reynolds, C. R. (2008). *Essentials of WRAML-2 and TOMAL-2 Assessment*. NY: Wiley. (approximately \$45).
- Flanagan, D. P., & Alfonso, V. C. (2010). *Essentials of Specific Learning Disability Identification*. NY: Wiley. (approximately \$45).
- Miller, D. C. (2016) *Integrated School Neuropsychology / CHC Conceptual Model* [laminated]. Onalaska, WI: Schoolhouse Educational Services.

There are several other recommended books that are listed in the Bookstore.

VIII. Benefits of the Program

Several factors make this level of training valuable to practitioners:

- In recent years, many of the commonly used assessment techniques (e.g., WISC-V, SB-V, KABC-II) have taken on a neuropsychological perspective and most practitioners need to update their skills;
- IDEA reauthorization has allowed states to adopt a process-oriented model of assessment for LD eligibility rather than relying on a discrepancy identification model and practitioners need to learn this model, and
- School psychologists are working with a growing number of children with known or suspected neurological conditions and they need to learn new skills to assess and intervene with these populations.

CEs/CPDs Received at the Completion of the Course

Graduates of this program will also receive 180 hours of continued professional development (CPD) units from KIDS, Inc. which is approved by the National Association of School Psychologists to offer continuing education for school psychologists. KIDS, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. KIDS, Inc. maintains responsibility for this program and its content. This course is not offered for graduate credit.

Certification Eligibility at the Completion of the Course

Successful graduates of the program, who are certified or licensed school psychologists, will be also eligible to apply for the Diplomate in School-Neuropsychology from the American Board of School-Neuropsychology (ABSNP) (see www.absnp.com for more details). The ABSNP offers a peer-reviewed credential that recognizes the competency of a school psychologist who has demonstrated a knowledge base of neuropsychological principles and competency in school-based neuropsychological assessment and intervention techniques. A separate, reduced fee to apply to the ABSNP will be optional at the end of this course.

School Neuropsychology Test Kit & Materials Discount

Once students are enrolled in the class and the class begins, they will be eligible to purchase the majority of the test kits required for the course at discounts ranging from 25-40% from the publishers. This is an added benefit to those professionals who are taking the class and must fund their own private practices. The test discounts are for private use only and may not be purchased by the student for a school district.

IX. Course Requirements

This is not a traditional CE workshop where the participant sits for several hours and then automatically receives a certificate of completion. This is a competency-based workshop. The course will offer a total of 90 hours of direct instruction and an additional 90 hours of group supervision (180 CE hours).

Participants will also be required to:

- Attend 2 (face-to-face) and 7 (Online Webinar) weekend seminars.
- Read assigned readings.
- Complete two integrated school-neuropsychological case studies of a school-aged child. First one due in Month #6, and the second one due in Month #8.
- Complete one integrated school-neuropsychological case study for the final case staffing, due for final Month #10.
- Document 500 hours of practical field experience obtained during the course time period.

- Pass a 200-item multiple-choice exam at the end of the course that covers the knowledge base of the course.
- Complete online quizzes and participate in online discussion groups.

The student must have access to the Internet in order to participate in this course. All lecture notes, review quizzes, etc. are posted on a secure portion of the www.schoolneuropsych.com website. Students will be provided with instructions, user ID, and password to access the updated or new course materials online prior to the first class period.

X. What is Desired of the Student's School District or Agency?

Contracting with an outside-of-the-school-district neuropsychologist is expensive and the evaluation may not yield results that directly translate into educational interventions. The cost of this course is equal to or less than the cost of two private neuropsychological evaluations. Graduates of this certification program will be able to conduct school neuropsychological evaluations within the range of their professional practices and within the limits of their professional practice as defined by state certification and licensing agencies. Participants in the program are encouraged to ask their school districts for some financial support to help defray the cost of taking this course (e.g., tuition and/or lodging expenses, purchasing testing materials, etc.).

This training will directly benefit the school district or agency that employs the student. Many school districts around the country have encouraged their school psychologists to take this training because they have found that the school neuropsychological evaluations conducted by graduates of the program are thorough and stand-up in due process hearings. A district or agency investing in a school psychologist to receive this training may end up saving money in costly litigation.

Students will need to have access to the testing instruments that are taught in the course. ***A limited number of test kits will be available from the program to check out to students in the course.*** Students should encourage their school districts to purchase the following neuropsychological and cognitive abilities tests that will be taught in the course, including:

- WJ IV Tests of Cognitive Ability, Achievement, & Oral Language
- WISC-V Integrated
- Feifer Assessment of Reading (FAR)
- Feifer Assessment of Mathematics (FAM)
- Delis-Kaplan Executive Functions System (D-KEFS)
- Behavioral Rating Inventory for Executive Functions – Second Edition (BRIEF-2)
- Wide Range Assessment of Memory and Learning - Second Edition (WRAML2), or Test of Memory And Learning - Second Edition (TOMAL-2)
- NEPSY-II
- Dean-Woodcock Neuropsychological Battery

XI. Cancellation / Refund Policy

In the event that there is insufficient number of registrants 6 weeks prior to the start of the course, the deposits and/or tuition paid will be fully refunded.

If a registrant withdraws from the class after they have paid their \$500 deposit, a \$25 processing fee will be deducted, and the balance will be refunded.

If a registrant withdraws from the class after they have paid their full tuition using a credit card, and prior to the start of the class, a credit card processing fee of 2.5% will be deducted from the total tuition, and the balance will be returned.

If a registrant withdraws from the class after they have paid their full tuition using a check, and prior to the start of the class, a \$25 processing fee will be deducted, and the balance will be refunded. *After the course starts the tuition will not be refundable.*

In the event of illness of the instructor, an equally competent replacement will be provided. In the event of inclement weather for a weekend meeting, arrangements will be made to make up the missed session. In the event of a national emergency that requires a delay in offering the course, the course will continue at the appropriate time.

In the event that a student cannot complete the program within the current year, the student will have the right to finish the program within the next year for an additional fee of \$2,000. The training program must be completed by a student within a two year period or start all over again.

XII. What do Program Graduates Say?

"What I have gained through this course:

- I am more attentive to the background information of the child, especially when there is birth trauma, head injury, etc. I immediately associate that area of the brain and the possible implications.
- My evaluations have become more comprehensive, especially for a school-based diagnosis of ADHD. I rely less on the checklists and more on tests of attention/memory/executive functioning. My battery of tests is actually longer but I am more confident in my decisions.
- My interpretation of the data has become more sophisticated and I now have the words to explain processing deficits better. My information to the team and to parents seems more precise and makes more sense in light of brain functioning.
- I have been given the opportunity to become familiar with more tests that I will definitely use. Being able to discuss cases with other professionals has been extremely helpful. Seeing the way others write up their evaluations and how different school districts handle special education students has also been invaluable. I will never approach a referral in the same way again. I have looked back at my old evaluations and wondered how I managed with less information. But similar to the words of Maya Angelou, "You do the best that you know. When you know better, you do better". More school psychologists should take advantage of the opportunity to enhance their knowledge in this area, to supplement their training and practice."

"... this course has reshaped my thinking on how I work with children in my school. I have gained knowledge and confidence in my assessment practices and can share my results more effectively. I have learned how to use new assessment tools and have obtained new resources to utilize. I make keener observations of students and I pay much more attention to the details in the developmental history. I have learned how to organize and synthesize a vast amount of data regarding a student. I have learned how to write recommendations that are more specific and practical in addressing individual student needs. I have a greater understanding of how the brain works and how it relates to behavior. On top of all that, I have made some good friends with whom I can continue to network when the difficult cases arise."

"One of my former professors drew a comparison between added knowledge and peeling a banana. I now have more ways of peeling that banana. Where once I struggled with proving the presence of a "visual processing disorder" despite a high (WISC-V) Block Design score, I can now "split the peel" and discuss visuoconstructive vs. visual-spatial skills or visual-motor integration. I have new ways of observing and new test instruments which allow me to provide more detailed and individualized recommendations. I can look at executive functions vs. IQ and speculate intelligently about the interplay. I am more able to highlight the relationship between test results and what parents see in their children (ie. poor planning or organization) because of my gradually increasing understanding of what constitutes executive functions. Having at my fingertips the references to study underlying brain structures and interplay gives me the soil from whence comes the banana tree! I mean

that I now have a construct (neuropsychology and brain-behavior relationships) which funds basic understanding of learning disabilities and the many difficulties we're asked to evaluate (ie. ADD/H, brain injuries, autism, etc.) I would say that I have most definitely and absolutely increased my dendritic connections."

XIII. Frequently Asked Questions

How long has this School Neuropsychology Post-Graduate Certification Program been offered?

The program was started in 2003 with just two sites in the country. Since then over 600 people have completed the training.

Why is the course not offered for graduate credit?

This program is offered for continuing education credit only. Awarding graduate credit requires running the program through a regionally accredited university. Faculty salaries for programs like this are set by the university and we could not afford to attract and maintain the high quality faculty that teach in this program if we ran the program through a university. Also, the cost of the program would significantly increase if the program was offered for graduate credit and we are committed to keeping the program as affordable as possible.

What is the difference between CEs and CPDs?

KIDS, Inc. is an approved provider from the National Association of School Psychologists (NASP) to award continued professional development (CPD) unit. Graduates of this program earn 180 CPD units, which are equivalent to 180 contact hours. Continuing education units are similar.

When I finish this program will I be able to call myself a neuropsychologist?

No. A neuropsychologist typically has a doctorate in clinical psychology with a specialization in neuropsychology, an internship experience in neuropsychology, and is often board certified as a neuropsychologist by either the American Board of Clinical Neuropsychology or the American Board of Professional Neuropsychology. The training program is for certified/licensed school psychologists and clinical psychologists who work with children to integrate neuropsychological theory and practice into their assessment and intervention techniques. The term school neuropsychologist may or may not be used by graduates of this program depending upon the licensing and certification laws of the state in which practitioners work.

When I finish this program will I be able to offer school neuropsychological assessments and consultation to parents, school districts, and/or agencies in private practice?

Private practice is generally regulated by state licensing boards. The certificate of completion from this course is not a practice license, nor is the Diplomate in School Neuropsychology from the American Board of School Neuropsychology, Inc. The integration of neuropsychological skills into one's practice is a competency issue and one must work within one's area of competency and under the purview and limitations of a state license or certification to practice school psychology or psychology.



Yes, sign me up for the School-Neuropsychology Post-Graduate Certification Program. I am enclosing a deposit check for \$500.00 payable to KIDS, Inc. to secure a position in the class or the full \$5,500 program fee. I understand that enrollment is limited to ensure adequate supervision. Classes will be filled up based on those who send in their registration forms first.

The balance of the course fee (\$5,000) will be payable no later than six weeks prior to the start of the course. School purchase orders will be accepted.

Name: _____

Address: _____

City, State Zip: _____

Home Phone #: _____ Work Phone #: _____

Cell Phone #: _____

Email Address: _____

Work Position (e.g., Certified/licensed school psychologist, clinical psychologist, etc.):

We accept Purchase Orders, Checks, Mastercard, or VISA:

Card #: _____ Exp. Date (mm/yy): _____

3 digit security code on back of card: _____

Name on Card: _____

Address where credit card is sent to: _____

Questions: Call Dr. Miller at:

800-594-4649 Work

For complete program information visit:

dcmiller@kidsinc.com (email)

www.schoolneuropsych.com

Send course fee deposit (\$500) or total course fee and completed registration form to:

KIDS, Inc.
130 Cottontail Cove
Holly Lake Ranch, TX 75765

or fax to (855) 305-8871

You will be sent a receipt for all tuition payment transactions.