Complexities in the Practice of Pediatric Neuropsychology
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Paul Beljan, PsyD

STUDENT VOLUNTEER COORDINATOR

Michael Wolff, PsyD

AAPdN OFFICES

Grace Mucci, PhD – Acting Executive Director
COGNITIVE ASSESSMENTS FROM PRO-ED

CAS2: Cognitive Assessment System—Second Edition
Jack A. Naglieri • J. P. Das • Sam Goldstein
AGES: 5 through 18 years
TESTING TIME: 40 to 60 minutes
ADMINISTRATION: Individual

The Cognitive Assessment System—Second Edition (CAS2) is a well-researched, norm-referenced measure of cognitive ability based on the cognitive/neuropsychological theory called PASS (Planning, Attention, Simultaneous, and Successive). The CAS2 was designed to measure cognitive processing abilities important for a broad range of differential diagnoses and instructional planning in individuals ages 5-0 through 18-11. The CAS2 provides practitioners with a valid and reliable tool to evaluate children’s strengths and weaknesses in important areas of cognitive processing.

Online Scoring and Report System also available. See our website for more details.

CTMT2: Comprehensive Trail-Making Test—Second Edition
Cecil R. Reynolds
AGES: 8-0 through 79-11
TESTING TIME: 5 to 15 minutes
ADMINISTRATION: Individual
SCORING: Manual

The Comprehensive Trail-Making Test—Second Edition (CTMT2) is a standardized assessment that uses five visual search and sequencing tasks, called trails, that are heavily influenced by attention, concentration, resistance to distraction, and cognitive flexibility (or set shifting). The basic task of the trails is to connect a series of stimuli (numbers, expressed as numerals or in word form, and letters) in a specified order as quickly as possible.

NEW FEATURES INCLUDE:
• An updated norm sample
• Two new composite indexes, Inhibitory Control and Set Shifting
• Enhanced validity data related to CTMT2 performance of persons with traumatic brain injuries
• Diagnostic accuracy analyses including sensitivity and specificity indexes and the receiver operating characteristic/area under the curve (ROC/AUC) statistic

CALL FOR FIELD EXAMINERS:
SB-6: Stanford-Binet Intelligence Scales—Sixth Edition

PRO-ED will be in need of field examiners to help us with our normative study for our forthcoming sixth edition of the Stanford-Binet Intelligence Scales assessment.

Go to www.proednorming.com to learn more and register as a field examiner today!

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Registration and Technical Information

Registration for the conference can be completed through the conference link on our website (www.theaapn.org). You will receive an email which will indicate that you are registered for the conference, with instructions on how to obtain your CE credits for any workshop you attend.

Technical Information

This year’s conference will be hosted by Zoom a virtual meeting platform. The following section provides attendees new to Zoom with some basic information. Specific log-in ID information will be provided through a secure link to attendees prior to the conference.

About Zoom Meeting

Zoom Meeting offers attendees the ability to view presenters and PowerPoint slides simultaneously as well as the ability to ask questions in “real time” through a moderator.

Preparing for a Zoom Meeting

- All attendees should have a stable internet connection.

Conducting a Zoom Meeting

- Attendees may enter the meeting no more than 15 minutes early.
- If attendees have difficulties accessing the meeting, please call Zoom’s tech support at 888-799-9666 ext 2.

Tips & Tutorials

1. When you click on the meeting link, it will automatically download the Zoom plugin for installation if you don’t already have it on your computer. If you have the Zoom app on your computer, you’ll come to the Join Meeting page.
2. Use this link https://zoom.us/support/download to download the plugin prior to the meeting.
3. Web browsers compatible for Zoom - Chrome, Safari, IE/Edge and Firefox
4. Devices Supported- Mac, Windows and Linux

Download the Zoom Desktop Application

- Using a web browser
- iPhone or iPad
- Android
- Install Outlook calendar plug-in
5. Mobile – iOS and Android

If you have never attended a Zoom Meeting before:

- **Test your connection**
- Get a quick **overview**
- You can also **join a test meeting** to familiarize yourself with Zoom.
- We will also offer a time TBD for you to check your connections with someone from AAPdN.

Prerequisites

- Each meeting has a unique 9, 10, or 11-digit number called a **meeting ID** that will be required to join a Zoom meeting
**COMPLEXITIES IN THE PRACTICE OF PEDIATRIC NEUROPSYCHOLOGY**

**AAPdN 6th ANNUAL CONFERENCE SCHEDULE — AT A GLANCE**

**Thursday, April 23**
8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT (3 CEs)

2:00 PDT/3:00 MDT/4:00 CDT/5:00 EDT (3 CEs)
Paul Beljan—*Assessment and Diagnosis of ADHD: Practical Lessons from 30 Years of Practice*

**Friday, April 24**
8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT (3 CEs)
Len Lecci & Julian Keith—*Advances in Recognition and Management of Sports Concussion in Youth*

12:00 PDT/1:00 MDT/2:00 CDT/3:00 EDT (1.5 CE)
Judy Ho—*Beating Burnout: New Insights and Strategies to Promote Resilience*

2:00 PDT/3:00 MDT/4:00 CDT/5:00 EDT (3 CEs)
Michael Wolff, Jennifer Maurer, & Christina Warholic—*The Simple Complexity of ASD: Diagnostic Options and Case Studies for CAPD, NLD, and Other Diagnoses*

**Saturday, April 25**
8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT (3 CEs)
Jeff Lewine—*Advances in the Neuroscience of Developmental Disorders: Neuroimaging*

12:00 PDT/1:00 MDT/2:00 CDT/3:00 EDT (1.5 CE)
Peter Dodzik—*ABPdN Board Certification Preparation Seminar*

2:00 PDT/3:00 MDT/4:00 CDT/5:00 EDT (3 CEs)
Steve Feifer—*The Neuropsychology of Written Language Disorders: An Introduction to the FAW*

**Sunday, April 26**
8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT (4 CEs)
Daniel O. Taube—*Special Topics in Ethics and Risk Management: Current Challenges in Using Technology; and Clinical Work with Children, Adolescents, and Families*
American Academy of Pediatric Neuropsychology
6th Annual Conference
Complexities in the Practice of Pediatric Neuropsychology

Thursday April 23rd:

Start Time: 8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT  (3 CEs)

Course 1


Cecil R. Reynolds, PhD

The importance of performance validity and effort assessment in child and adolescent evaluations is increasingly recognized, and this is reflected in the rapidly developing literature on this topic. A surprising number of children fail performance validity testing across many settings, including special education evaluations, forensic cases (e.g., mild TBI litigation), assessments for testing accommodations and 504 plans, social security disability, and more. Contemporary research has provided information regarding the prevalence of invalid test performance among children and youth, the frequency that performance validity tests are used during pediatric evaluations, potential factors underlying children and youth’s failure to provide their best effort on testing, and the development of objective methods of assessing the performance validity in pediatric populations.

This training provides an overview of the current literature on pediatric performance validity assessment, with an emphasis on the need as well as methods for evaluating effort in both clinical and school settings when making diagnostic or classification decisions about children and youth based on scores from maximum performance tests such as measures of IQ, academic achievement, and a variety of neuropsychological tests. The training will also provide a detailed introduction to the Pediatric Performance Validity Test Suite™ (PdPVTS™), a new digital performance validity measure developed specifically for use with children and adolescents.

As a result of attending this presentation, the participant will be able to:

Poster sessions will be available for review and comment online during the conference on our website: www.theaapn.org!
1. Explain the rationale and importance of including performance validity assessment in pediatric neuropsychological, psychoeducational, and related diagnostic evaluations whether the evaluation is completed for clinical or forensic purposes.

2. Distinguish between measures of performance validity and symptom validity.

3. Define the unique details of the development of measures of effort and performance validity.

4. Describe the development and psychometric characteristics of the Pediatric Performance Validity Test Suite.

5. Administer and interpret the newly available Pediatric Performance Validity Test Suite.

Start Time: 2:00 PDT/3:00 MDT/4:00 CDT/5:00 EDT (3 CEs)

Course 2

Assessment and Diagnosis of ADHD: Practical Lessons from 30 Years of Practice

Paul Beljan, PsyD

There is no agreed upon method for assessing and diagnosing ADHD/EF in the field of pediatric neuropsychology. This presentation will provide an assessment method originally designed by Dr. Len Koziol that has been sharpened over 25 years of practice. The assessment method also differentiates ADHD from EF and will be discussed regarding treatment implications and differential diagnostics that have become common in the public nomenclature. The discussion will then turn to the interworking of large-scale brain systems as the underpinning of ADHD/EF and how it may relate to a patient’s failure to habituate procedural memory skills based on repetition (perception action coupling). The concept of perception action coupling then will be used to discuss the causal relationship in certain learning disorders. Finally, the presenter’s original research into perception action coupling, an EF concept, will be discussed in regard to assessing math learning disorder of the failure to habituate fundamentals variety.

As a result of attending this workshop, attendees will learn:

1. A practical evaluation method for ADHD and other neuropsychological issues that integrate higher cortical functioning with subcortical large-scale brain systems.

2. Many practical caveats about assessing children with ADHD and other neuropsychological issues and how writing reports is different than writing reports for medical settings.

3. About the concept of perception action coupling and its implications on executive functioning, procedural learning and learning disorders.

4. A method for diagnosing deficits in procedural memory, via research conducted by the presenters.

5. A method of diagnosing mathematical learning disorder of the ‘failure to habituate fundamentals’ variety that has a 94% accuracy rate.
Course 3

**Advances in Recognition and Management of Sports Concussion in Youth**

Len Lecci, PhD and Julian Keith, PhD

This course will discuss the state of concussion assessment as it occurs in a variety of settings, including medical (e.g., emergency room, urgent care) and sports-related (e.g., NCAA, high school) contexts. We will highlight some of the problems with the most commonly used concussion screening tools (e.g., poor reliability, validity, and construct under-representation) as well as currently neglected practices concerning concussion management services. This course will highlight the criteria that are most relevant in evaluating effective concussion assessment systems. It will emphasize how pediatric neuropsychologists can play a critical supportive and more robust role in both diagnostic and return-to-play decisions as they interact with other providers and referral sources. In addition to relying on the empirical literature, the presentation will include case studies to illustrate critical points.

As a result of attending this presentation, participants will be able to:

1. Understand how concussion assessments are currently employed in a variety of medical and sports-related contexts.
2. Evaluate existing systems and practices with respect to psychometric criteria and best practice guidelines.
3. Determine how pediatric neuropsychology can best inform other professionals and serve patients more effectively in diagnostic and return-to-play decisions.

Course 4

**Beating Burnout: New Insights and Strategies to Promote Resilience**

Judy Ho, PhD

Burnout has become an increasing and often-discussed phenomenon over the past decade, with studies suggesting that over 40% of psychologist experience high to moderate levels of emotional exhaustion. Burnout costs up to $190 billion each year in healthcare costs, and workplace stress accounts for 8% of national opening in healthcare. A comprehensive prevention and management plan should be developed to curtail the negative physical and mental impact. Everyone reacts to chronic stress differently, and we
each need different strategies to recharge in order to work and live optimally. This presentation will review the latest research on burnout, why it happens, and its impact on mental and physical health, productivity, and quality of life. Then, participants will participate in a mini personality-traits assessment to learn about their natural strengths, with a discussion of evidence-based techniques for beating stress, renewing passions, and accomplishing more with less time for each personality type. The theme of building resiliency will be integrated throughout the discussion, and each participant will leave this session with ideas for their personal Burnout Busters Toolkit.

As a result of attending this presentation, the participant will:

1. Learn research regarding burnout and impact on physical and mental health.
3. Discuss theories of self-care as it relates to personality theory.
4. Improve self-reflection and self-assessment skills to apply to work and social life and build resilience skills.

Start Time: 2:00 PDT/3:00 MDT/4:00 CST/5:00 EDT (3 CEs)

Course 5

The Simple Complexity of ASD: Diagnostic Options and Case Studies for CAPD, NLD and Other Diagnoses

Michael Wolff, PsyD, Jennifer Maurer, PsyD and Christina Warholic, PsyD

This course will provide a review of symptom profiles that are often discussed between professionals but are debated. Even with the change from autism, Asperger’s and pervasive developmental disorder, not otherwise specified to autism spectrum disorder, there are those that are content and others who continue to advocate for delineation. The presentation focuses on the importance of continuing to support diagnostic specificity whenever possible, as there are clinical and predictive outcomes that can be important in patient care as a result of the clarity. Neuropsychology has tests that permit better delineation of functional patterns that permit increased accuracy of treatment recommendations. The course will pay particular attention to nonverbal learning disorder and central auditory processing disorder but will also discuss other factors that can be highly correlated with ASD symptoms.

As a result of attending this presentation, the participant will:

1. Possess objective information on the state of NLD and CAPD symptom clusters.
2. Possess a rationale for continuing to provide diagnostic specificity to benefit treatment recommendations and direction in understanding of functional challenges of those we assess and treat.
3. Better understand the functional delineation between diagnoses and comorbidities with ASD symptoms.
4. Better understand the foundation of auditory and visual perceptual pathways.
5. Be able to review patterns in data that could be suggestive of NLD and CAPD patterns.
Saturday April 25th:

Start Time: 8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT  (3 CEs)

Course 6

Advances in the Neuroscience of Developmental Disorders

Jeff Lewine, PhD

Advances in structural and functional brain imaging continue to provide for new insights in the biology of neurological and psychiatric diseases ranging from autism to Alzheimer’s dementia, epilepsy to schizophrenia, and traumatic brain injury to post-traumatic stress disorder. Noninvasive methods are especially important in the evaluation of pediatric patients, where they can aid in diagnosis and help to guide therapeutic interventions. This presentation will provide an introduction to various imaging methods and how they are being used in clinical and forensic practice.

As a result of attending this presentation, participants will:

1. Be able to provide an overview of the basic mechanisms, advantages, and limitations of various methods for imaging brain structure and function (e.g., MRI, fMTI, DTI, PET, SPECT, EEG and MEG).
2. Describe relationships between brain structure, function, and behavior.
3. Describe, through study examples, on-going research in which imaging methods are being used to develop, guide, and track novel interventions in pediatric neurological and psychiatric conditions.

Start Time: 12:00 PDT/1:00 MDT/2:00 CDT/3:00 EDT  (1.5 CEs)

Course 7

Board Certification in Pediatric Neuropsychology through the American Board of Pediatric Neuropsychology

Peter Dodzik, PsyD

The American Board of Pediatric Neuropsychology (ABPdN) is the only board certifying body devoted exclusively to assessing competence to practice pediatric neuropsychology. In this workshop, current officers of ABPdN will discuss details regarding the board certification process. This workshop is designed to familiarize the potential candidate with policies and procedures of the ABPdN examination
and to provide advice on study and preparation. The history of the development of board certification in pediatric neuropsychology is reviewed, current procedures are described, and the process of examination is explained. Attendees will be provided details regarding each stage of the process, including the application, threshold training requirements, the written examination, as well as the professional work sample. Suggestions regarding preparation for the written examination, including a recommended reading list, will be provided. Workshop attendees will be provided with details regarding oral examination, which is comprised of the professional work sample, fact-finding, and ethics vignettes. Presenters will also discuss strategies for selecting a case for the professional work sample. In order to aid prospective applicants in understanding the specific scoring criteria, the workshop presenters will discuss the scoring criteria for each segment of the ABPdN examination. The establishment of the American Academy of Pediatric Neuropsychology and the relationship to the board will be discussed. Audience members will be encouraged to provide comments and ask questions of the presenters.

As a result of attending this presentation, the participants will be able to:

1. Explain the inception, rationale, and maturation of the American Board of Pediatric Neuropsychology (ABPdN), the American Academy of Pediatric Neuropsychology and the benefits of membership.
2. Describe the application process for board certification with ABPdN, including specific information regarding qualifications in training, scope of practice, and professional development.
3. List the requirements of the practice sample submission process to assist with case selection, report style, and format.
4. Describe the development, validation, and revision of the Written Examination, as well as item content and study resources.
5. Prepare for the oral examination process, the roles of the examiners, ethical code of conduct, and structure of the evaluation.

Start Time: 2:00 PDT/3:00 MDT/4:00 CST/5:00 EDT (3 CEs)

Course 8

The Neuropsychology of Written Language Disorders: An Introduction to the FAW

Steve Feifer, PhD

This presentation will explore the neuropsychological underpinnings of the written language process. For years, educators have struggled to cultivate more effective writing skills in their students, as well as remediate written language disorders. The ability to generate and produce written language requires multiple linguistic skills involving both phonological and orthographical functioning (the elementary components of language), efficient word retrieval skills, executive functioning skills to organize and plan our inner thoughts and ideas, and working memory to hold our thoughts in mind long enough for effective motor skills output. A breakdown in these fundamental cognitive, linguistic, or motoric processes can result in various subtypes of written language disorders.

After completing this workshop, participants will be able to:
6. Discuss national trends in written language, and explore gender differences in writing performances between boys and girls.
7. Discuss the neural architecture responsible for written language development in children and learn key brain regions responsible for the organization and production of writing skills.
8. Discuss three specific subtypes of writing disorders, with particular emphasis on how “frontal lobe” processes such as working memory and executive functioning impact each subtype.
9. Introduce the Feifer Assessment of Writing as a more effective diagnostic tool to determine subtypes of dysgraphia in children, as well as to provide targeted intervention strategies.

**Sunday April 26th:**

Start Time: 8:00 PDT/9:00 MDT/10:00 CDT/11:00 EDT (4 CEs)

**Course 9**

**Special Topics in Ethics and Risk Management: Current Challenges in Using Technology; and Clinical Work with Children, Adolescents and Families**

Daniel O. Taube, JD, PhD, The Trust

The pace of change in professional practice has accelerated in recent months and years. The remarkable infusion of—and current COVID-19-driven need for—the use of technology in clinical work, and the continuing challenges of working with children, adolescents and families, have increased the complexities of the legal and regulatory environment faced by psychologists. In this unpredictable environment, an active risk management strategy is still an essential element of professional practice. After an introduction to The Trust risk management philosophy and strategy, this workshop will focus on two specific areas; the promise and risks of the digital world in the time of a pandemic; and clinical work with couples and families. This course will describe a range of ways in which technology has affected and assisted professional practice in recent months and years, the concerns that such changes have raised, and some methods of reducing the risks and maximize the benefits of these tools. It will also address issues in managing the pitfalls of psychotherapy and assessment with children and families, and propose a set of strategies to reduce the potential for negative outcomes in such work. The workshop is applicable to all sites where health services are provided and is taught at the intermediate level.

After completing this workshop, participants will be able to:

1. Learn about The Trust risk management philosophy including strategies for identifying high risk situations and managing professional practice risks
2. Develop and review strategies for managing digital record keeping, online, social media and related technology challenges.
3. Describe risks regarding emerging approaches to telepsychology practice.
4. Develop strategies for managing potential conflicts in conjoint treatment with couples and families approaches to working with children, with particular emphasis on the risks associated with divorce
**Registration Fees:**

Total conference:  AAPdN Members $284.00   Non-AAPdN Members $314.00

CE Credit (awarded under AAPdN) for all sessions attended (24 hours maximum):  $25.00
  - AAPdN Member Conference Registration + CE Credit:  $309.00
  - Non-AAPdN Member Conference Registration + CE Credit:  $339.00

Single session registration available for Ethics Session only:  $80.00
  - Persons selecting the single session option may not attend other functions, including poster sessions.

Students:  $130.00

Exhibitor Registration:  $400.00 for 1 person or $550.00 for 2 people

Sponsorship minimum:  $750.00 - $1500.00

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**The American Academy of Pediatric Neuropsychology (AAPdN) is approved by the American Psychological Association to sponsor continuing education for psychologists. AAPdN maintains responsibility for this program and its content.**

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**GENERAL INFORMATION**

**Continuing Education (CE)**
The American Academy of Pediatric Neuropsychology is approved by the American Psychological Association to sponsor continuing education for psychologists. AAPdN maintains responsibility for this program and its content. CE Letters will be available electronically after the conference. CE Credit will be awarded on the basis of one credit per one hour of instructional time. A maximum total of 25 CE credits may be earned. The American Academy of Pediatric Neuropsychology is committed to providing high quality educational programs. Participants who are dissatisfied with a specific workshop, speaker or the conference in general are encouraged to seek an appropriate resolution as outlined in our grievance policy, which can be obtained by contacting our conference chair.

**Course Handouts**
Course handouts will be distributed to attendees electronically prior to the conference.  No printed course handouts will be distributed at course sessions.

**Audio Recording**
Audio recordings of many of the workshops will be available for purchase following the conference by contacting the conference chair.
Students
AAPdN values its commitment to the professional development of students, interns, and post-doctoral residents. Those qualifying under student status will pay $130 for general registration, rather than the non-member conference registration fee of $314. Please note that individuals registered as students will not receive credit for CE courses and thus need not pay the $25 CE charge.

Code of Conduct and Behavior Policies
We value the participation of all attendees and hope to provide an opportunity for engagement, learning and collegiality. Accordingly, all attendees, guests, speakers, exhibitors, and volunteers are expected to show respect and courtesy to others at all times. All communication and behavior, verbal or otherwise, should be appropriate for a professional environment. Those violating these rules may be asked to leave the conference with or without a refund at the sole discretion of the AAPdN conference committee.

Cancellation Policies
A 50% refund is possible with written notification postmarked by April 10\textsuperscript{th}, 2020. Please address written correspondence to Peter Dodzik, PsyD, ABPdN, ABN at 415 W. Golf Road, Suite 16, Arlington Heights, IL 60005. Phone or email cancellations will not be received for cancellation purposes.