

2014 - 2015 APPLICATION FOR MSPA PROFESSIONAL TRAINING GRANTS

Cover Page

PLEASE TYPE OR PRINT

1. **Names(s):** Baltimore City Association of School Psychologists (BCASP)
(Enter the LEA, Association, College or University, or other organization that is applying for the grant.)
2. **Program Title:** Traumatic Brain Injury From Athletics to Inpatient to IEPs:
What School Psychologists Need to Know
(Enter a descriptive name for the program.)
3. **Contact Person(s):** Bradley Petry PsyD, BCASP PD Committee Co-
Chair
(Enter the name of the person responsible for the operation and administration of the program.)
4. **Telephone Number (s):** 443 756-4761
(Enter the telephone number of the contact person.)
5. **Address:** 9874 Lyon Avenue
Laurel, MD 20723
(Enter the mailing address for the LEA or organization.)
6. **E-mail Address(es):** braddpetry@gmail.com
7. **Requested Funding Period:** From Dec 2014 To Dec 2014
(Enter the desired beginning and ending dates for the program.)
8. **Other Participants:** School Psychology Program Students from Local
University Programs
(Enter other LEA's or groups which will be invited to participate in the program.)
9. **Projected Attendance:** 150
(Enter the number of school psychologists expected to attend the program)
10. **Total Amount Requested:** \$800
(Enter the total amount requested. This should agree with the total budget as shown on the Grant Budget Form.)
11. **Application Submitted By:** Nadine Warrick, President-Elect of BCASP
(Enter the name of the director, supervisor, or chief officer of the organization.)
12. **Signature:** _____ **Date** December 20, 2014
(The director, supervisor or chief officer of the organization must sign and date this cover page.)

A DIRECTOR'S or SUPERVISOR'S SIGNATURE IS REQUIRED.

All forms must be received no later than December 31, 2013.

Please email, mail or fax your form to:

MSPA Grants; c/o Ann Hammond

191 South East Street, Frederick, MD 21701

Ann Hammond - Fax: 301-644-5304

Ann.Hammond@fcps.org

2013-2014 APPLICATION FOR MSPA
PROFESSIONAL TRAINING GRANTS
PROPOSAL

Purpose and Objective of the Program

School psychologists who work for Baltimore City Public Schools (City Schools) provide direct psychological mental health services to students, assess students, help plan for educational programming, and consult with teachers, parents, and stakeholders. According to the Center for Disease Control and Prevention (CDC), there has been a 60% increase in traumatic brain injuries (TBI) in children of aged birth to 19 years old in the last ten years. A vast amount of attention is being paid to the prevalence of these injuries among athletes, and long-term damage, which can be fatal when aggravated by repeated injury. Given the increasing prevalence of TBI among children, professional development in the area of these injuries would be valuable to our staff in the areas of assessment, counseling and consulting. Recognizing and understanding this condition is important in terms of recommending interventions to prevent its occurrence or reoccurrence. It will also help in consultation to staff and parents so that they can understand how best to assist students with a history of TBI, help with prevention and providing education to parents, coaches, and other stakeholders, and to help with transitioning students from medical care to home and school following an injury.

Description of the Program and How it will Improve the Effectiveness of School Psychologists:

The proposed program would provide a full day of professional development seminar from physicians and neuropsychologists who work in the pediatric TBI unit of Mt. Washington Medical center. Mt. Washington Pediatric Hospital provides IMPACT testing to local student athletes (a baseline neuropsychological battery used to measure functional damage upon concussion and TBI), conducts neuropsychological assessments for students who have experienced brain damage, houses an inpatient pediatric TBI unit, and offers transitional services from inpatient services to IEP development in schools. Dr. Joseph Cleary, from Mt. Washington Pediatric Hospital will present to City Schools school psychological staff regarding TBI issues for transitioning, inpatient care, assessment report review, specific student need, dangers and needs associated with athletic programming, and discuss strategies for parent and educator consultation and outreach. The goal of the proposed program is to have a professional development session with practical and theoretical/research experience in the area of TBI management and need, particularly in light of advances in assessment, and increased concern due to potential long-term impact and the risk factor of athletic participation.

Information about the Presenter

Dr. Joseph Cleary is a licensed psychologist who serves as a Supervisor in the Mt. Washington Pediatric Hospital Department of Psychology and Neuropsychology. This inpatient program

provides relevant medical and psychological services to children with a variety of disorders. Dr. Cleary serves as a Lead Clinician, providing support and supervision to practitioners, other treating physicians, and to parents and children. He has made presentations regarding both sports and non-sports related concussions and TBI. He also assists with development of re-entry and TBI-related educational programming for students transitioning from inpatient services to outpatient services.

Task & Timeline for Implementation of the Program

Baltimore City Association of School Psychologists and City Schools school psychologists would like to invite Dr. Joseph Cleary to present practical techniques in the form of a full-day professional development session in December of 2014.

Program Effectiveness and Follow-Up

We would like Dr. Joseph Cleary to be available for follow up questions and concerns via email to our staff following the professional development session; clinicians will likely find questions once they have attempted these techniques and programming in their school practices. Effectiveness of the program will be measured by a satisfaction survey immediately following the initial professional develop session, as well as a follow-up survey several months later once staff have had an opportunity to attempt to implement some of Dr. Cleary techniques and utilize practical applications of research.

Joseph E. Cleary

Education

Licensure: Psychologist, Maryland (License #05313), 2013

Doctor of Psychology, Institute for Graduate Clinical Psychology, Widener University, Chester, PA, 2011.

- Emphasis/Concentration in Neuropsychology and School Psychology

Master of Arts, Widener University, Clinical Psychology, May 2008

Bachelor of Arts, Widener University, Major in Psychology, May 2006

Professional Experience and Training

Mt. Washington Pediatric Hospital, Department of Psychology and Neuropsychology, Supervisors:

- Lead clinician on the children and adolescent inpatient unit, providing neuropsychological assessment to patient, consultation to physicians and other treating professionals.
- Serve various populations, including traumatic brain injuries, genetic conditions, lead exposure, shaken baby syndrome, stroke, seizure disorders, cerebral palsy, brain tumors, hydrocephalus, and other movement disorders, with patients ranging in age from 6 months to 21 years.
- Lead clinician in the Concussion Assessment and Management Program (CAMP). Provide evaluations and treatment for both sports-related and non-sports-related pediatric concussions. Work closely with the child's primary care provider and any other individuals who are involved in the child's care in order to develop the most effective treatment plan. Assist coaches and parents in determining when it is safe for the child to resume their previous level of activity, including a return to sports. Work with the child's school and make clear recommendations about what types of accommodations for homework or class schedules a child may need during their period of recovery.
- Consult with families, physiatrists, rehabilitation therapists, nurses, and teachers regarding neuropsychological implications of medical conditions and trajectories of brain function and development.
- Provide individual and group supervision to Post-Doctoral Fellow and extern students.
- Externship coordinator for the Department of Neuropsychology.
- Department representative at Grand Rounds, Health Information Management and Utilization Review, and Core Team Meeting.

Post-Doctoral Fellowship

Mt. Washington Pediatric Hospital, Department of Psychology and Neuropsychology, Supervisors:

Antolin Llorente, Ph.D. and Brenda Elliott, Ph.D., Baltimore, MD (August 2011-September 2013)

- Rotations with both the pediatric inpatient rehabilitation unit and outpatient neuropsychology within a subacute care setting, conducting comprehensive neuropsychological evaluations.
- Co-lead Concussion Assessment and Management Program (CAMP) with Dr. Brenda Elliott.
- Provide supervision to extern students with regard to clinical, professional, and academic development.
- Participated in neuropsychology didactics at Kennedy Krieger Institute.

- Created and presented didactics to externs students on various diagnoses, treatment options, assessment skills, and issues of professional development.
- Co-facilitated Brain Injury Caregiver Group for families finding life after brain injury.

Pre-doctoral Internship- Widener University with rotations at the following:

Center for Neurology and Neurodevelopmental Health and the Clinical Research Center of New Jersey, Supervisors: Greg Alberts, Ph.D. and Sarah Woldoff, Ph.D., Voorhees, NJ (July 2010-Present)

- Perform comprehensive and wide ranging neuropsychological and psychoeducational evaluations. Independent experience including all processes of assessment (i.e. interviewing, testing, report writing, and feedback).
- Administration of the Autism Diagnostic Schedule (ADOS) and practice of Pivotal Response Training and Applied Behavioral Analysis.
- Provide psychotherapy (Psychodynamic and Cognitive Behavioral Therapy) to children and adolescents with a wide range of psychological difficulties.
- Interact in a multidisciplinary team in order to best aid patient treatment and recovery.
- Perform intake interviews for determination of services (i.e. neuropsychological assessment, behavioral intervention, social groups, and psychotherapy).
- Obtained training on the Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT) and Comprehensive Behavioral Intervention for Tics (CBIT).
- Leader of Social Skills groups for adolescent males diagnosed on the Pervasive Developmental Disorder spectrum.
- Specialized training with concussion and the ImPACT test.
- Provide neuropsychological and relational supervision to a practicum student.

Peter C. Badgio, Private Forensic Neuropsychology Practice and Idit Trope, Clinical Neuropsychology Practice, Supervisors: Peter Badgio, Ph.D. and Idit Trope, Ph.D., Bryn Mawr, PA (July 2009- June 2010)

- Conducted formal neuropsychological assessments for the purpose of civil litigation.
- Conducted comprehensive clinical neuropsychological assessments of individuals with a wide range of neuropsychological and psychological disorders.
- Performed detailed review of presented records, such as medical, developmental, social, educational, and occupational records.
- Production of neuropsychological reports including data analysis of testing results, relevant history, and interpretation of assessment results.

Practicum Student

Bywood Elementary School, Supervisor: Josh Mattson, M.S., Upper Darby, PA (September 2008-June 2009)

- Conducted educational and psychological testing; interpret results and implement individualized plans (i.e., Evaluation Reports, Functional Behavioral Assessment, and Psychoeducational Assessments) for students which included short and long term goals.
- Determined educational goals and placements for children with special needs and ensured the implementation of individualized educational plans; assess needs and progress on an ongoing basis.
- Served as Consultant to teachers, administrators, and other personnel.
- Developed behavioral strategies to assist with controlling behavior problems in the classroom; observe and assess classroom behavior and performance.

- Provided individual long-term psychotherapy to children diagnosed with Emotional Disturbance.
- Worked on multidisciplinary team with school psychologists, social workers, counselors, teachers, and school administrators.

Hospital of the University of Pennsylvania, Supervisor: Rosetta Beister, Ph.D., Philadelphia, PA
(September 2007- May 2008)

- Worked as the Team Leader of the Neuropsychology Department on the rehabilitation floor of the hospital; presented neuropsychological findings of each patient to multidisciplinary hospital staff each week; responsible for scheduling patients for other interns and practicum students and tracking their progress and medical chart notes.
- Administered neuropsychological batteries to post-operation neurology and musculoskeletal patients; analyze data; provide feedback of results and appropriate recommendations.
- Provided inpatient short-term psychotherapy and support therapy for patients with adjustment needs, depression, anxiety, and end of life issues.

Neuropsychology Assessment Center, Widener University, Supervisor: Mary Lazar, Psy.D., Chester, PA (October 2006-May 2007)

- Participated in pediatric neuropsychological assessments using a systematic approach; initial clinical interview, administer and score intellectual and academic tests, and review records and behavioral observations.
- Analyzed data and available collateral information in order to write the history, behavioral observations, intellectual, and academic sections of a comprehensive neuropsychological test report.
- Participated in feedback session with clients and families in order to provide information about findings and answer relevant evaluation questions.

Relevant Work Experience

Kelly Counseling and Consulting, Supervisors: Patricia Kelly, Ph.D. and Dorothy Sayers, Psy.D., Chester Heights, PA (June 2010- Present)

- Conduct psychoeducational evaluations in order to better aid the educational plan of children and adolescents.
- Provide psychotherapy to adolescents and adults with varying psychological struggles.
- Lead educational seminars on various neuropsychological measures to staff members.
- Conduct pre-ministry and pre-deaconate assessments for various religious organizations located in various areas of the east coast.

Child Guidance Resource Center, Supervisor: Dana Lombardi, M.S., Havertown, PA (June 2008-July 2009)

- Worked with a group of children diagnosed with Autism and other Pervasive Developmental Disorders to promote the development of socialization skills that will allow the child to integrate into community activities; employed Adventure Based Counseling to encourage the acquisition of social skills.
- Worked on a multi-disciplinary team including Physical Therapists, Occupational Therapists, and Music Therapists to develop intervention strategies for children with autism and developmental disabilities
- Developed and implement behavior modification programs using Applied Behavioral Analysis techniques.

Related Experience

Neuropsychology Assessment Center, Widener University, Supervisor: Mary Lazar, Psy.D., Chester, PA (September 2005- May 2006)

- Worked as psychometrician; scoring a variety of intellectual, academic, and neuropsychological tests.
- Observed and participated in Grand Rounds; presented with group members to give a comprehensive background of clients to NAC staff members.
- Assisted team members in organizing and collecting essential client material.
- Independently worked on a computer scoring guide for an array of computer-based scoring measures.

The Center Foundation, Supervisor: Susan Garrison, Esq., Media, PA (September 2004-May 2005)

- The Center Foundation embodies three programs, WomenCare, Young Parents Support Network (Y.P.S.N.), and Mentoring and Occupational Strategies Training (M.O.S.T.) that help to empower women, men, and teen parents to conquer individual life difficulties and obtain their goals by building caring communities through mentoring, education, and support.
- Worked as the senior project associate and case manager for the three programs; functioned as a part of a multidisciplinary team in order to strategize approaches for event planning, funding, and evaluations of participants.
- Administered and collected participant data; performed statistical analysis of data and processed outcome evaluations for grant proposals.
- Provided support services to clients and their families through monthly meetings to promote positive parenting, family planning, financial planning, and healthy relationships and environments.

Research Experience

Widener University, Chester, PA

- Dissertation: An Investigation of Shifts in Sexual Dimorphic Strategy Pattern: Sexual Orientation.
 - An empirical study examining differences between in strategies employed, heterosexuals and homosexuals, to complete the Rey-Osterrieth Complex Figure Test.
- Research Assistant and co-author for youth court program research; conduct focus groups concerning current disciplinary program at Chester High School; obtain and analyze qualitative and quantitative data.
- Research assistant for two research projects; collaborate with Psychology and Criminal Justice Professors; Service-Learning concerning the area of Criminal Justice and Widener University' Drug and Alcohol Coalition.
- Use SPSS to analyze quantitative and qualitative data from research survey's assessing attitudes and beliefs of juvenile delinquents and the Service-Learning Model of teaching.

Honors and Certificates

- Autism Diagnostic Observation Schedule (ADOS)- obtained scoring reliability with Western Psychological Services (November 2010); Research training expected by July 2011.
- Counseling Certificate (May 2006)
- Presidential Academic Scholarship Award for Science (September 2002- May 2006)
- Dean's List (September 2003- May 2006)

- Pi Gamma Mu, Social Science Honors Society (September 2004- May 2006)
- Psi Chi, Psychology Honors Society (September 2005- May 2006)

Presentations

Johns Hopkins Physician Lector Series, (March 2012)

- Lead presenter, “Concussion: Diagnosis and Management”

The 16th Annual Saint Joseph’s University Sigma Xi Student Research Symposium, (April 2005)

- Lead presenter, “A Participatory Action Research Study on Adolescent Health Risk Behaviors”.

Philadelphia Higher Education Network for Neighborhood Development, (February 2005)

- Co-Presenter, “Preliminary Evaluation of An Interdisciplinary Academic Service-Learning Model”.

Pennsylvania Campus Compact Annual Conference, (November 2004)

- Co-Presenter, “An Interdisciplinary Academic Service-Learning Model: Strategies for Course Development and Evaluation”.

Volunteer Experience

Widener University, Chester, PA (September 2007- May 2008)

- Class Representative for Practicum and Internship committee.

Widener University, Chester, PA (September 2005- May 2006)

- Selected among senior students to tutor psychological statistics, SPSS, and psychology courses

Chester Probation Office, Chester, Pa (October 2004-May 2005)

- Worked with adolescents who were recently released from the juvenile justice system in order to successfully achieve a Certificate of General Education Development.

The Center Foundation, Media, PA (October 2004- July 2005)

- Mentor to a teen father; provide tutoring, skill development training, and educational parenting support.

Fair Acres Long Term Care Facility, Lima, PA (January 2004-July 2004)

- Visited bed restricted adults with dementia and planned group activities for mentally and physically disabled patients.

Relevant Assessment Skills

Beck Scales (BDI-II, BAI, BHI)
 Beery Motor Coordination Test
 Beery Visual Perception Test
 Beery Visual-Motor Integration Test (VMI)
 Behavioral Assessment System for Children (BASC-2)
 Boston Diagnostic Aphasia Examination (BDAE)
 Boston Naming Test (BNT)
 Boston Qualitative Scoring System for the Rey-Osterrieth Complex Figure Test (BQSS)
 California Verbal Learning Test (CVLT-II & CVLT-C)
 Children's Depression Inventory (CDI)
 Children's Memory Scale (CMS)
 Comprehensive Test of Phonological Processing (CTOPP)
 Conners' Continuous Performance Test (CPT) Conners Third Edition (Conners 3)
 Controlled Oral Word Association Test (COWAT)
 Delis-Kaplan Executive Function System (D-KEFS)
 Dementia Rating Scale, Second Edition (DRS-2)
 Expressive One-Word Picture Vocabulary Test (EOWPVT)
 Expressive Vocabulary Test, Second Edition (EVT-2)
 Galveston Orientation & Amnesia Test (GOAT)
 Gilliam Asperger Disorder Scale (GADS)
 Gilliam Autism Rating Scale (GARS)
 Gordon Continuous Performance Test
 Gray Oral Reading Test, Fourth Edition (GORT-4)
 Grip Strength Test
 Grooved Pegboard Test
 Halstead-Reitan Neuropsychological Battery
 Category Test
 Finger Tapping Test
 Lateral Dominance
 Reitan-Indiana Aphasia Screening Test
 Seashore Rhythm Test
 Sensory Perceptual Exam
 Speech-Sounds Perception
 Tactile Form Recognition Test
 Tactual Performance Test
 Trail Making Test (A and B)
 Hooper Visual Organization Test (VOT)
 Intermediate Booklet Category Test (IBCT)
 Judgment of Line Orientation Test (JOLO)
 Minnesota Multiphasic Personality Inventory (MMPI-2)
 Multidimensional Anxiety Scale for Children (MASC)
 Nelson-Denny Reading Test
 Paced Auditory Serial Addition Test (PASAT)
 Peabody Picture Vocabulary Test, Fourth Edition (PPVT-IV)
 Personality Assessment Inventory (PAI)
 Purdue Pegboard Test
 Revised Children's Manifest Anxiety Scale, Second Edition (RCMAS-2)
 Rey 15-Item Memory Test
 Rey-Osterrieth Complex Figure Test (ROCFT)
 Rorschach- Exner System
 Ruff 2 and 7 Selective Attention Test
 Scan A, B, and C (Test for Auditory Processing Disorders in Children-Revised)
 Social Responsiveness Scale (SRS)
 Stroop Test
 Survey of Independent Behavior (SIB-R)
 Test of Memory Malingering (TOMM)
 Test of Nonverbal Intelligence, Third Edition (TONI-3)
 Thematic Apperception Test (TAT)
 Wechsler Abbreviated Scale of Intelligence (WASI)
 Wechsler Adult Intelligence Scale, Fourth Edition (WAIS-IV)
 Wechsler Individual Achievement Test, Third Edition (WIAT-III)
 Wechsler Intelligence Scale for Children (WISC-IV)
 Wechsler Memory Scale (WMS-IV)
 Wechsler Test of Adult Reading (WRAT)
 Wide Range Achievement Test (WRAT)
 Wide Range Assessment of Memory and Learning, Second Edition (WRAML2)
 Wisconsin Card Sorting Test (WCST)
 Woodcock Johnson Tests of Cognitive Skills (WJ III COG)
 Woodcock-Johnson Tests of Achievement (WJ-III)
 Word Memory Test

