



**Boston  
Children's  
Hospital**

Until every child is well™

# Center for Neuropsychology



## Postdoctoral Residency in Pediatric Neuropsychology



**HARVARD MEDICAL SCHOOL  
TEACHING HOSPITAL**

# Postdoctoral Residency in Neuropsychology

## Center for Neuropsychology

Application deadline: January 3, 2019  
Start date: *September 2, 2019*

### Center for Neuropsychology

Neuropsychology services at Boston Children's Hospital have been provided for more than forty years, developing from collaborations among the Departments of Psychiatry, Neurology, and Neurosurgery. These services were developed to meet the growing demand for more sophisticated assessments of children with known or suspected central nervous system injury or dysfunction. The Center for Neuropsychology currently brings together neuropsychology faculty from the Departments of Psychiatry, Neurology, and Otolaryngology. The activities of the Center encompass clinical services, research, education/training, and advocacy in pediatric neuropsychology at Boston Children's Hospital. The work of the center is grounded in an innovative model of understanding brain behavior relationships in the developing child. The theoretical framework is developmental – emphasizing the role of experience in building and sculpting the brain, the importance of context and relationships in providing critical experiences, the dynamic (interacting, re-organizing) nature of the brain's transactions with context, and the need to understand the processes involved in developmental trajectories and neurobehavioral outcomes.

Clinical and research efforts involve relationships with the Dana-Farber Cancer Institute, the Department of Cardiology, the Spina Bifida Center, the Division of Epilepsy and Neurophysiology, Neuroimmunology and Demyelinating and Related Disorders, Cerebrovascular Disorders and Stroke, Deaf and Hard of Hearing Program, Infectious Disease, Gastroenterology, and the Brain Injury Center.

### Boston Children's Hospital

Boston Children's Hospital is a private, non-profit pediatric teaching hospital affiliated with Harvard Medical School. The mission of the hospital is to provide the highest quality health care, be the leading source of research and discovery, educate the next generation of leaders in child health and enhance the health and well-being of the children and families in our local community. As one of the largest pediatric medical centers in the United States, Boston Children's offers a complete range of health care services for children from birth through 21 years of age. Children's records approximately 25,000 inpatient admissions each year, and our more than 200 specialized clinical programs schedule more than 550,000 patient visits annually. The hospital's clinical staff includes approximately 1900 active medical and dental staff, as well as over 900 residents and fellows. Boston Children's is ranked first among children's hospitals in the nation according to the 2018-19 edition of Best Children's Hospitals by U.S. News & World Report and ranks #1 in more specialties than any other pediatric hospital. Facts about Boston Children's and the hospital mission are available at [www.childrenshospital.org](http://www.childrenshospital.org)



Children's is also home to the world's largest research enterprise based at a pediatric hospital. More than 1,100 scientists, including nine members of the National Academy of Sciences, 11 on-staff members of the Institute of Medicine and 9 members of the Howard Hughes Medical Institute, comprise our research community.

The Boston Children's Neuroscience Program provides comprehensive, condition-specific care from a team of clinicians led by internationally known pediatric neurologists, neurosurgeons, psychiatrists and neuropsychologists. Children and teens with complex conditions involving the brain--such as epilepsy, brain tumors, brain injury, and vascular malformations--need a specialized team behind every treatment decision. Our integrated treatment centers combine the collective expertise of pediatric neurologists, neurosurgeons, neuroradiologists, psychiatrists, neuropsychologists, neurophysiologists, neurosciences nurses, and education and support specialists, with the expertise of subspecialists throughout Children's to deliver the best outcomes and quality of life.



## Postdoctoral Residency in Pediatric Neuropsychology

The Center for Neuropsychology offers a two-year, full-time fellowship which provides training in clinical neuropsychological assessment of children and clinical research in epilepsy, leukemia, brain injuries, learning disabilities/disorders, genetic disorders, spina bifida, congenital heart disease, demyelinating disorders, cerebrovascular disorders and stroke, HIV/AIDS, and neuro-oncology. The program is designed to conform to Houston Conference guidelines for training in neuropsychology and prepares candidates for board certification in clinical neuropsychology through ABPP/ABCN. The goal of our program is to prepare for independent specialty practice in pediatric neuropsychology.

### Overall Program Goals

- To train for competent, ethical, culturally sensitive, independent practice in the specialty of clinical neuropsychology focusing on the neuropsychology of the developing child.
- To teach a neurodevelopmental systems approach to neuropsychological assessment in the context of an advanced understanding of brain-behavior relationships that addresses:
  - the child as a whole
  - the child in context (social, familial, academic, cultural, societal)
  - the neural substrates of behavior
  - psychological processes
  - developmental change in brain and behavior.
- In the tradition of the scientist-practitioner model, to develop habits of scholarly inquiry, critical thinking, and life-long learning in the behavioral sciences as these apply to clinical practice, research investigation and ongoing professional development.
- To prepare residents for board certification in clinical neuropsychology by the American Board of Professional Psychology
- To train future educators and leaders in the field of pediatric neuropsychology

### Clinical Activities

Postdoctoral fellows are involved in direct clinical service in the Center for Neuropsychology for approximately 50% of their time. Clinical service time is split between specialized programs and general outpatient services. All fellows complete the major rotations and clinical time is typically allocated to two services at one time, except for Brain Injury Center inpatient consultations which fellows provide throughout the two years. Supervision of psychology interns and Learning Disabilities Clinic are generally second year placements. Rotations change every 6 months and fellows have the opportunity to work with different faculty members over the course of their training.

Fellows receive training in comprehensive neuropsychological evaluations with a range of children and young adults with medical, neurological and developmental conditions and disorders. Supervision in the planning of the evaluation, in test administration, in observation techniques, and in analysis/formulation and report preparation is provided by staff neuropsychologists. Targeted assessments and consultations are provided for specific populations in the inpatient and outpatient setting. Advanced consultation skills are developed in interdisciplinary team settings.

Boston Children's Hospital serves a widely diverse community. Integration of issues of diversity and culture is critical for quality care and is actively incorporated into clinical, research, and advocacy activities in the Center for Neuropsychology. Our neuropsychology faculty has interests and experience in international settings (Africa, West Indies) in service delivery, research and psychological instrument development. Fellows have opportunity to gain culturally-specific knowledge by providing neuropsychology services in community and international service learning projects. In addition, opportunities are also available for fellows to develop culturally competent practice skills. Fellows who are fluent in Spanish can receive specialized training and supervision in neuropsychology with our two Latino neuropsychologists.

<b>Required Rotations</b>
<ul style="list-style-type: none"> <li>◆ General Outpatient</li> <li>◆ Epilepsy</li> <li>◆ Neuro-Oncology</li> <li>◆ Brain Injury</li> <li>◆ Learning Disabilities</li> </ul>

<b>Optional Experiences</b>
<ul style="list-style-type: none"> <li>◆ Infant &amp; Toddler Assessment</li> <li>◆ Congenital Heart Disease</li> <li>◆ Spina Bifida</li> <li>◆ Cerebrovascular Disorders and Stroke</li> <li>◆ Neuro-Immunology and Demyelinating Disorders</li> <li>◆ Deaf &amp; Hard of Hearing</li> <li>◆ Functional Independence Assessments</li> <li>◆ International Service Learning</li> <li>◆ HIV/Infectious Disease</li> </ul>

## Major Rotations

**General outpatient service:** The Neuropsychology Program provides evaluation of children/adolescents with medical or neurological illnesses affecting the brain and development. Postdoctoral residents perform general outpatient evaluations for a range of neurological/medical conditions including spina bifida, childhood leukemia and other non-CNS neoplasms, genetic disorders, sickle cell disease, cardiovascular disorders, metabolic disorders, organ transplants, and neurosurgical interventions, among others. Fellows work with different supervisors throughout the two years of training in the outpatient service. Supervisors: Jane Holmes Bernstein, PhD, Adam Cassidy, PhD, ABPP-CN, and Celiane Rey-Casserly, PhD, ABPP-CN

**Epilepsy Program:** Fellows assigned to the Epilepsy Program are responsible for evaluating children undergoing multi-disciplinary work-ups for epilepsy surgery. Rotation involves consultation, assessment, and participation in multi-disciplinary team. Fellows present their findings at the weekly Epilepsy Neurosurgery Rounds. Fellows are also involved in post-surgical evaluations, providing feedback to medical team, parent and schools. Goals of this rotation include expanding knowledge base in the area of pediatric epilepsy, providing timely and tailored evaluations and consultations to medical team, and developing consultation and communication skills in fast-paced medical environment. Opportunities for participating in Wada procedures and cortical mapping are available. Second year fellows attend Neurology Chief's Rounds and Neuropathology Rounds. Supervisors: Katrina Boyer, PhD, and Clemente Vega, PsyD, ABPP-CN,

**Neuro-oncology:** Fellows assigned to Neuro-oncology perform neuropsychological evaluations with children followed in the Dana-Farber Cancer Institute Brain Tumor Program. Responsibilities include participation in weekly multi-disciplinary clinics and consultation with treatment teams. Fellows will work closely with clinicians from the School Liaison Program at the Dana-Farber Cancer Institute in the management of patients. Opportunities for developing school consultation skills through school observations and educational team meetings are available. Goals for the rotation include expanding knowledge of brain-behavior relationships, medical issues, and intervention management relevant in children with brain tumors, refining neuropsychological assessment and formulation skills, and development of multi-disciplinary consultation skills. Supervisors: Tanya Diver, PhD and Celiane Rey-Casserly, PhD, ABPP-CN

**Learning Disabilities Program:** Fellows function as members of a multi-disciplinary team providing comprehensive assessments of children with learning disorders. Fellows work with a team of neurologists, psychologists, psychiatrists, speech/language pathologists, reading specialists, and math specialists. Rotation includes evaluation, consultation, supervision, and participation in team deliberations. Goals for the rotation include increased familiarity with a range of learning disorders, development of tailored evaluation techniques, and refinement of consultation skills within interdisciplinary team setting. Supervisors: Ferne Pinard, PhD and Deborah Waber, PhD

**Brain Injury Center:** The Brain Injury Center cares for children from birth through young adulthood who have had a head or spinal cord injury. The goal of the program is to provide the best care practices for the entire spectrum from prevention through long-term follow-up. As a part of the center, fellows perform inpatient consultations and screenings for children admitted to the hospital for head injuries. Fellows also participate in a multi-disciplinary clinic providing consultation for children and young adults who suffer head injuries. They work with the staff neuropsychologist and specialists from

physiatry, neurology, trauma, neurosurgery, physical therapy, and occupational therapy to develop treatment plans. Fellows are also be involved in a concussion clinic focused on ongoing management and follow-up of mild head injuries. The center is also involved in ongoing follow-up, educational, prevention, and program evaluation activities. Supervisors: Alex Taylor, PsyD and Celiane Rey-Casserly, PhD.

## Training in Supervision and Teaching

**Neuropsychology Intern Clinic:** Neuropsychology fellows develop supervision and teaching skills in neuropsychology by supervising psychology interns in their neuropsychological assessment rotation. Fellows work closely with neuropsychology faculty to develop supervision, leadership, and clinic management skills. Supervisors: Jennifer Queally, PhD, Ferne Pinard, PhD, and Celiane Rey-Casserly, PhD, ABPP-CN.

**Teaching Opportunities:** Neuropsychology fellows to teach in our Neuropsychology Seminar, in the Longwood Neuropsychology Seminar, and in didactic seminars for other disciplines. In the second year, they present a formal practice sample to the faculty.

## Sample Schedules

Sample First Year Schedule-Epilepsy				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>• General outpatient evaluation session</li> <li>• Neuropsychology Didactics: Neuroanatomy, Advanced Clinical Analysis, Research Seminar, Fact-Finding, Professional Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Epilepsy Neurosurgery Conference</li> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Neuropsychology Seminar</li> <li>• Epilepsy Outpatient Evaluation Session</li> <li>• Epilepsy supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Longwood Neuropsychology Seminar and Case conference</li> <li>• Outpatient Session supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Epilepsy Presurgical Evaluation</li> <li>• Epilepsy Seminar</li> </ul>
On call for inpatient brain injury consults ~2 days/week				

Sample Second Year Schedule-Learning Disabilities				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>• General outpatient evaluation session</li> <li>• Neuropsychology Didactics: Neuroanatomy, Advanced Clinical Analysis, Research Seminar, Fact-Finding, Professional Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology Intern Clinic supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Neuropsychology Seminar</li> <li>• Psychiatry Grand Rounds (2x month)</li> <li>• Supervision general outpatient</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Disabilities evaluations</li> <li>• Supervision learning disabilities</li> <li>• Learning Disabilities Program Case Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> </ul>
On call for inpatient brain injury consults ~2 days/week				

Sample Second Year Schedule-Neuro-Oncology				
Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>• General outpatient evaluation session</li> <li>• Outpatient supervision</li> <li>• Neuropsychology Didactics: Neuroanatomy, Advanced Clinical Analysis, Research Seminar, Fact-Finding, Professional Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology Intern Clinic supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Neuropsychology Seminar</li> <li>• Psychiatry Grand Rounds (2x month)</li> <li>• Brain tumor supervision</li> <li>• Brain Tumor Clinic conference</li> <li>• Brain Tumor Clinic consults (2xmo)</li> </ul>	<ul style="list-style-type: none"> <li>• Brain tumor outpatient eval</li> <li>• Brain Tumor Outcomes Clinic (2x month)</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> </ul>
On call for inpatient brain injury consults ~2 days/week				

## Research Activities

Residents will meet with faculty early in the program to develop personal goals for research during their two year stay. This may include working on their existing research projects, such as bringing dissertation research to publication, or undertaking new projects, using existing data sets in areas of investigation in our program. These include long-term neurobehavioral outcomes of children treated for cancer (brain tumors, leukemia), the neurodevelopmental bases of learning disabilities, neurobehavioral functioning in congenital heart disease, neurobehavioral and brain development in gastrointestinal disorders, neuropsychological outcomes in spina bifida, and neurobehavioral consequences of epilepsy, HIV/AIDS, neurofibromatosis, and head injury. They will also be assigned to currently active research projects where they can participate in data collection and data management and participate in research design and methodology deliberations. Residents will attend monthly didactic sessions, focusing on skills that will prepare them for independence as investigators, such as reviewing and writing journal articles, as well as preparing IRB protocols and grants.

## Didactic Seminars

Fellows attend seminars focusing on clinical, academic/research, and professional issues. The Neuropsychology Seminar is coordinated by Center for Neuropsychology faculty. Clinical topics covered include: theoretical bases of assessment; diagnostic methodology; selection, administration and interpretation of tests/ tasks/techniques; communication of findings, written (chart notes, consults, formal reports) and oral (feedback sessions); integration of issues of diversity and culture; strategies for intervention and management; consultation in the medical setting and with outside professionals. The seminar covers a range of disorders seen in pediatric neuropsychology. Brain behavior relationships in children, learning disorders, developmental neuropathology, cultural and ethical concerns, clinical research design, and professional issues are discussed in detail throughout the year. Didactics for fellows also include small group functional neuroanatomy tutorial, professional issues, fact-finding and research seminar. Fellows also attend the Center for Brain/Mind Medicine Seminar Series (Brigham & Women's Hospital) and the Longwood Area Neuropsychology Seminar. Fellows may attend Boston Children's Neurology, Neurosurgery, and Psychiatry Rounds and are expected to participate in the many conferences and seminars offered in the hospital, Harvard Medical School, and local institutions.

## Supervision

Supervision is provided by the faculty in the Center for Neuropsychology and involves in vivo observation as well as one-to-one meetings. Fellows receive a minimum of three hours of supervision per week and have the opportunity to work with several different supervisors over the course of their training. Group supervision experiences are also provided to address clinical analysis skills, professional development, and preparation for board certification. At the beginning of the training year, and on a regular basis thereafter, the fellow's training needs are reviewed and discussed. Arrangements are made to provide appropriate didactic experiences to meet educational needs. Participation in other clinics in the hospital to obtain specialized training in specific areas can be arranged on an individual basis with the postdoctoral fellow. Progress, competencies, and training goals are discussed and evaluated on a regular basis.

## Training Outcomes

Graduates of our program obtain positions in clinical service, research, and teaching. Many of our current leaders in pediatric neuropsychology have trained at Boston Children's Hospital. Our follow-up data on all of our graduates show that 57% of our graduates go on to initial positions in medical centers/hospitals, 27% independent practice, and 7% academic teaching. In 1996, our program moved to a 2 year model of training. Graduates completing the current two year program primarily obtained positions in medical center/hospital settings (72%) with 20% going into independent practice settings. Program graduates consistently rate quality of supervision, whole child perspective, and range of training opportunities very highly.

## POSITIONS:

The Center for Neuropsychology, Boston Children's Hospital is offering one postdoctoral fellowship position in Neuropsychology for the 2018-2020 training period. This is a TWO-YEAR, FULL-TIME training experience (at least 2000 hours per year). The fellow's time is divided between clinical service delivery in the Center, didactics, and research activities. The stipend is \$48,500 first year and 48,804 second year. Benefits include medical/dental insurance, 20 vacation/professional leave days, and 9 hospital holidays yearly. Travel support is available for conference participation for fellows presenting research. Fellows receive an academic appointment as Clinical Fellow in Psychology at the Harvard Medical School and have access to resources through the medical school. The Boston Children's Hospital Postdoctoral Residency in Neuropsychology Program is a member of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN), the standards, procedures and mission of which it endorses.

## QUALIFICATIONS:

The successful applicant will have a PhD or PsyD in clinical, counseling, or school psychology from an APA/CPA accredited doctoral program and have completed a psychology internship in an APA/CPA accredited program. In addition to these general requirements, all applicants must present evidence of substantial clinical experience with children, including use and interpretation of basic psychological tests, of course work in physiological psychology, neuroanatomy, and neuropsychology, of training and competence in addressing issues of diversity and individual differences, and of a commitment to clinical research. Please include a list of relevant courses (title, instructor, location, year) and representative publications or published abstracts with application. Boston Children's Hospital is an Affirmative Action/Equal Opportunity Employer. We place a strong emphasis on the values of equality, diversity, and compassion. The starting date for the fellowship is September 3, 2019.

## APPLICATION PROCEDURES:

Interested candidates are asked to forward the following materials via email to Ms. Courtney Kellogg, [carol.berne@childrens.harvard.edu](mailto:carol.berne@childrens.harvard.edu)

- Letter of interest
- Application information sheet
- Curriculum vitae
- Certified transcript of all doctoral work
- Copies of two de-identified neuropsychological evaluation reports
- Three letters of reference
- APPCN Doctoral Training Verification Form

Please contact Ms. Courtney Kellogg, Department of Psychology, Fegan 8, 300 Longwood Avenue, Boston, MA 02115, 617 355-4563, [courtney.kellogg@childrens.harvard.edu](mailto:courtney.kellogg@childrens.harvard.edu) to obtain more information. Please submit application materials electronically to Ms. Kellogg and send original of letters of reference and transcripts of graduate studies by mail. *Early application is encouraged.*

For further information contact Celiane Rey-Casserly, PhD, ABPP-CN, Director, Center for Neuropsychology, 617 355-6708; fax 617 730-0319; [celiane.rey-casserly@childrens.harvard.edu](mailto:celiane.rey-casserly@childrens.harvard.edu)

The Boston Children's Hospital Neuropsychology Postdoctoral Training Program is a member of the Association of Post-doctoral Programs in Clinical Neuropsychology and participates in the Resident Matching Program administered by the National Matching Service. Information about the APPCN Resident Matching Program is available at [www.natmatch.com/appcnmat](http://www.natmatch.com/appcnmat). Instructions about the match and a copy of the Applicant Agreement form required to register for the match are available at this web site. APPCN member programs expect applicants to have completed all requirements for the doctoral degree prior to beginning a postdoctoral residency. All registered applicants in the APPCN Match should download the Doctoral Training Verification Form from the APPCN web site ([www.appcn.org](http://www.appcn.org)) and have the form completed by their dissertation advisor or Director of Clinical Training. This form should be submitted with application materials. Only those applicants who register for and participate in the Match can be matched to our program. Further information is available on the APPCN Web Site [www.appcn.org](http://www.appcn.org). Our program code number is: 9673

**INTERVIEWS:** We will be available to interview prospective candidates at the International Neuropsychological Society annual meetings in February, 2019 in New York City. Interview Day is Tuesday, February 19, 2018. Interviews at Boston Children's can be arranged with competitive candidates if desired before the INS meeting. Please indicate in your cover letter/information form if you will be attending the INS meeting. If you will not be attending the INS meeting, let us know if you would be available for a local interview before INS.

## Center for Neuropsychology Faculty

Celiane Rey-Casserly, Ph.D., ABPP-CN

Director, Center for Neuropsychology

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurobehavioral outcomes in childhood brain tumors; neuropsychological profiles in neurofibromatosis-1; long-term outcomes in childhood medical disorders; education and training in professional psychology and clinical neuropsychology; neuropsychological assessment of Latino children

Jane Holmes Bernstein, PhD

Associate Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: models of pediatric neuropsychological assessment; neuropsychological development in early childhood; service learning development in international settings

Katrina Boyer, PhD

Director, Neuropsychology of Epilepsy Program

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurodevelopmental aspects of pediatric epilepsy; assessment and prevention of psychiatric co-morbidities in childhood epilepsy

Adam Cassidy, PhD, ABPP-CN

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurobehavioral outcomes of congenital heart disease; development of executive functions and regulatory capacity in children; neurodevelopmental aspects of pediatric HIV-infection/exposure; international assessment

Tanya Diver, PhD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurobehavioral outcomes in childhood brain tumors; social development in childhood brain tumors

Peter Isquith, PhD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: development and disorders of self-regulation across the lifespan; clinical specialty in working with Deaf and hard of hearing individuals

Betsy Kammerer, PhD

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: neuropsychological and psychosocial impact of pediatric HIV, neuropsychological and psychosocial impact of hearing loss, international assessment for child development support, cochlear implants

Christine Mrakotsky, PhD

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: neurodevelopmental aspects of pediatric stroke and cerebrovascular disorders; neurobehavioral and brain development in pediatric inflammatory bowel disease; functional and structural neuroimaging

Ferne Pinard, PhD

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: pediatric multiple sclerosis and neuroinflammatory disorders; opsoclonus myoclonus; health policy and international settings

Jennifer Turek Queally, PhD

Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: infant development; spina bifida, adolescent transition to adulthood in chronic medical conditions; professional psychology training; development of self regulation skills in childhood

Alex Taylor, PsyD

Director of Neuropsychology, Brain Injury Center

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: acquired brain injury, mild traumatic brain injury (mTBI), sports related concussion

Clemente Vega, PsyD, ABPP-CN

Instructor in Psychology, Department of Psychiatry, Harvard Medical School

Interests: language and memory outcomes following epilepsy surgery; brain mapping in epilepsy conditions; assessment of Spanish English bilingual children

Deborah Waber, PhD

Director, Learning Disabilities Program; Director, Scientific Review and Behavioral Science Core; Professor of Psychology, Department of Psychiatry, Harvard Medical School

Interests: normative brain and behavioral development, developmentally based disabilities, especially learning disabilities, and pediatric conditions that affect brain development.

### Selected Neuropsychology Faculty Publications

- American Psychological Association\*. (2015). Guidelines for clinical supervision in health service psychology (Guidelines authored by the APA Board of Educational Affairs Task Force on Supervision Guidelines: Carol Falender, Beth Doll, Michael Ellis, Rodney K. Goodyear, Nadine Kaslow, Stephen McCutcheon, Marie Miville, **Celiane Rey-Casserly**, and Catherine Grus.) *American Psychologist*.
- Baron IS, & **Rey-Casserly C.** (2010). Extremely preterm birth outcome: a review of four decades of cognitive research. *Neuropsychology Review*, 20(4), 430-452.
- Baron, IS, & **Rey-Casserly, C.** (Eds.) (2013). *Pediatric Neuropsychology: Medical Advances and Lifespan Outcomes*. Oxford University Press.
- Barry TD1, **Pinard FA**, Barry CT, Garland BH, & Lyman RD. (2011). The utility of home problem pervasiveness and severity in classifying children identified with attention-deficit/hyperactivity disorder. *Child Psychiatry & Human Development*, 42(2), 152-165.
- Bean Jaworski, J., White, M. T., DeMaso, D. R., Newburger, J. W., Bellinger, D. C., & **Cassidy, A. R.** (2017). Visuospatial processing in adolescents with critical congenital heart disease: Organization, integration, and implications for academic achievement. *Child Neuropsychology*. doi: 10.1080/09297049.2017.1283396
- Blackwell, L.S., Robinson, A, Proctor, M.R., & **Taylor, A.M.** (2017). Same care, different populations: Return-to-learn practices following concussion in primary and secondary schools. *Journal of Child Neurology*, 32(3):327-333.
- Bernstein JH.** (2012). Clinical encounters of the ADHD kind: the unique role of neuropsychology. *Applied Neuropsychology Child*, 1(2), 105-111.
- Cassidy, A. R.** (2016). Executive function and psychosocial adjustment in healthy children and adolescents: A latent variable modeling investigation. *Child Neuropsychology*, 22(3), 292-317. doi:10.1080/09297049.2014.994484
- Cassidy AR**, Bernstein, JH, Bellinger, DC, Newburger, JW, DeMaso, DR. Visual-spatial processing style is associated with psychopathology in adolescents with critical congenital heart disease. *Clin Neuropsychol*. In press.
- Cassidy, A. R.**, Newburger, J. W., & Bellinger, D. C. (2017). Learning and memory in adolescents with critical biventricular congenital heart disease. *Journal of the International Neuropsychological Society*, 23, 1-13. doi:10.1017/S1355617717000443
- Cassidy, A. R.**, White, M. T., DeMaso, D. R., Newburger, J. W., & Bellinger, D. C. (2015). Executive function in children and adolescents with critical cyanotic congenital heart disease. *Journal of the International Neuropsychological Society*, 21(1), 34-49. doi:10.1017/S1355617714001027
- Cassidy, A. R.**, White, M. T., DeMaso, D. R., Newburger, J. W., & Bellinger, D. C. (2016). Processing speed, executive function, and academic achievement in children with dextro-transposition of the great arteries: Testing a longitudinal developmental cascade model. *Neuropsychology*, 30(7), 874-885. doi: 10.1037/neu0000289
- Faridi N, Karama S, Burgaleta M, White MT, Evans AC, Fonov V, Collins DL, & **Waber DP.** (2014, July 7). Neuroanatomical Correlates of Behavioral Rating Versus Performance Measures of Working Memory in Typically Developing Children and Adolescents. *Neuropsychology*. 29(1), 82-91. doi: 10.1037/neu0000079.
- Ferrari, L.R., O'Brien, M.J., **Taylor, A.M.**, Matheney, T.H., Zurakowski, D., Slogic, K., Anderson, M., Rockoff, M., & Tasker, R.C. (2017). Concussion in Pediatric Surgical Patients Scheduled for Time-Sensitive Surgical Procedures. *Concussion*, 1:1-8.
- Guerriero, R.J., Kuemmerle, K., **Taylor, A.M.**, Pepin, M., Wolff, R., & Meehan, W.P. (2018). The Association Between Premorbid Conditions in School-Aged Children With Prolonged Concussion Recovery. *Journal of Child Neurology*, 33(2):168-173.
- Gonzalez-Heydrich J, Hsin O, Gumlak S, Kimball K, Rober A, Azeem MW, Hickory M, **Mrakotsky C**, Torres A, Mezzacappa E, Bourgeois B, & Biederman J. (2014). Comparing stimulant effects in youth with ADHD symptoms and epilepsy. *Epilepsy and Behavior*, 36C, 102-107.
- Health Service Psychology Education Collaborative (**Rey-Casserly, C.**, member). (2013). Professional psychology in health care services: A blueprint for education and training. *American Psychologist*, 68(6), 411-426.
- Kammerer, B., Isquith, P. K., & Lundy, S.** (2013). Approaches to assessment of very young children in Africa in the context of HIV. In M. J. Boivin, B. Giordani, M. J. Boivin, B. Giordani (Eds.), *Neuropsychology of children in Africa: Perspectives on risk and resilience* (pp. 17-36). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-6834-9\_2
- Kapetanovic S, Griner R, Zeldow B, Nichols S, Leister E, Gelbard HA, Miller TL, Hazra R, Mendez AJ, Malee K, **Kammerer B**, Williams PL, & Pediatric HIV/AIDS Cohort Study Team. (2014). Biomarkers and neurodevelopment in perinatally HIV-infected or exposed

- youth: a structural equation model analysis. *AIDS*, 28(3), 355-364.
- Keethy D, **Mrakotsky C**, & Szigethy E. (2014). Pediatric inflammatory bowel disease and depression: treatment implications. *Current Opinion Pediatrics*, 26(5), 561-567.
- Killory BD, Bai X, Negishi M, **Vega C**, Spann MN, Vestal M, Guo J, Berman R, Danielson N, Trejo J, Shisler D, Novotny EJ Jr, Constable RT, & Blumenfeld H. (2011). Impaired attention and network connectivity in childhood absence epilepsy. *Neuroimage*, 56(4), 2209-2217.
- Meehan WP 3rd, d'Hemecourt P, Collins CL, **Taylor AM**, & Comstock RD. (2012). Computerized neurocognitive testing for the management of sport-related concussions. *Pediatrics*, 129(1), 38-44.
- Meehan, W.P., **Taylor, A.M.**, Berkner, P., Sandstrom, N.J., Peluso, M.W., Kurtz, M.M., Pascual-Leone, A., Mannix, R. (2016). Division III collision sports are not associated with neurobehavioral quality of life. *Journal of Neurotrauma*, 33(2):254-9.
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