

# **Advanced Topics in Child and Adolescent Mental Health**

\*Course Number: V05.0997 in the fall & summer, and V05.0998 in the spring; 2 – 4 points credit

\*Faculty: Project dependent

\*This course is offered throughout the year, depending upon student interest and faculty availability.

\*Prerequisites: Child and Adolescent Psychopathology (V05.0101, Shatkin and Evans) and consent of program advisor, Nadia Addasi ([nadia.addasi@nyumc.org](mailto:nadia.addasi@nyumc.org)).

## Course Description:

This course offers upper division students the opportunity to study an advanced topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training. Some independent studies will require students to produce a publication quality paper describing their project upon completion of the course; others may include the development of a course curriculum, academic poster, or other presentation. Examples of current independent study programs include the following:

## **I. Cognitive Behavioral Treatment of Child Anxiety Disorders**

Faculty: Carrie Masia-Warner, Ph.D., and Laura Reigada, Ph.D.

### Project Description:

The project is a pilot study to identify and treat children with anxiety disorders that are recruited from pediatric offices. Children with somatic complaints such as stomach aches, headaches and chest pains will be screened. Children who might be positive for social anxiety, generalized anxiety or separation anxiety will be invited to participate in a diagnostic interview. Appropriate children will then be invited to participate in a 14-week cognitive-behavioral treatment. After the treatment concludes, children are re-assessed to see if treatment was beneficial.

### Structure of Student Activities:

The majority of the hours will need to be completed between 9-6, though there might be opportunities to work in the evening/weekends.

### Description of Activities:

This position primarily offers experience in conducting a research-based treatment program. There will be some contact with children but it will not be on a regular basis. The student will receive mentoring regarding doctoral programs in psychology, career issues, diagnostic issues related to anxiety disorders, cognitive-behavioral treatment, etc.

- Exposure to diagnostic interviewing (i.e. structured interviews that assess psychological problems) and the opportunity to observe an interview with a child and their parent.

- Opportunity to learn about cognitive-behavioral treatments for anxiety (training in the treatment, watching videotapes of sessions, possibly observing sessions) but would not provide the treatment.
- Opportunities to contact children and/or their parents on the phone to conduct telephone screenings.
- Administrative tasks such as data entry and drafting letters, documents, preparing materials for treatment program, etc.
- Managing administrative aspects of the research project, such as petty cash and study budget.
- Opportunity to contribute to research papers.
- Opportunity to receive letter of recommendation for graduate school

Contact:

Email [Carrie.Masia@nyumc.org](mailto:Carrie.Masia@nyumc.org) or [Laura.reigada@nyumc.org](mailto:Laura.reigada@nyumc.org) with a statement of interest, resume and copy of transcript.

## **II. A Family Approach to Managing Asthma in Early Teens**

Nature of the Study: We are evaluating the efficacy of a school-based, family-focused intervention to teach 11- to 14-year-olds with asthma and their caregivers to successfully manage the illness and to improve their physical and mental health. The intervention, based on social-cognitive theory and family-systems theories, consists of two complementary components: (a) a school-based groups to empower middle school students to manage their asthma and (b) parent training to teach caregivers childrearing skills that support the youth's growing autonomy and need to self-manage the disease. Families are followed for one year after the intervention.

The study is significant because it is among the first to evaluate the impact of behavior management in asthma and group support to 11- to 14-year-olds and it is the first to couple an intervention for children with parent training strategies to enhance parent-child relations as a means of improving asthma management. Even though this study focuses on asthma, we are measuring several psychological variables that include anxiety, family relations and quality of life.

This study is a five-year study and we are in the fourth year. There is room for growth on this study if a student is interested in working with us for more than a semester, including paid per diem interviewing.

Responsibilities / Learning Opportunities for Fall 2008: Recruit families into the study. Implement strategies to retain families longitudinally. Data entry using several data-related programs including Access and SPSS. Conduct interviews with children and parents. Conduct literature searches and summarize articles to be used in peer reviewed publications, presentations and/or grant applications. Authorship on journal articles and/or posters is an option, depending on skills.

Tasks students are involved in depend on their availability. A full day Monday through Thursday is preferred. Flexibility with afternoon/evening/Saturday hours will maximize students' exposure to different tasks and skill set learned.

Contact Information:

Call Dr. Bruzzese at (212) 263-3667 or email [JeanMarie.Bruzzese@nyumc.org](mailto:JeanMarie.Bruzzese@nyumc.org) with a statement of interest, resume and copy of transcript.

## **II. Prevention Efforts in Young Children and Teens**

Faculty: Chris Lucas, MD, MPH

- STEPS- Teen Suicide Prevention
  - Help with supervision of on-line program for adolescent mental health / suicide prevention
  - Create new content for web-site
  - Participate and moderate on-line chat
  - Help with implementation of program at local high schools
- SEED-Preschool Anxiety Prevention
  - Creating and adapting group therapy manuals to teach skills to parents and children with anxiety
  - Test-retest reliability assessment of diagnostic interviews
  - Helping design and test assessments of cognitive bias in childhood anxiety

Experience will be gained in literature searches, grant writing, creation of IRB protocols/consent forms, simple data analysis with SPSS, diagnostic interviewing, video coding of observational assessments, and training in psychological assessment tools. Students will also have the opportunity to co-author scientific articles.

Contact:

Email [Christopher.lucas@nyumc.org](mailto:Christopher.lucas@nyumc.org) with a statement of interest, resume and copy of transcript.

## **IV. Educational Curriculum Development**

Faculty: Jess P. Shatkin, MD, MPH

The Child and Adolescent Mental Health Studies (CAMS) Minor was initiated by the NYU Child Study Center (Department of Child and Adolescent Psychiatry) in 2006. We have plans to offer many new courses in the coming years that will meet the program's goals and be highly appealing to students. As we expand our curricula, we require research assistants to help with course formulation, data collection, referencing, and syllabus development. For students interested in education and teaching, there are opportunities to help with the development of numerous courses, including the following:

Course Title	Brief Course Description
The Socially Transformative Role of Child Mental Health Workers	Traditional clinical training of child and adolescent social workers, psychologists and psychiatrists focuses almost entirely on diagnosing and treating problems at the individual and family level, while providing trainees with little understanding of the impact of social systems and government policies on the healthcare of both individuals and communities. This course will demonstrate to undergraduate students that virtually all aspects of child and adolescent mental health work have both social and political ramifications and that change can be affected at these levels as well.
Posttraumatic Stress Disorder in a Post-9/11 World	The events surrounding 9/11 will serve as a spring-board for the review and discussion of the physically, emotionally, and sexually traumatic occurrences which face children and adolescents. Various risk and protective factors will also be discussed as a means to developing an understanding of the concept of childhood resilience.
Eating Disorder and Body Dysmorphia Among Adolescents	This course will provide a review of the epidemiology, etiology, and treatment of eating disorders and body dysmorphia. Various psychodynamic and psychosocial theories will also be explored.
Clinical Pharmacology	This course will examine the history, rationale, and mechanism of action of medications used to treat psychiatric disorders. The primary emphasis of the course will be upon the neurobiological processes underlying psychopathology and pharmacological intervention. A contrasting theme throughout the course will be the use of drugs as probes to identify neural substrates of behavior.
The New American Family	The typical American family is no longer so typical, as families now commonly represent a mix of cultures, religions, and sexual orientations. This course will look at new and emerging data in an effort to understand the impact of being raised in the new American family.
Creativity and Play in Child Development	This course will mix theoretical concepts, ethological data, and empirical research in child development and child psychiatry with exercises in poetry and drama. The aim of the course is to give students both a personal experience as well as a rigorous intellectual framework for understanding the importance of play and subjectivity in both child and adult life and for understanding how play and creativity are linked.
Sleep in Children and Adolescents	Develop a seminar that focuses on uncovering the mysteries of sleep from the neurobiological (e.g., looking at brain waves and EEGs during sleep, body movements, vital sign changes, phases of sleep, etc.), more poetic or symbolic aspects of sleep (e.g., how sleep has been viewed by poets and playwrights, etc.), and social/cultural aspects (e.g., how sleep is viewed in different cultures). We will also discuss how sleep plays into the life of a child, adolescent, and adult, and take on some social issues. We will discuss sleep medications, sleep pathologies (e.g., parasomnias, nightmare disorders, narcolepsy, etc.), and various treatments for sleep disorders.

Contact:

Email [jess.shatkin@nyumc.org](mailto:jess.shatkin@nyumc.org) with a statement of interest. Please note that not all curriculum development independent studies are available every semester.

## **V. Parent and Teacher Training in Behavioral Methods to Treat Conduct Problems in Early Childhood**

Faculty: Steven M.S. Kurtz, Ph.D., ABPP and Timothy Verduin, Ph.D.

### Project Description:

The Child Study Center prides itself in offering evidence-based treatments to its patients and to teaching parents and other professionals how to administer these treatments. Young children with conduct problems, such as oppositionality, defiance, and excessive hyperactivity or impulsivity are at significant developmental risk for more severe and persistent conduct problems as they get older. There are well-established, research-supported behavioral treatments for this population. The NYU Child Study Center trains a variety of professionals to learn these state-of-the-art behavioral therapies. Our trainees include psychology and psychiatry interns and residents in our Center, as well as practicing psychologists, psychiatrists, social workers, and other child care professionals offsite in the metropolitan and near upstate areas of New York. As well, we provide training in these techniques to teachers in a variety of general education and special education settings, both public and private, in and outside of NYC.

The independent study candidate would have a number of related responsibilities that will be both clinical and research in nature. The independent study would include:

- auditing the live treatment sessions of Parent-Child Interaction Therapy (PCIT) from behind a one-way mirror, with the faculty
- doing the structured behavioral coding of these live and videotaped treatment sessions provided by our psychologists and psychiatrists in training to assist us in giving them feedback on their fidelity to the treatment protocols, which is a key issue in learning manualized treatments
- managing the data entry of parent, child, and therapist behaviors in these treatment sessions and preparing the graphic output that the therapists use each week in their supervision and treatment sessions to show parents how they are progressing with the requisite skills toward their completion of the treatment
- assisting in the DVD editing and authoring process as we take specific vignettes from these various treatment sessions to prepare state-of-the-art videos for teaching purposes.
- Being trained to work with our young patients in a structured 1:1 play setting for the parts of the treatment sessions when the parents need to speak privately with the therapists

The independent study will require being at the Child Study Center on either Tuesdays or Thursdays from 4:45-6:45. The remaining hours will be scheduled on a flexible basis

according to the student's availability. All students should have taken a course in research methods prior to engaging in this independent study.

Pre-requisites: This Independent Study is only offered for 4 credits, which per University parameters is 10-12 hours per week inclusive of onsite and independent work. Students must have passed with a B or better a course that includes research methods or experimental design; this may include one of the Psychology Department lab courses.

## **VI. Clinical Research Assessment in ADHD and Social Anxiety**

Faculty: Richard Gallagher, Ph.D.

Project Description: Two special projects within the Institute for Attention Deficit-Hyperactivity and Disruptive Behavior Disorders seek to understand and treat troubling aspects in two conditions: ADHD and social anxiety in children. In one series of studies, we are developing methods for evaluating organizational, time management, and planning skills deficits in children with ADHD. These measures form the backbone for new efforts to teach children with ADHD how to overcome their difficulties in managing school assignments, completing tasks on time, and gaining a capacity to plan their actions more effectively. We seek advanced undergraduates to help us refine our assessment measures through data collection and data analysis. In a second series of clinical trials, we seek to track the progress of socially anxious children with selective mutism as they are provided with cognitive behavioral treatment. Undergraduates in this project are sought to collect systematic data on a small number of cases for analysis through single-subject design methodology.

### Structure of Student Activities:

The student will work in conjunction with Dr. Gallagher in collecting systematic data from clinical populations. Students will need to complete most work between the hours of 9 AM and 6 PM. Two periods of several hours of study are expected each week.

### Description of Course Activities:

The student will participate in a select group of activities depending upon the stage of the research projects. The instructors will contract with students to participate in: Advanced literature searches to update our understanding of progress in the field; guided development of protocols to obtain research approval through the Institutional Review Board; collection of data on clinical populations through rating scales and taped observation of children in structured tasks; data analysis that correlates selected measures with one another; and interviewing of parents and children to generate ideas for new assessment methods. The student will be an active member of the clinical research team in both studies.

Students will be provided with directed readings in order to meet these educational goals. The readings will assist students in:

- Becoming familiar with assessment methods in childhood psychopathology

- Understanding prior methods for evaluating deficits in organizational skills in ADHD and/or prior methods in evaluating social behavior in socially anxious children
- Understanding how measures are developed so that they are reliable and valid
- Understanding the procedures for evaluating psychometric properties of new scales and measures
- Becoming familiar with the process of evaluating treatment effectiveness through the use of single-subject designs

Students will meet with the faculty member for 1 hour each week to review progress and address questions. Other meetings will be scheduled during faculty office hours as needed.

Opportunities for continued participation with the chance to provide input in presentations at national scientific meetings will be available for students who wish to work beyond the semester time limits.

Contact:

Email [Richard.gallagher@nyumc.org](mailto:Richard.gallagher@nyumc.org) with a statement of interest, resume and copy of transcript.

## **VII. Temper Outbursts in Young School-Aged Children**

Faculty: Rachel Klein, Ph.D., Aleta Angelosante, Ph.D., and Amy Roy, Ph.D.

Project Description:

This is a study designed to better understand the phenomenology of extreme temper outbursts in young school-aged children. We are interested in studying children who exhibit tantrums which typically include verbal or physical aggression, several times per week, in multiple settings. The extensive study assessment includes diagnostic interviews (of both child and parent psychopathology), parent-report questionnaires, child behavioral tasks, and a parent-child interaction task. In particular, we are interested in examining frustration tolerance and emotion regulation in these youth.

Structure of Student Activities:

The majority of the hours will need to be completed between 9-6 on weekdays.

Description of Course Activities:

Students conducting independent study with this program would be asked to code videos of the various behavioral tasks completed by the child, transcribe audio of parent speech samples, and conduct data entry using Access and SPSS. The video and audio tasks provide an opportunity to better understand the clinical aspect of this research, while the data entry provides an opportunity to become proficient in standard data management programs. In addition, students will be required to attend the weekly project meeting (Tuesdays from 11-12) and read several journal articles relevant to the project.

There will be opportunities for students to observe study assessments and assist in preparation of presentations. Students will receive mentoring regarding careers in psychology, graduate programs, and psychology research. In addition, we would be willing to discuss opportunities for honors theses with more experienced students.

Contact:

Email [Rachel.Klein@nyumc.org](mailto:Rachel.Klein@nyumc.org), [Aleta.Angelosante@nyumc.org](mailto:Aleta.Angelosante@nyumc.org), or [Amy.Roy@nyumc.org](mailto:Amy.Roy@nyumc.org) with a statement of interest, resume and copy of transcript.

## **VIII. Clinical Research in the Institute for Tourette and Tic Disorders**

Faculty: Barbara Coffey, M.D. M.S.  
Institute for Tourette and Tic Disorders

Project Description:

This project will involve participation in three new studies in the Institute for Tourette and Tic Disorders. One of the studies is a multi-site clinical trial of a new treatment for Tourette's Disorder. Children with Tourette's Disorder, ages 6-17, will be evaluated comprehensively and randomized to either drug or placebo. The specific aim is to test the efficacy, safety and tolerability of a new treatment for Tourette's Disorder.

The second study is entitled: Improving Tic-Related Response Inhibition: Comparing Effects of Dexmethylphenidate to Placebo in Children and Adolescents with ADHD and Chronic Tic Disorders. The primary aim of the study is to compare the effects of a pill placebo condition and short-acting dexmethylphenidate (DMPH) (0.15 mg/kg/dose) in facilitation of tic suppression in children and adolescents with Attention Deficit Hyperactivity Disorder (ADHD) and Tourette Disorder (TD) or chronic tic disorder. Deriving from this primary aim, the primary hypothesis is that dexmethylphenidate administration will improve reinforced tic suppression in children and adolescents with ADHD and TD or chronic tic disorder, using the experimental paradigm created by Woods and Himle. In this paradigm, children are reinforced for every 10 second tic-free interval. Using this paradigm, the investigators have shown that tics can be suppressed for up to 40 consecutive minutes, with no apparent rebound in tic frequency after reinforcement for suppression and instructions to suppress have ended.

The third study is entitled: Tics and Tourette's Disorder: Prevalence and Impact of Anxiety Disorders. This study seeks to explore the relationship between Tourette's Disorder and anxiety disorders in children and adolescents by collecting and examining data from past patient files and assessments.

Structure of Student Activities:

The student will work closely with Dr. Coffey and her research team in obtaining, recording and assessing data from study patients. Students will be expected to work approximately 8 to 10 hours per week.

#### Description of Course Activities:

This project offers extensive exposure to and experience in conducting clinical research in children and adolescents with Tourette's Disorder. The student will learn the elements of comprehensive clinical and research diagnostic evaluation. The student will participate in a variety of adjunctive research activities such as advance literature searches, data monitoring and collection, use of rating scales, and data entry and analysis. The student will be provided with relevant didactic material, and readings. The student will meet regularly with the research team and faculty to review progress and address questions. The student will also have the opportunity to participate in preparation of abstracts for scientific meetings and manuscript preparation.

For more information, please contact Stephanie Samar at [Stephanie.Samar@nyumc.org](mailto:Stephanie.Samar@nyumc.org) or 212-263-8672.

## **IX. Asian American Children Mental Health Project**

Faculty and Principle Investigator: Keng-Yen Huang, Ph.D.

Co-Investigators: Laurie Miller Brotman, Ph.D., Esther Calzada, Ph.D., Patrick Shrout, Ph.D.

#### Project Description:

Asian Americans are one of the fastest growing ethnic minority populations in the US. There are approximately 12 million Asian American presently in the US, comprising 4.2% of the population. However, we know very little about the mental health of Asian American young children and even less about specific subpopulations of this growing ethnic minority. The aims of our project are to understand risks, protective factors, and symptom presentation of mental health problems in different subgroups of Asian Americans, including South-Asian Americans (e.g., Indian, Pakistani), East-Asian Americans (e.g., Chinese, Japanese) and South-East Asian Americans (e.g., Philippines, Vietnamese). Our research team is investigating the effects of many factors on Asian child mental health outcomes. These include socio-demographic factors, parent cultural adaptation, parental functioning, parenting practices, and child socio-emotional competence. Our study can serve as a first step toward the provision of culturally-informed prevention programs intended to reduce health disparities for Asian American families.

We are recruiting 200 Asian families with preschool age children from childcares and public schools in NYC for this two year study. There is room for growth on this study if a student is interested in working for more than one semester.

#### Description of Student Activities:

The majority of the hours will need to be completed between 8 AM and 5 PM. Learning opportunities include conducting interviews with parents, conducting child assessments at school, conducting literature searches and summarize articles for publications, and data entry using SPSS. Authorship on publications is an option, depending on skills.

#### Contact:

Email [huangk01@nyumc.org](mailto:huangk01@nyumc.org) with a statement of interest, resume and copy of transcript.

## **X. Neurological Bases for Anxiety Disorders**

Faculty: Christie Jackson, Ph.D.

### Project Description:

This project, Center for Neural Systems of Fear and Anxiety, is a multi-site study investigating the neurological bases for anxiety-based disorders. The sites involved are: NYU Washington Square, Weill Medical College of Cornell University, Mount Sinai School of Medicine, Rockefeller University, and the NYU Child Study Center Institute for Trauma and Resilience. The student will work at the NYU Institute on the study “Cognitive Behavioral Treatment Versus Sertraline Treatment for Posttraumatic Stress Disorder (PTSD).” This study compares the efficacy of cognitive-behavior therapy (CBT) to sertraline (Zoloft) for individuals with PTSD resulting from childhood and/or adulthood sexual trauma. In addition, functional magnetic resonance imaging (fMRI) scans are conducted before and after treatment to identify potential changes brought about by treatment.

### Structure of Student Activities:

The majority of the hours will need to be completed between 9-6 on weekdays, and will average out to 10 – 12 hours.

### Description of Course Activities:

As a research assistant for this study, the student is responsible for the recruitment of individuals who call to inquire about participation. Individuals call in response to weekly advertisements placed in local newspapers, such as AM New York. During the phone screen, the study is thoroughly explained, including important details such as participation in fMRI scans, treatment, risks/benefits, compensation, confidentiality, and referrals for other treatment as needed. The screen is a 20-minute protocol assessing demographics, medical history, and traumatic experiences participants may have had. The student is responsible for maintaining the comprehensive database with logs of each phone call, phone screens completed, and details regarding participants that are ruled-in or ruled-out. The student also performs basic data entry using SPSS. Finally, the student will attend the biweekly Institute for Trauma and Resilience interdisciplinary team meetings. The student is also expected to attend the weekly CSC Grand Rounds, held each Friday during the academic year.

### Contact:

Email [jacksc05@nyumc.org](mailto:jacksc05@nyumc.org) with a statement of interest, resume and copy of transcript.

## **XI. Independent Study at the Institute for Attention Deficit Hyperactivity and Behavior Disorders**

Faculty: Steven M.S. Kurtz, Ph.D., ABPP (and Jessica Masty, M.A.)

### Project Description:

The Child Study Center prides itself in offering evidence-based treatments to its patients and to teaching parents and other professionals how to administer these treatments. Young children with behavior problems, such as oppositionality, defiance, and excessive hyperactivity or impulsivity and selective mutism are at significant developmental risk for more severe and persistent problems as they get older. For some of these problems (such as ADHD and oppositional defiant disorder), there are well-established, research supported behavioral treatments; for other disorders (such as selective mutism) effective behavioral treatments are still being developed and tested. The NYU Child Study Center employs and trains a variety of professionals to learn and conduct research on these behavioral therapies. Our trainees include psychology and psychiatry interns and residents in our Center, as well as practicing psychologists, psychiatrists, social workers, and other child care professionals offsite in the metropolitan and near upstate areas of New York. Additionally, we provide training in these techniques to teachers in a variety of general education and special education settings, both public and private, in and outside of New York City.

The independent study candidate will work primarily on a current clinical research study but will also have a number of opportunities to learn about and take part in clinical activities at the Child Study Center. The student will work on a study entitled, “A Functional Analysis of Selective Mutism.” The purpose of this study is to identify the factors associated with talking in children with selective mutism. Behavioral data is being collected from archived clinical videos of parents and children during a structured experimental task. The student will learn a newly developed behavioral coding scheme and may be involved in a variety of data management activities including behavioral coding, data entry, and data analysis (including behavioral functional analysis). Clinical opportunities may include observing behavior therapy appointments from behind a 2-way mirror, taking part in behavior assessment tasks with clinical populations, and learning about evidenced-based treatments, among other things.

The independent study will include:

- engaging in the research process first-hand, by learning a behavioral coding system and participating in the data entry and data management activities for research on selective mutism
- training in behavior functional analysis, which helps researchers/therapists to understand (and teach parents and teachers) which factors trigger particular target behaviors in children with behavior problems as well as the factors that reinforce the target behaviors
- auditing the live treatment sessions of Parent-Child Interaction Therapy (PCIT) from behind a one-way mirror, with the faculty
- doing the structured behavioral coding of these live and videotaped treatment sessions
- to assist us in giving clinical trainees feedback on their fidelity to the treatment protocols, which is a key issue in learning manualized treatments

- managing the data entry of parent, child, and therapist behaviors in these treatments
- sessions and preparing the graphic output that the therapists use to show parents how they are progressing with the requisite skills toward their completion of the treatment
- assisting in the DVD editing and authoring process as we take specific vignettes from these various treatment sessions to prepare state-of-the-art videos for teaching purposes
- being trained to work with our young patients in a structured 1:1 play setting for the parts of the treatment sessions when the parents need to speak privately with the therapists

Commitment:

The independent study will require being at the Child Study Center on either Tuesdays or Thursdays from 4:45-6:45 and on Tuesday or Wednesday afternoons. The remaining hours will be scheduled on a flexible basis according to the student's availability.

Pre-requisites: This Independent Study is offered for 2-4 credits, which per University parameters is 10-12 hours per week inclusive of onsite and independent work. Students must have passed with a B or better a course that includes research methods or experimental design; this may include one of the Psychology Department lab courses.

Contact:

Please contact [Steven.Kurtz@nyumc.org](mailto:Steven.Kurtz@nyumc.org) with a statement of interest, resume and copy of transcript.

## **XII. Clinical Research in the Institute for Preventive Science**

Faculty: Demy Kamboukos, Ph.D  
NYU Child Study Center

Project Description:

The independent study will be conducted in the Institute for Prevention Science at the NYU Child Study Center. The study will focus primarily on ParentCorps, a large federally-funded study of a family and school-based intervention to prevent conduct problems and obesity, and promote social-emotional and academic competence in Pre-Kindergarten children attending public schools in low-income urban neighborhoods.

Structure of Student Activities:

Students will commit to approximately 10 hours of work a week.

Description of Course Activities:

Independent study students will have the opportunity to be exposed to and involved in all aspects of the study, including assessment, intervention, and data management. Assessments include school-based testing of children, phone interviews with parents, and classroom observations. Additionally, students will be trained in family intervention, with opportunities to co-lead a manualized group for children. As part of the independent

study, students will assist with data management, including data entry and processing. Students will work on an independent research project as needed.

Students will receive training and weekly supervision related to working collaboratively with school staff and families in a culturally competent manner, conducting assessments with parents and young children, implementing manualized interventions, adhering to ethical guidelines for human subjects procedures, and data management. Students will have opportunities to attend weekly Grand Rounds and bi-weekly Research Presentations at the NYU Child Study Center, and a monthly research seminar offered through the Institute for Prevention Science.

Contact:

Demy Kamboukos at [demy.kamboukos@nyumc.org](mailto:demy.kamboukos@nyumc.org) with a statement of interest, resume and copy of transcript. You can also call 212-263-2472 for more information.

### **XIII. Neuropsychological Assessment and Remediation of Learning Disorders**

Faculty: Daniela Montalto, Ph.D. and Susan J. Schwartz, M.A. Ed.

Project Description

The Institute for Learning and Academic Achievement (ILAA) at the NYU Child Study Center offers a comprehensive, specialized neuropsychological approach to assessing a child's learning strengths and weaknesses through evaluations that review specific areas of functioning. The evaluations consist of a battery of tests that examine intellectual functioning; attention and concentration; executive functioning; learning and memory; auditory processing; visual spatial, visual motor and visual perceptual skills; sensorimotor functioning; phonological awareness; and academic functioning . In addition, social, emotional and behavioral issues are also reviewed. Extensive written reports describe evaluation findings and recommendations for treatment. Results of the assessment are discussed with parents and educators. Often, the evaluators advocate for the child with the Board of Education and Committee on Special Education. In addition, organizational skills and academic remediation are offered.

Structure of Student Activities

The majority of the hours will need to be completed between 9-6, though there might be opportunities to work in the evening or on weekends.

Description of Activities

An independent study offers experience in assessment, remediation and advocacy. There will be some contact with children, but it will not be on a regular basis. The student will receive weekly mentoring regarding diagnostic concerns related to learning and attention disorders, and remedial treatment.

- Exposure to diagnostic interviewing aimed at reviewing a child's birth, developmental, medical, family, social and educational history. The student will observe and participate in interviews with families.

- Become familiar with psychometric assessment tools. The student will observe assessments and will learn about test scoring and interpretation.
- Understand how measures are developed so that they are reliable and valid.
- Understand the procedures for evaluating psychometric properties of new scales and measures.
- Become familiar with the process of individual remediation.
- Understand the process by which students become eligible for remedial or related special education services in school.
- Administrative tasks such as data entry, evaluation scoring, drafting letters, and preparing materials for remediation.

Contact:

[Susan.Schwartz@nyumc.org](mailto:Susan.Schwartz@nyumc.org) or [Daniela.Montalto@nyumc.org](mailto:Daniela.Montalto@nyumc.org) with a statement of interest, resume and copy of transcript.