Dear Potential Post-Doctoral Fellow:

Thank you for your inquiry about our post-doctoral fellowship training program.

Attached please find a narrative with some information about the Integrated Center

For Child Development (ICCD) and an application form.

Please complete the application below and kindly return all documents to Giancarlo Fusco, PsyD via email or postal mail. We will review each as it is received and begin to fill our post-doctoral fellowships. We strongly encourage applicants to forward application materials as soon as possible for priority review. There is a stipend of $52,000 for first year fellows and other benefits are available such as health and dental insurance.

Your packet should include:

* + Application
  + CV
  + Transcript (this may be “unofficial” but issued by your Registrar’s Office)
  + Three (3) sample testing reports (cleansed of identifying information)
  + Two (2) letters of reference (these should be from someone who can attest to your professional character and clinical ability)

Please feel free to email me should you have any questions.

Sincerely,

***Giancarlo Fusco, PsyD***

Licensed Psychologist

Please send the following application to:

[gfusco@iccdpartners.org](mailto:gfusco@iccdpartners.org)

or via postal mail to:

Giancarlo Fusco PsyD

109 Oak Street

Suite G10

Newton, MA 02464

**Integrated Center for Child Development**

**Narrative**

The Integrated Center for Child Development (ICCD) is a multi-disciplinary center offering neuropsychological, behavioral, medical, and educational services to individuals with special needs. ICCD offers evaluative and treatment options to individuals presenting with a variety of developmental and learning challenges. These include autism spectrum disorders; learning disabilities; genetic disorders and developmental disabilities; ADD/ADHD; psychiatric disorders; and neurological injuries.

The ICCD mission is to provide high quality clinical services to clients and their families; to offer post-graduate training for professionals in pediatric neuropsychology, and related fields; and to educate the community in the identification and management of learning and developmental disorders. In addition to direct assessment, all clinicians at ICCD are available to collaborate with families for ongoing care. A family might choose to bring the clinician into the special education process by inviting them to observe the child in school or to participate in a team meeting. They may also wish for the clinician to consult with other professionals involved in the care of the child: teachers, therapists, advocates, and health care professionals.

The ICCD is managed by **Rafael Castro**. Our staff has grown to over 70 individuals and includes professionals with backgrounds in neuropsychology and child psychology; pediatric medicine and neurogenetics; occupational therapy; special education; speech-language pathology and assistive technologies.

**Services**

ICCD offers psychological, medical, educational, speech and language, occupational therapy and assistive technology services in a highly integrated manner to children ranging in age from infancy to early adulthood, confronted with many types of developmental, medical and learning issues. Evaluations are conducted in order to determine an appropriate diagnosis, to plan treatment, to monitor progress, or to guide decision making with respect to eligibility determinations. Many of these children would traditionally be seen in a hospital or other institutional settings but by working in a community-based setting, we believe that it is possible to achieve both a higher degree of individualized care and interdisciplinary integration. The center also offers families a high level of expertise with regard to educational planning and management of children with special educational needs. ICCD strives to build long-term relationships with families so that guidance and support are provided throughout a child’s development; in addition, ICCD is always available to provide ongoing consultation with a range of professionals involved with our clients and their families. Professionals at ICCD provide a range of evaluation services that include neuropsychological evaluations, neurodevelopmental assessments, medical evaluation, speech/language evaluation and educational program evaluation. Clinicians at ICCD provide treatment services for children who have been evaluated at ICCD and those who have not. Educational consultants work with children who have unusual learning styles to help them develop compensatory strategies so that they can succeed in school more independently, medical staff develop psychopharmacologic interventions, speech/language pathologists work with children who have a wide range of disabilities, teaching them to use verbal skills to communicate more effectively and enhance social skills.

**Neuropsychological Evaluations**

Neuropsychological evaluations use the assessment techniques of clinical psychology and neuropsychology to assess learning and developmental challenges; to identify their underpinnings; to offer a diagnosis; and to make recommendations for treatment and management. Neuropsychological-Assistive Technology Evaluations provide a comprehensive assessment of a child’s learning and development with a critical eye toward the physical and sensory deficits that interfere with the ability to access or to convey information or language. Recommendations specifically target the barriers to successful performance with an emphasis on tools and strategies that promote independence.

Assessments at ICCD include clinically grounded and comprehensive reports that highlight a child’s strengths and areas of need. Through these in-depth evaluations, clinicians can offer a roadmap for children and their families to pursue further lines of intervention to address their challenges. This includes recommendations for intervention both within the home and community settings, but also detailed objectives for school environments. The latter may supports the implementation of additional required services in the academic contexts such as those offered by a 504 Plan or Individual Education Program (IEP).

**Medical Services**

Medical Services at the Integrated Center for Child Development offers a comprehensive medical approach to special needs. Dr. Susan Manea, our Medical Director is a board certified pediatrician and pediatric neurogeneticist specializing in the diagnosis and treatment of children with a range of presentations. A variety of services are provided including diagnostics and treatment for a variety of genetic and developmental disabilities as well as comprehensive evaluations for Autism Spectrum disorders. A full neurodevelopmental evaluation will define possible underlying medical etiologies and determine appropriate laboratory studies and evaluations. Comprehensive medical care includes extensive recommendations for treatment and educational programming that can be utilized to advocate for therapeutic needs. Follow up care will address specific patient needs in the realm of behavior, sleep, nutrition, and general health with monitoring of developmental progress and continued recommendations for educational programming and home based interventions.

Psychopharmacologic modalities can be utilized as needed in patients whose family function is significantly altered and in children whose developmental progress or well being is impacted heavily by behaviors. A number of strategies are utilized to address these behaviors including ruling out underlying medical etiologies such as seizures or gastrointestinal symptoms, outlining behavioral strategies, maximizing educational programming, and helping families establish home based strategies. Once these strategies are in place, pharmacologic agents can then be considered if the patient’s overall function does not improve. The number of medications and options that are available to families can be overwhelming and our medical team feels it is important to take time to talk with families, observe children, and target specific aspects of behavior that may benefit from psychopharmacologic intervention. More importantly when prescribing medications open lines of communication and accessibility must be established to prevent untoward effects and determine efficacy.

**Counseling Department**

The counseling department at the Integrated Center for Child Development offers individual and family counseling, as well as opportunities for parent guidance. Our department most often assists school-aged children, adolescents, and young adults. In addition to therapeutic services, some clinicians also offer guardianship evaluations to assist families whose children require additional support upon their transition to young adulthood. Time-limited behavioral observations within the home setting are also offered in select cases. Our clinical team addresses a broad spectrum of presenting concerns, including but not limited to the following: anxiety, mood disorders, attentional disorders, social skills deficits, autism spectrum disorders, gender identity, behavioral challenges, school concerns, relationship challenges, and life transitions.

Our team of clinicians utilize evidence-based treatment modalities and approaches that are tailored to best meet individual client needs. Following a thorough diagnostic intake and assessment, clinicians work collaboratively with clients to establish the primary areas of concern, develop related treatment goals, and implement treatment plans in an effort to improve clients’ overall quality of well-being and decrease associated symptomatology for their presenting concern. Our team offers an individualized approach to treatment, which also incorporates monitoring of symptom severity through assessment measures, as well as collateral contact with parents/caregivers, school, medical providers, and other outpatient providers.

**Educational Services**

Educational Services is a developing segment of the practice and is directed by Kathleen G. Burek, M.Ed. a special education teacher with 30 years of experience in public and private schools. Services include direct tutorial in individual and group formats; program evaluation and consultation; and parent and community education. In addition, staff from educational services provide program evaluations of public and provide school programs and consult with teachers.

**Speech-Language Services**

ICCD also offers speech-language assessment and therapy for children from pre-school through adolescence. Speech-language therapy is offered to children with both fundamental communication difficulties and to children with more subtle language challenges that may undermine verbal expression or the development of written language.

**Consultation**

Clinical staff at ICCD routinely consult with a range of professionals, including attorneys, pediatricians, psychologists, psychiatrists, special educators, teachers, and school administrators. Our staff members are contracted annually by a number of public school systems to provide ongoing consultation and support to teachers and parents of children with developmental disorders. ICCD also maintains contracts to design and manage substantially separate classrooms within public school systems for children with developmental disorders.

**Fellowship Training Program**

ICCD is committed to providing exceptional post-doctoral training for post-doctoral fellows seeking specialization in pediatric neuropsychology and in applied behavioral analysis. Our apprenticeship training model is unique; in most training sites, the post-doctoral fellow sees clients independently and then meets for supervision with a neuropsychologist who typically has not observed the child or met the parents. In order to provide the consistently excellent care that ICCD is known for, we believe that it is essential for a more experienced neuropsychologist to take the lead in all evaluations aided by the aspiring neuropsychologist in order to yield a much richer and broader training experience in terms of developing both clinical and professional skills.

Clinical expertise is acquired through exposure to a wide range of cases with support in

Integration of the data so that a clear view of the child’s learning style and needs emerges. In order to accomplish this goal, the post-doctoral fellow works side-by-side with an experienced clinician. The fellow observes the intake session, assists the clinician in testing the child, joins the clinician in the feedback and drafts the report with the supervisor. In addition to the time spent with the supervisor in clinical activities, the post-doctoral fellow has regular weekly supervision as well as informal supervisory experiences, such as “debriefing” after a feedback session and didactic seminars. Our Apprenticeship training program facilitates both modeling and direct teaching of clinical skills and professional compartment. As the post-doctoral fellow becomes more experienced and demonstrates consistently the skills required for high quality neuropsychological assessment, a greater degree of independent practice is facilitated.

**APPLICATION FOR POST-DOCTORAL FELLOWSHIP**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list your assessment experience with children/adolescents:

Please list your therapy experience with children/adolescents:

Please explain why you are interested in receiving post-doctoral training at ICCD?

What do you hope to gain from this training experience?

Please share with us your current thinking about your career goals and where you see

yourself professionally in five years.

What do you see as your strengths within the context of the ICCD Apprenticeship

model?

What do you see as potential challenges for you in this training site?

**Please complete the table on the next page (# 4) regarding experience with**

**Specific testing instruments.**

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please send this packet including relevant materials together via email or postal mail.

Please rate your experience with the administration and scoring of the following

instruments. If you believe that you are proficient in giving and scoring a test, rate your experience as substantial.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Experience:** | **None** | **Substantial** | **Other** | **Comments** |
| BRIEF |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| DAS-II |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| WISC-V |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| WPPSI-IV |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| WAIS-IV |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| WRAML-2 |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Rey Osterrieth |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Beery VMI |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Boston Naming |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| DKEFS |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| CPT-II |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Stroop |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Trail Making |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Verbal  Fluency |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Wisconsin  Card |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| NEPSY |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| GORT-5 |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| TOWL-3 |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| WIAT-4 |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Leiter-3 |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Bayley Scales |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| CELF |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Preschool  Language  Scale (PLS-5) |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| TAT |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Children’s  Depression  Inventory (CDI) |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Roberts  Apperception  Test |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Conner’s  Rating Scale |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Children  Memory Scale |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Achenbach  Scales |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Rorschach Test |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| PAL-II |  |  |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |