The International Neuropsychological Society

47th Annual Meeting

New York City, New York, USA - February 20–23, 2019



Wifi SSID: Marriott_CONF

Wifi Password: INS2019

www.the-ins.org



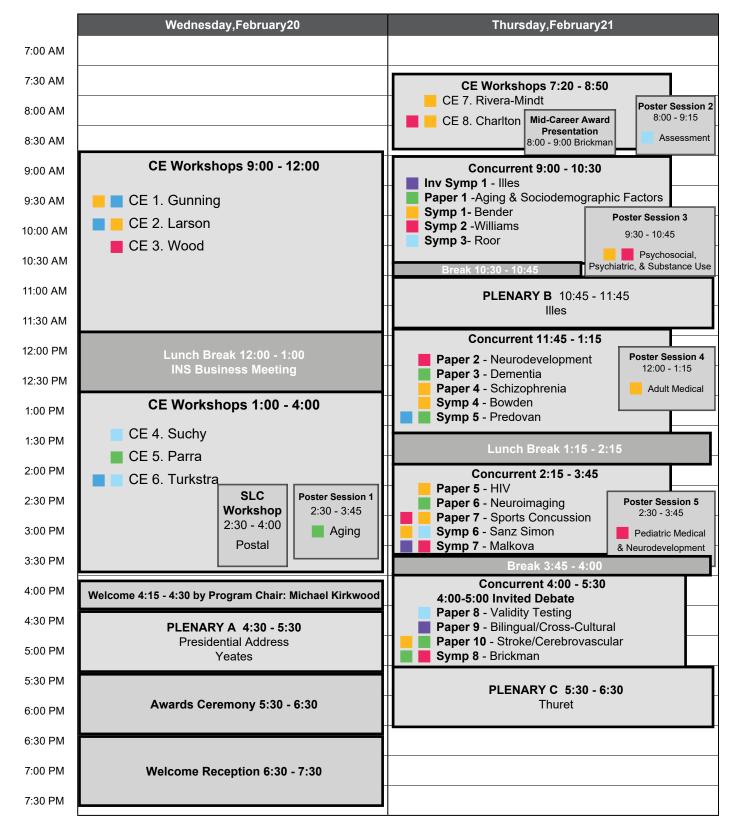
February 20-23, 2019 Marriott Marquis | New York | NY

Presiding President: Keith Yeates
Program Committee Chair: Michael Kirkwood
CE Committee Chair: Melissa Lamar

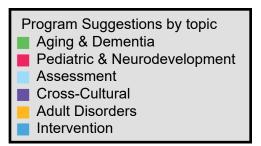
Program Suggestions by topic

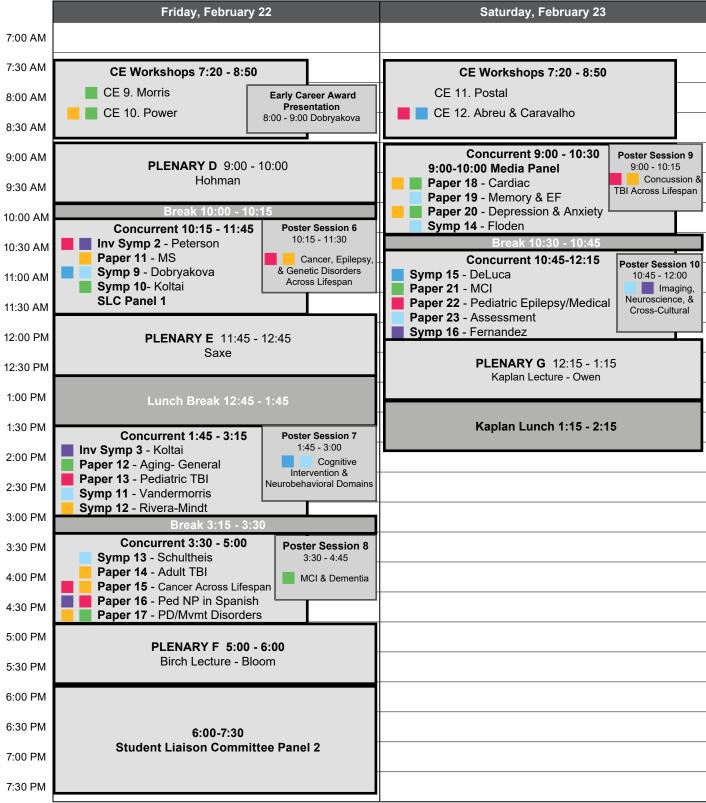
Aging & Dementia

Pediatric & Neurodevelopment
Assessment
Cross-Cultural
Adult Disorders
Intervention









Dear Colleagues,

On behalf of the 2019 INS Program Committee, we are excited to welcome you to the 47th Annual Meeting of the International Neuropsychological Society in New York City.

The program theme this year - Embracing the Biopsychosocial Melting Pot – was chosen in honor of the Big Apple's unparalleled mix of people as well as to reflect the fact that INS is at its very best when we blend together our diverse backgrounds. Topics for this year's meeting were chosen to cut across biology and psychology, science and practice, neuroscientific disciplines, cultures, and the entirety of the developmental spectrum, from the very young to the very old. The invited speakers optimize this year's theme and are internationally recognized experts who are talented, dynamic presenters. Their sessions promise to be as informative as they are engaging. Contributions from the INS membership and attendees further enhance the program. We received a record number of submissions this year (over 1,400!), and the posters, papers, and symposia will serve to showcase the strong state of INS and the continuing growth of the field.

An initial glance at this year's program book/app will highlight a new feature of the INS meetings: color-coding of the scientific sessions, which we hope will simplify the process of finding topics of interest. This year includes more sessions than any previous INS meeting, resulting in a schedule that is chock-a-block full of difficult choices but necessary to accommodate the sheer number of submissions. The general conference schedule is similar to the well-received format used over the last couple of years. The program will begin with the Presidential Address on Wednesday afternoon, followed by the opening ceremony and a welcome reception that will include local music and refreshments. The meeting will conclude on Saturday after the Edith Kaplan Memorial Lecture and luncheon. In an exciting development this year, the Hispanic Neuropsychological Society's half-day meeting will begin immediately after INS programming on Saturday.

A conference as large as this one would not be possible without the immense effort of many individuals. Melissa Lamar, CE Chair, and the CE Committee are to be commended for putting together a terrifically balanced and stimulating workshop series this year. We would also like to express our gratitude to the 2019 Program Committee, the Student Liaison Committee, the Student and Early Career Volunteers, and Gordon Chelune, INS Executive Director. Last, but certainly not least, we are indebted to the team at the INS office. They are as dedicated and organized as they are patient and helpful. Please thank Chantal Marcks, Stephanie Card, Davis Schoenfeld, Jamie Wilson, and Katie Coffman for their countless hours of work to bring the meeting to fruition.

We look forward to seeing you at the conference. Our hope is that you catch up with old friends, make a few new ones, enjoy the wonderful sights and sounds of NYC, and get just enough sleep in the city that never does to allow yourself to do some learning and contributing during what has shaped up to be a fantastic scientific program!



Michael W. Kirkwood Program Chair



Keith Owen Yeates INS President

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Louisa Thompson

New York 2019 Program Committee

INS President

Keith Yeates

Program Committee Chair

Michael Kirkwood

Continuing Education Committee Chair

Melissa Lamar

Emily Briceno

Program Committee Members

*Designates member of the Program Executive Committee

Vicki AndersonAmanda GoodingCarolyn ParseyPatrick Armistead-JehleRoy HamiltonRobin Peterson *Anne ArnettBenjamin HampsteadChristine Petranovich

Alex Bahar-Fuchs Duke Han Dalin Pulsipher Sarah Banks Heidi Rossetti Frank Hillary Sallie Baxendale Kelly Ryan Robin Hilsabeck Patricia Rzezak Miriam Beauchamp (Incoming Co-Elise Hodges Chair) * Bonnie Sachs Jennifer Janusz Madison Berl Sharon Sanz-Simon Angela Jefferson Cady Block Dawn Schiehser Mervi Jehkonen Ryan Schroeder Eva Bonda Lisanne Jenkins

Maria Jonsdottir

Adam Brickman **Emily Trittschuh** Justin Karr Robyn Busch Angela Troyer Bonita Klein-Tasman Dominic Carone Lenka Kramska Frederick Unverzagt Jennifer Cass Mieke Verfaellie Scott Langenecker Jimmy Choi Christian LoBue Kayci Vickers Derin Cobia **Guy Vingerhoets** Eileen Martin

Pamela Dean Donel Martin Karin Walsh
Michael Dichiaro Shawn McClintock (Past Chair) * Jeffrey Wefel
Nyaz Didehbani Mark McCurdy Sara Weisenbach
Jacobus Donders * Lauren McGrath Michael Williams

Vonetta Dotson Dawn Mechanic-Hamilton Ericka Wodka
Jonathan Evans Justin Miller Thomas Wodushek
Rosemary Fama John Mizelle Steven Woods
Thomas Farrer * Tanya Nguyen Martin Woon
Laura Zahodne

Anselm Fuermaier Kyle Noll

Andrew Gardner Ozioma Okonkwo (Incoming Co-Molly Zimmerman

Katherine Gifford Chair) *
Mary Gillis Katie Osborn

Welcome to INS New York 2019!

INS Registration Desk

Upon your arrival, please visit the INS Registration Desk to check-in and obtain your badge and other materials.

The INS desk is located on the Sixth Floor in the *Broadway Ballroom North Foyer*.

Registration Desk Hours:

3:00 PM-6:00 PM
8:00 AM-6:00 PM
7:00 AM-6:00 PM
7:00 AM-5:30 PM
7:00 AM-12:30 PM

*On this date ONLY, the INS desk will be located on the Third Floor

Badge Policy

The INS name badge must be worn at all times during the Annual Meeting, during both INS-sponsored and privately-hosted events and activities (including during affiliated meetings and candidate interviews that occur on-site).

Lost badges may be replaced at the INS Desk.

If you enrolled in optional CE workshops, your badge is required for entry into those sessions (you must show your badge to the volunteer proctor to gain entry). Only pre-registered participants are permitted in workshops.

Coat Check* Located on the 6th floor

 Wednesday, February 20
 8:30 AM-8:00 PM

 Thursday, February 21
 7:00 AM-6:45 PM

 Friday, February 22
 7:00 AM-6:30 PM

 Saturday, February 23
 7:00 AM-2:30 PM

*Required by hotel, INS receives no remuneration



Marriott Marguis Times Square

1535 Broadway New York City, New York 10036 USA Phone: +1-212-398-1900

https://www.marriott.com/hotels/ travel/nycmq-new-york-marriottmarguis/

Official Venue & Headquarter Hotel

The official meeting venue and headquarter hotel is the **Marriott Marquis Times Square**. All events occur at the hotel, making it the preferred lodging choice for most attendees.

The 47th Annual INS meeting is located in the heart of one of the most exhilarating, recognizable and inspiring cities in the world, New York. The Marriott Marquis is a cornerstone hotel in The Big Apple's famous Times Square in Midtown Manhattan, mere steps away from exciting shops, Broadway shows, and world-class restaurants. The Times Square subway station can take you to the far reaches of what the city has to offer.

Three International airports service the New York Area: JFK and Newark (EWR), are located 17 miles from the hotel, while La Guardia (LGA), is located 10 miles from the hotel.

Attendees who are staying in the INS room block will receive COMPLIMENTARY internet access in their guest room. If you did not book in the INS room block but you are staying at the headquarter hotel, you can enroll in Marriott Rewards to receive FREE wireless internet whenever you stay with Marriott; enroll today at www.marriott.com/rewards/createAccount/createAccountPage1. mi?enrollmentSourceCode=3528.

What is Included in Registration?

The general meeting registration fee includes all **General Sessions**—described below—and allows attendees to utilize INS meeting space for candidate interviews and ancillary events.

The only items not included in the general registration fee are **CE Workshops** and **Optional CE Credit for Plenary Attendance**, which are described below and in the Continuing Education section of this book.

Included in General Meeting Registration:

General Sessions

General sessions are the heartbeat of the Annual Meeting's scientific program, and are open to everyone who has paid the general fee.

General sessions include all paper sessions, symposia, poster sessions, invited symposia, and INS social events.

Plenary Sessions

All registered attendees are welcome and encouraged to attend the seven plenary addresses in this year's program.

Please Note: Volunteer proctors will be posted at the door of each plenary to distribute CE attendance slips to those who wish to seek optional CE credit for their attendance. Attendees DO NOT need to complete the CE attendance slip unless they plan to seek CE credit for their participation in the session, either now or at a later date.

Ancillary Events

Registered meeting attendees may also participate in the various ancillary meetings that are scheduled to occur throughout the four day meeting. For a complete list of ancillary events, please see the ancillary event schedule within this book.

Please note that many ancillary events are invitation-only. All ancillary events must be arranged in advance through INS.

Exhibit Hall & Social Events

Your INS badge allows entry to all official social events at the Annual Meeting, including:

Daily networking with colleagues old and new in the Broadway Ballroom South, where all poster sessions, coffee breaks, and Exhibitors are located

The welcome reception on Wednesday evening located in the Broadway Lounge on the 8th Floor

The closing Kaplan Lecture Luncheon on Saturday afternoon located in Westside Ballroom Salons 3 & 4 (advance RSVP requested)

Not Included (Optional Items):

CE Workshops

In order to attend CE workshops, attendees must preregister and pay an additional credit-based course fee.

Generally, CE workshops may be added up to 24 hours prior to the start of each workshop. To add CE options, please inquire at the on-site registration desk during open hours.

Volunteer proctors will check attendee badges at the door to verify registration; only preregistered participants will be admitted.

For continuing education accreditation and program requirements, please refer to CE Program details on page 33, or visit the New York meeting page at www.the-ins.org/meetings/ny2019.

If you registered for CE workshops and/or plenary credit(s) prior to approximately February 4, you should have already received an email with links to the handouts for your CE session. If you register on-site for CE options, you will receive the link to relevant handouts at that time. Please remember no paper copies are distributed on-site, and we highly recommend that you download and/or print handouts in advance of the session as we are expecting high bandwidth usage.

Optional CE Credit for Plenary Attendance

One hour of optional CE credit is available for each plenary session.

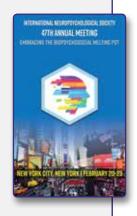
In order to receive optional CE credit, plenary attendees must document their attendance, complete all CE requirements listed on page 33 and online at www.the-ins.org/meetings/ ny2019, and submit a separate registration fee (the fee may be paid before the session or after the meeting is over; visit the INS website to add plenary credit after the meeting is over).

GENERAL MEETING INFORMATION

INS Meeting App

Download the INS 2019 Annual Meeting app for your mobile phone, tablet, or even to use on your personal computer.

The INS meeting app lets you view the complete program schedule, including the electronic program book, invited speaker bios and abstracts, travel and



abstracts, travel and destination information, and much more.

To download and start personalizing the app, search for "INS 2019" at the Apple Store or Android Market, or visit **tripbuildermedia.com/apps/INS2019**.

How to Upload Your Handout

INS will send an email to submitting abstract authors allowing them to upload or link to an optional handout for their presentation.

Handout files must be PDF, PPT, XLS, DOC, TXT, PNG, or JPG and cannot exceed 1 MB. You can also provide a link to your handout.

How to Upload Your Photo

Once you have downloaded the app, you can add yourself to the list of attendees by completing the "MyProfile" section (you can choose how much information to share)

To upload your photo, click on MyProfile icon within the app and click Edit.

Photo files must be portrait orientation, and file size may not exceed 256 KB. The ideal size for photos is 400 pixels in width by 510 pixels in height (skewing may occur with other sizes).

Alerts & Flash Photography

Please mute or switch all cell phones, pagers, and other mobile devices to vibrate mode when entering sessions.

Flash photography is always strictly prohibited. Photos and/ or other recordings may not be taken in the Exhibit Hall, or of any presentation without the express, written permission of the presenter(s).

Attendee Code of Conduct

All participants (including registered attendees and their guests, speakers, exhibitors, volunteers, staff, and all others) are anticipated to conduct themselves in an appropriate, professional, and respectful manner at all times during the INS 47th Annual Meeting. If an individual is unable to meet these expectations, INS reserves the right to ask them to leave the meeting without reimbursement.

Certificates of Attendance

If you require a certificate documenting your attendance, please inquire at the INS Registration Desk. You may also obtain a certificate after the meeting is over by emailing Ins@ the-ins.org.

Continuing Education

For CE registration requirements and information, please see the previous page. For CE course and program requirements, including post-course evaluations and certificates, please see the CE section of this book.

Internet Access

Wireless internet access is available in all INS meeting spaces on levels four through six of the hotel. To get online, first connect to the wireless network called Marriott_Conf, and then enter the password: ins2019. Please see the previous page for information about wifi in guest rooms.

Interview Rooms

Rooms designated for candidate interviews are Wilder, Odets, O'Neill, and Ziegfeld (located on Floor 4) Broadhurst and Imperial (Saturday only, located on Floor 5).

General hours are 7:00-5:00, unless otherwise posted, detailed hours available in the app.

Please utilize the on-site message boards to post or check for interviewing opportunities. Interviews are arranged independently between interviewers and candidates; INS does not coordinate interviews.

Nursing Mothers

A private, locking room is available for nursing mothers during the same hours as the INS registration desk. Please check-in at the INS desk to obtain the key.

Published Proceedings

The complete scientific program and abstracts listing for the INS 47th Annual Meeting will be published in an online, supplemental issue of the Journal of the International Neuropsychological Society: JINS.

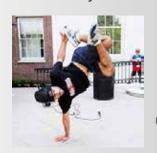
All supplemental issues of JINS are freely available online, without a subscription.

Prior to their publication in JINS, the 47th Annual Meeting proceedings (including the schedule, abstracts listing, and author and keyword indices) may be viewed or downloaded in PDF format via the INS website at: https://www.the-ins.org/files/meetings/ny2019/omnipress/ins_ny2019_proceedings.pdf

Special Events

INS Awards Ceremony & Welcome Reception

Don't miss the **INS Awards Ceremony** on Wednesday, February 20th from 5:30–6:30 PM in the Broadway Ballroom North, with a kick-off performance by HusH "Us in Hip Hop" tour group





Then, stick around for the **Welcome Reception** from 6:30–7:30 PM in the Broadway Lounge overlooking fabulous Times Square.

Student Social, Hosted by the INS Student Liaison Committee (SLC)

Trainees of all levels are welcome to join the INS SLC at their bi-annual **Student Social** for mingling and light refreshments. The Social will be held on Thursday, February 21st from 7:00–9:00 PM (see the flyer for complete details).

INS Business Meeting:

Learn about the INS organization and upcoming initiatives at the annual business meeting on Wednesday, February 20th from 12:00-1:00 PM in Westside Ballroom Salon 3.

Kaplan Lecture Luncheon:

Join us for the annual **Kaplan Lecture** on Saturday at 12:15, followed by the **Kaplan Lecture Luncheon** from 1:15-2:15 PM (advance RSVP required). Special Entertainment by Gimagua

Gimagua, strumming and stepping their way through rumba, flamenco, cumbia, and Afro-Cuban rhythms, are identical twins and real showmen. Originally from Columbia, Gabriel and Guillermo Ariza are both guitarists and singers and have yet to meet a crowd they



cannot win over. Gimagua has received wide media coverage and has appeared on Sabado Gigante, El Show de Cristina, Despierta America and various programs on Channel 11 in New York City. You might even see them perform throughout the NYC subway system.

PRESENTER INSTRUCTIONS

All speakers (including Plenary and CE Speakers and all presenters in Paper and Symposia Sessions) are required to check-in at the Speaker Ready Room at least ONE HOUR prior to their assigned session.

Speaker Ready Room

The Speaker Ready Room is located in the 45th Street Registration desk on level 5.

Speaker Ready Room Hours

Wednesday, February 20 8–10 AM, 11:30-1 PM, and 3–6 PM Thursday, February 21 6:45–12:15 PM and 1:15–6 PM Friday, February 22 6:45–12:15 PM and 1:15–6:15 PM

Saturday, February 23 6:45-12:30 PM

General Guidelines Presenters are not permitted to use their own computers or devices. In each lecture hall, presenters will have access to a laptop, mouse, laser pointer, and microphone.

A technician will be available during posted hours to help upload presentations to a central system. Speakers are strongly encouraged to check-in well in advance of their scheduled presentation, preferably the day before if possible. This will ease transitions between sessions where time is extremely tight.

Paper Session Presenters

All paper presenters must report to the Speaker Ready Room to upload their presentation by no later than one hour prior to their scheduled session.

Each paper session is 90 minutes in length and consists of five-six (5-6) individual presentations.

Each paper presenter will have approx. 12 minutes to present their paper (including time for their introduction by the session moderator). Then, immediately following each presentation, the moderator will guide a 3-minute question and answer period.

Please help the moderator and be respectful of other authors by staying within your allotted time, as each session is under a strict time limitation.

Symposia Presenters

All symposium presenters must report to the Speaker Ready Room to upload their presentation by no later than one hour prior to their scheduled session.

All symposia sessions are 90 minutes in length. It is up to the Symposium Chair's discretion to divide the time amongst the individual abstracts, the discussant, and to allow time for audience discussion and questions. Please stay within the time allotted by the Symposium Chair, as each session is under strict time limits.

Poster Presenters

All poster sessions will take place in the Broadway Ballroom South on Level Six. *Please arrive 10 minutes prior to the start of your session in order to mount your poster.*

Please refer to the mobile app or the final program in Section II of this book for your final Poster Board Number, and then kindly mount your poster on the board labeled with your assigned number.

The presenting author must be present at the poster session and should remain with the poster to entertain questions for the duration of the session.

A volunteer will be available 10 minutes prior to the start of each poster session to distribute push-pins and assist authors with finding their assigned poster board.

Poster Symposia Presenters

Please follow the instructions above for Poster Presenters.

All poster symposia will occur in the Broadway Ballroom South on Level Six. Poster symposia occur during regular poster sessions, but are grouped together to allow authors to provide a cohesive presentation on their selected topic.

DAILY PROGRAM OVERVIEW

For a complete listing of scheduled presentations, please refer to Section II of this book. For a list of changes that have occurred since the program was finalized, please refer to the flyer with scientific program changes and additions.

	Wednesday, Februa	ary 20, 2019					
9:00-12:00 PM	CE Workshop 1 Neuroimaging and Co Approaches to Inform Mood Disorders Presenter: Faith Gunnir Location: West Side Ba	The Use of mputational Interventions for ng Ilroom Salon 2	CE Workshop 2. Cognitive Control Dysfunction and Rehabilitation: Major Theories and Component Process Dysfunction in Traumatic Brain Injury and Psychopathology Presenter: Michael J. Larson Location: West Side Ballroom Salon 4		CE Workshop 3. If Only I had a Crystal Ball: The Role of Functional Neuroimaging in Predicting Future Cognitive Function in Children with Epilepsy Presenter: Amanda Wood Location: West Side Ballroom Salon 1		
12:00-1:00 PM	INS Business Meeting	Location: Westside Bal	llroom Salon 3			Lunch (On	Own)
1:00-4:00 PM	CE Workshop 4. Contextually Valid Executive Assessment (ConVExA): A New Approach to Addressing Ecological Validity in Assessment of Executive Functions Presenter: Yana Suchy CE Wor Along the C Disease: To Affordable Driven Inte				mer's ments, :hnology-	Communic and Treat, C Long-Term Presenter: I	
2:30-3:45 PM		ging Location: Broady					
2:30-4:00 PM	INS Student Liaison Co				: West Side B	allroom Sal	on 3
4:15-4:30 PM	Program Welcome Pro						
4:30-5:30 PM	Plenary A. Concussion Location: Broadway Ba		n: Facts, Fictions, a	and the Futur	e INS Preside	ent: Keith Ye	eates
5:30-6:30 PM	INS Awards Ceremony	Awards Committee C	hair: Roy Kessels L	ocation: Broa	dway Ballroo	m North	
6:30-7:30 PM	Welcome Reception Lo	ocation: Broadway Lou	unge				
	Thursday, February	, 21, 2019					
7:20-8:50 AM 8:00-9:00 AM	CE Workshop 7. Cognitive Recovery: The Power of Treatment in the Opioid Crisis Presenter: Monica Rivera-Mindt Location: West Side Ballroom Salon 2 CE Workshop 8. Autism Spectrum Disorders A The Adult Lifespan. What do we know and what do w to know? Presenter: Rebecca A. Charlton Location: West Side Ballroom Salon 4					w and what do we need	
8:00-9:15 AM	Mid-Career Award Pre	ssessment Location: B			on. broadway	DattiOOIIII	VOLUT
9:00-10:30 AM	Invited Symposium 1.	Paper Session 1. Aging & Sociodemographic Factors Moderator: Duke Han Presenters: Meagan Farrell, Lily Kamalyan, Jeanyung Chey, Justina F. Avila, Elizabeth A. Boots, Emnet Z. Gammada Location: West Side Ballroom Salon 3	Symposium 1. Clinically and Empirically Informed Approaches to Functional Brain Mapping in Under-Represented Populations with Epilepsy: An Intradisciplinary Bio- Psycho-Social Model Chair: Heidi A.Bender, Presenters: Marla Hamberger, David Sabsevitz, Saadi Ghatan, Jessica Spat- Lemus, Location: West Side Ballroom Salon 1		prically ches to Mapping ented Experience: Beginnings a Common Or During the Ender, Tricia William Presenters: A Danguecan, Peterson, Sa Roberts		Symposium 3. Evolution of the Concept of Performance Validity: from Malingering to Illness Behavior in the Clinical Context Chair and Presenter: Jeroen Roor Discussant: Roy P. Kessels Presenters: Kyle Boone, Julie Suhr, Rudolf Ponds Location:West Side Ballroom Salon 4
9:30-10:45 AM	Poster Session 3. Psychosocial, Psychiatric, & Substance Use Location: Broadway Ballroom South						
10:30-10:45 AM	AM Coffee Break Locat	tion: Broadway Ballroo	om South				
10:45-11:45 AM	Plenary B. Advances in Neurotechnology for Neurocognition: Balancing on the Tightrope of Discovery, Treatment, and Translation Presenter: July Illes - Location: Broadway Ballroom North						

11:45-1:15 PM	Paper Session 2.	1, 2019 (Continued) Paper Session 3.	Paper Session 4.	Symposium 4.	Symposium			
	Neurodevelopment &	Dementia	Schizophrenia	Lesser Known Aspects	5. Impact of Physical			
	Neurodevelopmental	Moderator: Ozioma	Moderator: Jimmy Choi	and Unresolved	Exercise on Cognition			
	Disorders	Okonkwo	Presenters: Jimmy Choi,	Controversies	Across the Life-Span			
	Moderator: Robin	Presenters: Jet M. J.	Sarah Clark, Steven	Regarding Wernicke-	Chair and Presenter:			
	Peterson	Vonk, Kelsey Wilson,	Silverstein, Michael	Korsakoff Syndrome	David Predovan			
	Presenters: Cobb	William Kremen, Daniel	Green, Daniel Javitt,	Chair: Stephen Bowden	Presenters: Jennifer			
	Scott, Jessica Pan,	Nation, Lok-Kin Yeung,	Alice Medalia	Presenters: Nicolaas	Heisz, Laura Middleton			
	Eshwege Lipshatz, Nella Schiavone, Eleonora	Roxanna Flores Velasco	Location:West Side	Arts, Rosemary Fama, Roy P. Kessels, Simon J.	Louis Bherer, Teresa Li Ambrose			
	Sadikova, Taralee	Location: West Side Ballroom Salon 2	Ballroom Salon 3	Scalzo	Location: West Side			
	Hamner	Ballroom Salon 2		Location: West Side	Ballroom Salon 4			
	Location: Broadway			Ballroom Salon 1	Dalli Oom Salom 4			
	Ballroom North			Dam Gotti Gatori I				
12:00-1:15 PM	Poster Session 4. Adu	Ilt Medical Location: Broad	dway Ballroom South					
1:15-2:15 PM	Lunch (On Own)							
2:15-3:45 PM	Paper Session 5. HIV	Paper Session 6.	Paper Session	Symposium 6.	Symposium			
	Moderator: Monica Rivera-Mindt	Neuroimaging	7. Sport-Related Concussion	Integrating Personality, Cognition, and Brain	7. MABEL – Multi- language Assessment			
	Presenters: Rowan	Moderator: Derin Cobia Presenters: Danielle	Moderator: David Baker	Imaging	Battery of Early			
	Saloner, Gregory	Shaked, Patrick Lao,	Presenters: Douglas	Chair and Presenter:	Literacy: Approaches			
	Brown, Caitlin Wei-Ming	Krystal Laing, Juliet	Terry, Kristin Wilmoth,	Sharon Sanz Simon	Literacy Testing Acros			
	Watson, Laura Campbell	Colon, Adam Staffaroni,	Kaitlin Riegler, Erin	Discussant: Colin	Languages			
	Location: West Side	Lauren Oberlin	Guty, Todd Caze, Liora	DeYoung	Chair and Presenter:			
	Ballroom Salon 1	Location: West Side	Greenberg	Presenters: Melissa	Markéta Caravolas			
		Ballroom Salon 3	Location: West Side	Sweeney, Angeliki	Presenters: Gabriela			
			Ballroom Salon 4	Tsapanou, Silvia	Seidlova Malkova,			
				Chapman, Victoria	Marina Mikulajova, Silv Defior			
				Leavitt	Location: West Side			
				Location: Broadway Ballroom North	Ballroom Salon 2			
2:30-3:45 PM	Poster Session 5. Ped	iatric Medical & Neurode	relopmental Location: Bro	adway Ballroom South	1			
3:45-4:00 PM	PM Coffee Break Sponso	red by Montefiore Medica	I Center/AECOM Locatio	n: Broadway Ballroom Sou	uth			
4:00-5:30 PM	4:00-5:00 Debate:	Paper Session 8.	Paper Session 9.	Paper	Symposium			
	Going to Pot? Clearing Away the Smoke on	Validity Testing	Bilingual & Cross-	Session 10. Stroke /	8. What can Studying			
	Brain, Behavior, and	Moderator: Elise Hodges	Cultural Moderator: Alberto	Cerebrovascular Moderator: Andrew	Down Syndrome Teac us About Alzheimer's			
	Cannabis	Presenters: Sonya Dhillon, Talin Babikian,	Fernandez	Colvin	Disease?			
	Moderator: Raul	Juan C.Arango-Lasprilla,	Presenters: Idaly Velez-	Presenters: Anthony	Chair and Presenter:			
	Gonzalez	Lindsay E. Ayearst, Kyle	Uribe, Marjorie M. Diaz,	Chesebro, Mario	Adam M. Brickman			
	Presenters: Igor Grant,	Boone, Sharon Truter	Miguel Arce Rentería,	Dulay, Nele Demeyere,	Presenters: Nicole			
	Krista Lisdahl	Location: West Side	Adeline Leon, Valerie L.	Linda D. Ruiz, Bessie	Schupf, Patrick Lao,			
	Location: Broadway	Ballroom Salon 2	Shafer, Denis S. Smirnov	C. Stamm, Madeleine	Benjamin Handen			
	Ballroom North		Location: West Side	Werhane	Location: West Side			
			Ballroom Salon 3	Location: West Side Ballroom Salon 4	Ballroom Salon 1			
5:30-6:30 PM	Plenary C. Generation of	New Hippocampal Neuro	ons in the Adult Brain: Imp		 :h Presenter: Sandri			

DAILY PROGRAM OVERVIEW, CONTINUED

	Friday, February 22, 2	2019					
7:20-8:50 AM	Workshop 9. The Wellbeing of Caregivers of People with Dementia Considered from a Neuropsychological Perspective			Preser	Workshop 10. Air Pollution and the Adult Brain: Impact on Cognition, Dementia, and Mood Presenter: Melinda C. Power Location: West Side Ballroom Salon 4		
8:00-9:00 AM	Early Career Award Prese	entation Award Recipi	ient: Ekaterina Do	bryako	ova – Location: Broadway	Ballroom North	
9:00-10:00 AM	Plenary D. Individual Pat	hways of Resilience t	o Alzheimer's Dis	ease: E	Embracing Complexity		
	Presenter: Timothy J. Hol	nman — Location: Bro	oadway Ballroom	North			
10:00-10:15 AM	AM Coffee Break Sponso	red by Kessler Found	ation – Location	Broad	way Ballroom South		
10:15-11:30 AM	Poster Session 6.	Cancer, Epilepsy, & G	ienetic Disorders	Across	s the Lifespan Location: Br	oadway Ballroom South	
10:15-11:45 AM	Invited Symposium 2. Cross Cultural Perspectives on Reading Disabilities Chair: Robin L. Peterson Presenters: Markéta	Paper Session 11. Multiple Sclerosis Moderator: Molly Zimmerman Presenters: Cristina	9. Fatigue in Clin Conditions: From Basic Research to Treatment Chair and Preser	nical n o	Symposium 10. Geriatric Neuropsychology: Impact of Contextual Factors on the Manifestation and	Panel Discussion Presented by the INS Student Liaison Committee. Exploring Neuropsychology as an Interdisciplinary Endeavor Presenters: Vicki Anderson,	
	Caravolas, Cláudia Cardoso-Martins, Julie A.Washington Location: Broadway Ballroom North	A. Roman, Tom Fuchs, Batya Engel Yeger, Yael Goverover, Naomi Josman, Joan Toglia Location: West Side Ballroom Salon 3	Ekaterina Dobryo Discussant: John DeLuca Presenters: Benz Kluger, Helen Ge Birgitta Johansso Location: West S Ballroom Salon 2	akova i i enova, on ide	Course of Illness Chair: Deborah Koltai Presenters: Mark Bondi, Dan Mungas, Sarah Farias, Jennifer J. Manly Location: West Side Ballroom Salon 2	Erik Hessen, Lucia Braga, Lyn Turkstra, David Sabsevitz Location: West Side Ballroom Salon 4	
11:45-12:45 PM	Plenary E. The Brain that	Thinks About Minds	Presenter: Reb	ecca S	axe — Location: Broadway	Ballroom North	
12:45-1:45 PM	Lunch (On Own)						
1:45-3:00 PM	Poster Session 7.	Cognitive Intervention	n & Neurobehav	oral D	omains Location: Broadwa	ay Ballroom South	
1:45-3:15 PM	Invited Symposium 3. Global Neuroscience: Impact of Culture, Resources, and Education Chair: Deborah Koltai Co-Chair: Anthony Fuller Presenters: Lucia W. Braga, Stephen Bowden, Martin Kaddumukasa, Michael J. Boivin Location: Broadway Ballroom North	Paper Session 12. Aging- General Moderator: Dawn Mechanic- Hamilton Presenters: Kaitlin B. Casaletto, Rebecca Koscik, Katherine Gifford, Kelsey R. Thomas, Shana S. Samuel, Nina Djukic Location: West Side Ballroom Salon 2	Paper Session Pediatric TBI Moderator: Alison Colbert Presenters: Ame Treble-Barna, He Verhelst, Allison Fisher, Mark McC Elizabeth LeBlor Location: West S Ballroom Salon	n elena Curdy, d iide	Symposium 11. Patient-Reported Outcomes (PROs) in Neuropsychology Research and Practice: Bridging Test Data and Lived Experience Chair and Presenter: Susan Vandermorris Presenters: Angela K. Troyer, Laura Rabin, Brian Levine, Komal Shaikh Location: West Side Ballroom Salon 1	Symposium 12. Biopsychosociocultural Considerations for Updated Criteria in the Diagnosis of HIV-associated Neurocognitive Disorder: An International Discussion Chair and Presenter: Monica Rivera-Mindt Presenters: Robert H. Paul, Uraina Clark, Sean Rourke, Lucette A. Cysique Location: West Side Ballroom Salon 4	
3:15-3:30 PM	PM Coffee Break Sponsored by NeuroPsych Norms Location: Broadway Ballroom South						
3:30-4:45 PM	Poster Session 8. MC						
3:30-5:00 PM	Symposium 13. Cognition in Action: Considerations for Defining Complex Cognitive Constructs of Everyday Functioning Chair: Maria T. Schultheis Presenters: Jillian Tessier, Tania Giovannetti, Preeti Sunderaraman, Martina Azar, Rebecca Williams Location: Broadway Ballroom North	Paper Session 14. Adult TBI Moderator: Jose Lafosse Presenters: Denise Krch, Erica Weber, Jennie Ponsford, Einat Brenner, Jeff Schaffert, Emily Dennis Location: West Side Ballroom Salon 1	Paper Se 15. Cancer Acro Lifespan Moderator: Willia Mautz Presenters: Lisa Jacola, Noah Sa Pia Banerjee, Ma Partanen, Amano Child, Ingrid Ton Olsson Location: West S Ballroom Salon 2	ssion ss the am oin, rita da ning	Paper Session 16. Pediatric Neuropsychology in Spanish-Speaking Countries Moderator: Any Connery Presenters: Juan C. Arango-Lasprilla, Laiene Olabarrieta-Landa, Itziar Benito Sánchez, Daniela Ramos Usuga, Diego Rivera Location: West Side Ballroom Salon 3	Paper Session 17. Parkinson's Disease / Movement Disorders Moderator: Guy Vingerhoets Presenters: Kathleen Breslin, Kaltra Dhima, Ondrej Bezdicek, Leigh E. Colvin, Jacqueline Helcer-Becker, Krista Hanson Location: West Side Ballroom Salon 4	

	Friday, February 22, 2019 (Continued)
5:00-6:00 PM	Plenary F (Birch Memorial Lecture) Just Babies: The Origins of Good and Evil
	Presenter: Paul Bloom — Location: Broadway Ballroom North
6:00-7:30 PM	Panel Discussion presented by the INS Student Liaison Committee. The Future of Neuropsychology: Diversity, Technology,
	and Staying Relevant
	Presenters: John Medaglia, Tania Giovannetti, Dawn Mechanic-Hamilton, Beatriz MacDonald
	Location: Broadway Ballroom North

	Location: Broadway Ballro	oom North					
		7. 0040					
7:20-8:50 AM		Academic Communicat o- and Excitement Abou		Workshop 12. Neuropsychology of Children Exposed to Heavy Metals: Assessment and Intervention to Improve Executive Functions Presenter: Neander Abreu Co-Presenter: Chrissie Carvalho Location: West Side Ballroom Salon 4			
9:00-10:15 AM	Poster Session 9. Concussion/TBI Across the Lifespan Location: Broadway Ballroom South						
9:00-10:30 AM	9:00-10:00 Media Panel: Concussion Science and the Media: The Good, the Bad, and the Ugly Moderator: Keith Yeates Presenters: William Barr, Karen Postal, Jason Chung, Daniel Engber Location: Broadway Ballroom North	Paper Session 18. Cardiac Moderator: Angela Jefferson Presenters: Susan Uysal, Elizabeth Moore, Rachel Do, Hailey Kresge, Corey Bown Location: West Side Ballroom Salon 2	Paper Session 19. Memory & Executive Functioning Moderator: Steve Guy Presenters: Jordan Stiver, Robert Bilder, Kristina Gicas, Brian Ho, Katelyn Gettens, Asad Beck Location: West Side Ballroom Salon 3	Paper Session 20. Depression & Anxiety Moderator: Shawn McClintock Presenters: Ryan Yeung, Rachel Venezia, Nia Barbee, Kevin Manning, Rebecca Melrose, Swathi Gujral Location: West Side Ballroom Salon 4	Symposium 14. Computerized Tools for Cognitive Assessment Chair: Darlene P. Floden Discussant: Russell Bauer Presenters: David Sabsevitz, Richard Gershon, Stephen Rao, Robyn M. Busch, Katherine L. Possin Location: West Side Ballroom Salon 1		
10:30-10:45 AM	AM Coffee Break Sponso	red by Kessler Foundatio	 on Location: Broadway Ba	 lroom South			
10:45-12:00 PM	Poster Session 10	. Imaging, Neuroscience	, & Cross-Cultural Location	on: Broadway Ballroom Sc	outh		
10:45-12:15 PM	Symposium 15. New Horizons in Cognitive Rehabilitation Chair and Presenter: John DeLuca Presenters: Nancy D. Chiaravalloti, Natalia Ojeda del Pozo, Benjamin Hampstead Location: Broadway Ballroom North	Paper Session 21. Mild Cognitive Impairment Moderator: Thomas Farrer Presenters: Kayela K. Robertson, William S. Kremen, Kelly J. Murphy, Dona Locke, Katherine Hackett, Emily C. Edmonds Location: West Side Ballroom Salon 1	Paper Session 22. Pediatric Epilepsy & Other Pediatric Medical Moderator: Dalin Pulsipher Presenters: Florian J. Bremm, William MacAllister, Hayley J. Loblein, Carlie Montpetit, Christine Mrakotsky, Rhideeta Jalal Location: West Side Ballroom Salon 2	Paper Session 23. Assessment Moderator: Brigid Waldron-Perrine Presenters: Diego Rivera, Saskia DeVaughn, Lauren Kenney, Jean Ikanga, Sarah MacPherson Location: West Side Ballroom Salon 4	Symposium 16. Prospects in the Development of Neuropsychology: Perspectives From Five Different Continents Chair and Presenter: Alberto L. Fernandez Presenters: Skye McDonald, Aparna Dutt, Sharon E. Truter, Jonathan Evans Location: West Side Ballroom Salon 3		
12:15-1:15 PM	Plenary G (Kaplan Memo	 prial Lecture). Into the Gr	ay Zone: Assessing Residi	 ual Cognitive Function in	Disorders of		
		en — Location: Broadway					
1:15-2:15 PM	Kaplan Lecture Luncheon Location: West Side Ballroom 3						

OFFICIAL SPONSORS

The International Neuropsychological Society wishes to thank its generous sponsors for their support of the INS 47th Annual Meeting and of the society's educational mission.

Through their sponsorship, these organizations make a valuable contribution to the success of the INS Annual Meeting and towards achieving the INS goals of further enhancing global-scale communication and collaboration between disciplines.

University of Utah – Clinical Neurosciences Center



NEUROSCIENCES

Wednesday, 1:00-4:00 PM - Westside Ballroom Salon 2

CE Workshop 4 by Dr. Yana Suchy is supported by an unrestricted educational grant from our Premier Sponsor CNC, in proud support of the INS eduational mission. (The INS maintains control over all eduational content and materials)

University of Calgary Faculty of Arts-Department of Psychology



Wednesday, 6:30-7:30 – Broadway Lounge Major Sponsor of the INS Welcome Reception

NeuroPsych Norms



Friday 3:15-3:30 Coffee Break

Please join us in the Exhibit Hall and enjoy a hot beverage courtesy of our generous sponsor! NeuroPsychNorms representatives look forward to meetinging INS attendees at booth #13

Kessler Foundation



Friday 10:00-10:15 & Saturday 10:30-10:45 Coffee Break

Please join us in the Exhibit Hall and enjoy a hot beverage courtesy of our generous sponsor!

Pearson Clinical Assessment



Premier Sponsor and generous supporter of the INS educational mission.

Pearson representatives look forward to meeting INS attendees at Exhibit Booths 15, 16 and 17

www.pearsonclinical.com

Montefiore Medical Center/Albert Einstein College of Medicine



Thursday 3:45-4:00 Coffee Break

Please join us in the Exhibit Hall and enjoy a hot beverage courtesy of our generous sponsor!.

Fordham University



Thursday, 10:45-11:45 AM – Broadway Ballroom North

Plenary B by Dr. Judy Illes is supported by an unrestricted educational grant from Fordham, in proud support of the INS eduational mission. (The INS maintains control over all eduational content and materials)

Center for Alzheimer's Care, Imaging and Research (CACIR) at the University of Utah



Center for Alzheimer's Care, Imaging and Research (CACIR)

Friday, 9:00-10:00 AM - Broadway Ballroom North

Plenary D by Dr. Timothy Hohman is supported by an unrestricted educational grant from CACIR, in proud support of the INS eduational mission. (The INS maintains control over all eduational content and materials)

Exhibit Hall

All Annual Meeting attendees are invited to stroll through the INS Exhibit Hall, located in **Broadway Ballroom South** on Level Six, during open hours posted below. Take advantage of discount prices on many journals, books, testing materials, and more, offered especially by our exhibitors for registered INS meeting attendees.

Exhibit Hall Hours:

Wednesday, February 20 2:30 PM-4:00 PM

Thursday, February 21 7:45 AM-5:30 PM (Closed 1:15-2:15 PM for lunch)
Friday, February 22 9:30 AM-5:00 PM (Closed 12:30-1:30 PM for lunch)

Saturday, February 23 8:30 AM-12:15 PM

47th Annual Meeting Exhibitors

American Psychological Association (APA)

Booth #19

www.apa.org

Benefis Health System

Booth #9

www.benefis.org

Cambridge University Press

Booths #6 and 7

www.cambridge.org

Cognitive FX

Booth #10

www.cognitivefxusa.com

EHRC Technologies LLC

Booth #8

www.ehrctech.com

Guilford Press

Booth #14

www.guilford.com

MHS Assessments

Booth #5

www.mhs.com

NeuroPsychNorms

Booth #13

www.neuropsychnorms.com

NIH Toolbox for the Assessment of Neurological and Behavioral Function

Product Demonstration:

Friday, 12:45-1:35 Salon 2

www.healthmeasures.net/exploremeasurement-systems/nih-toolbox

Oxford University Press

Booth #4

www.global.oup.com

PAR, Inc.

Booths #1 and 2

www.parinc.com

Pearson

Booths #15, 16, and 17

www.pearsonassessments.com

Springer Science & Business Media

Booth #18

www.springer.com

Taylor & Francis Group

Booth #20

www.routledge.com

Wearable Sensing, LLC

Booth #3

www.wearablesensing.com

INS Awards Program

The International Neuropsychological Society's Awards Program is intended to recognize the many achievements of accomplished INS members.

Awards Ceremony

Please join us in support of your deserving colleagues at the INS Awards Ceremony on Wednesday, February 20th at 5:30 PM in Broadway Ballroom North, where we will honor the recipients of this year's awards.

We wish to thank Roy Kessels and the Awards Committee, as well as Jillian Tessier and the Student Liaison Committee, for their invaluable contributions to this meeting.

About the INS Awards Program

Major INS Awards

Major INS Awards are given in recognition of scientific achievement in Early Career, Mid-Career (the Arthur Benton Award), or for a Lifetime of Achievement in research, education or service in the field of neuropsychology. The INS Distinguished Career Award may be given to recognize those individuals who have enjoyed extended careers and who have made major, sustained contributions to the field of neuropsychology and the Society. The Paul Satz-INS Career Mentoring Award, given in honor of Dr. Paul Satz and sponsored by PAR, Inc., is given to recognize mentoring and teaching activities that have profoundly impacted the careers of students in the field of neuropsychology.

INS Program Awards

INS Program Awards are selected by the Program Committee for each INS Meeting in recognition of the Meeting's most outstanding scientific contributions. For the Annual Meeting, program awards include the Nelson Butters Award for the most outstanding submission by a postdoctoral fellow, the Phillip M. Rennick Award for most outstanding submission by a graduate student, and the Laird S. Cermak Award for the best submission in the field of memory or memory disorders. In conjunction with the INS Program and Awards Committees, the INS Student Liaison Committee recognizes an additional

five students for their meritorious abstract submissions at each INS meeting through the selection of the SLC Student Research Awards.

Nominations & Eligibility for the INS Awards Program

To inquire about award nominations, please visit the-ins.org/ins-awards, or email Ins@the-ins.org.

Nominations for Major INS Awards

The INS Awards Committee accepts nominations annually from INS members for major INS Awards, including Career or Lifetime Awards, and the Paul Satz-INS Career Mentoring Award. Nominations are welcome at any time, but must be submitted by certain dates in order to be considered for an award at specific upcoming meetings.

Winners are selected by the Awards Committee, according to posted criteria, with approval from the INS Governing Board.

Eligibility for INS Program Awards

All abstracts that are submitted to the Annual and Mid-Year Meetings are screened and considered for eligible Program Awards.

INS Awards Committee

The INS Awards Committee was created to recommend current and past members to the Board of Governors for the purpose of recognition of outstanding achievement in areas related to Neuropsychology.

Roy Kessels has served as the Chair of the INS Awards Committee since February 2016.

Previous INS Award Winners

Please visit the INS website for complete descriptions of each INS award and to view previous award winners:

www.the-ins.org/ins-awards



Paul Satz- INS Career Mentoring Award, Sponsored by PAR:

Jane Holmes Bernstein, PhD



Dr. Bernstein obtained her PhD in linguistics from the University of Edinburah in 1973. and from 1974-1975 she completed a NATO/ Science Research Council fellowship in aphasia, neurolinguistics, and neuropsychology at the Aphasia Research Center in the Boston University/VA Medical Center. During that time, she learned from and was mentored by such luminaries as Edith Kaplan, Norman Geschwind, and Harold Goodglass. She became a member of INS in 1975. From 1976 onward, Dr. Bernstein has held academic appointments in the Department of Psychiatry at Boston Children's Hospital and Harvard Medical School. She currently holds the rank of Associate Professor, and is also a senior attending neuropsychologist. She served as Assistant Director of the Learning Disabilities Clinic at Boston Children's Hospital from 1982-1990. She directed the Neuropsychology Program at Boston Children's Hospital, and also served as Director of Training there, from 1987-2004. Under her guidance, Boston Children's Hospital became one of the world's foremost clinical and training sites for pediatric neuropsychology. To recognize Dr. Bernstein's accomplishments over the years, the Harvard Medical School and Boston Children's Hospital established of a named lectureship in her honor several years ago.

Dr. Bernstein has demonstrated an unwavering commitment to training, teaching, and mentoring in clinical neuropsychology lasting over four decades. She is the originator of a systematic approach to pediatric neuropsychology, the neurodevelopmental systems model, which guides all of her clinical,

research, and training activities. Indeed, one of her great strengths as a supervisor, teacher, and mentor is that she adopts a consistent, principled approach to neuropsychology that transcends specific tests or assessment methods, and that helps trainees develop a clinical lens for viewing the "whole child." Her model is rooted in understanding development as arising from the continuous interactions between a child's brain and her or his environment.

Supervision with Dr. Bernstein is always firmly grounded in clinical neuroscience, but she also brings a humanistic perspective that sees children as more than their test scores, brain scans, or diagnoses. Supervision with Dr. Bernstein is never easy: She compels her trainees to think conceptually, systematically, and comprehensively. But she always does so in the service of increasing her trainees' knowledge, improving their clinical judgment, and making them better clinician-scientists. Understanding a child is never enough for Dr. Bernstein; she demands that, as clinical neuropsychologists, we use our understanding to help children adapt successfully to the daily demands of their environments.

Dr. Bernstein is noteworthy for her commitment to extending neuropsychology globally, consistent with the mission of INS. She has supervised, taught, and mentored many students and trainees from outside North America, and many of them have returned to their home countries to share what they have learned. Even more notably, Dr. Bernstein has devoted a significant portion of her professional career since 1997 to providing neuropsychological services for disadvantaged children in the Republic of Trinidad and Tobago. In 2004, she began spending 50% of her time there, and developed a service-learning model that has provided many trainees with an amazing opportunity to gain international experience in the provision of neuropsychological services in a country and culture far different from their own. Three of my own students have participated in the service-learning program over the years, and they all describe it as truly life-altering. More recently, Dr. Bernstein also has set out to build local capacity for professional services in Trinidad and Tobago, and she is now looking to expand her service-learning model to other countries in the Caribbean.

Dr. Bernstein has supervised, taught, and mentored dozens if not hundreds of trainees over the years. A list of her former trainees includes the directors of many of the top clinical and training programs in pediatric neuropsychology at leading children's hospitals across the United States. That list includes

Boston Children's Hospital, Denver Children's Hospital, Nationwide Children's Hospital, Children's National Health System, Kennedy Krieger Institute, Mt. Washington Pediatric Hospital, University of Virginia, Oakland Children's Hospital, and UCSF Benoit Children's Hospital. Her former trainees are not limited to children's hospitals; a former trainee directs the program at the University of Miami Miller School of Medicine.

Dr. Bernstein's former trainees also have made major professional and scientific contributions. Her past trainees have been elected to key leadership roles in our leading professional organizations. For example, they have served as President of INS, Secretary of INS, President of the Society of Clinical Neuropsychology (APA Division 40), President of the American Association of Clinical Neuropsychology (AACN), and President of the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN). Dr. Bernstein's trainees also have made substantial academic and scientific contributions, many rising to the rank of Full Professor with tenure at their respective institutions, with a number being honored with named or endowed Chairs. Dr. Bernstein's trainees have served on the Editorial Boards of numerous scientific journals, two have been Associate Editors of the Journal of the International Neuropsychological Society, and one was recently chosen as the new Editor of Neuropsychology. Dr. Bernstein's former trainees have played a central role in promoting peer-reviewed credentialing among pediatric neuropsychologists. One of Dr. Bernstein's former trainees—along with one of her former trainee's trainees—helped form the "Be Ready for ABPP in Neuropsychology (BRAIN)" study support network to assist early career neuropsychologists in tackling the AACN/ABCN board certification process. They also published the book, Board Certification in Clinical Neuropsychology, which is widely regarded as the bible for preparing for board certification in North America.

Dr. Bernstein epitomizes an individual whose mentoring and teaching activities "have made a profound impact on careers of students in the field of neuropsychology," the key criterion for the Paul Satz/INS Career Mentoring Award. When we also consider the trainees of her trainees—and their trainees—Dr. Bernstein's reach becomes truly worldwide. She is the professional grandmother—and greatgrandmother—of many leading pediatric neuropsychologists, all of whom consider themselves fortunate to have fallen into her sphere of influence.

LIFETIME ACHIEVEMENT AWARD

INS Lifetime Achievement Award for Service:

Gordon J. Chelune, PhD, ABPP-CN



Gordon Chelune is the second person in the history of the INS to be honored with the INS Lifetime Service Award. Gordon became the INS Executive Director in 2014 after serving as a member at large on the Board from 2002-2005 and as INS Treasurer from 2008-2014. All of the INS presidents who have served with him were unanimous in their praise for his leadership. They noted that he is a thoughtful, passionate, and patient leader. Gordon also is a good listener. When you talk with him he is fully present, focused, and engaged despite the swirl of issues he manages as Executive Director. He is a master of organizational detail, which makes for some of the longest emails any of us have ever seen! As a result, though, he leaves a legacy of clearer and more transparent society procedures, which will be the critical foundation for the society's future growth. Gordon has always taken pride in representing INS in a positive way. He clearly cares about the best interests of the society. Importantly he is also a pragmatist, being sure that the organization's goals don't outstrip its financial resources---one of the less glamorous but absolutely critical responsibilities of the Executive Director. But Gordon is not all work: He takes his networking responsibilities just as seriously, so he can always be found late at night and into the wee hours at the conference bar.

Immediately after he became Executive Director, Gordon moved the INS office to Salt Lake City and with the President began planning the development of a 5-year strategic plan, which was hammered out and approved by the INS Board in the summer of 2015 at the INS Pacific Rim Conference in Sydney. All of the INS presidents acknowledged Gordon's critical role in developing this strategic plan to bring INS into a new era. The plan emphasized modernizing the INS office (including revamping the organization's website) in order to increase operational efficiency, increasing member benefits (including educational resources such as video interviews of influential INS leaders and a more interactive newsletter), and expanding collaborations with other neuropsychology organizations throughout the world. The first inter-organizational Memorandum of Understanding (MOU) was signed with the Federation of European Societies of Neuropsychology in 2016, followed by the Australian Psychological Society College of Clinical Neuropsychologists in 2017, and the Latin American Society of Neuropsychology and Australasian Society for the Study of Brain Impairment in 2018. Negotiations are currently underway to establish MOUs with other organizations. More recently, Gordon has been instrumental in identifying additional sources of funding for INS—another critical step in the society's development. All of these characteristics have made Gordon an excellent Executive Director of INS.

In addition to his contributions to INS, Gordon has also played significant roles in other neuropsychology organizations, serving as President of the National Academy of Neuropsychology and Society of Clinical Neuropsychology of the American Psychological Association, and as a board member of the American Board of Clinical Neuropsychology and the Association of Postdoctoral Programs in Clinical Neuropsychology. His honors include Fellow status in the Society of Clinical Neuropsychology, National Academy of Neuropsychology, and Society of Personality Assessment, with the latter recognizing his early work in personality assessment. He has

also been recognized for his outstanding contribution to the Practice and Science of Clinical Neuropsychology by the National Academy of Neuropsychology. And, finally, in 2015 he was honored with the Distinguished Lifetime Contribution to Neuropsychology Award by the National Academy of Neuropsychology.

Gordon is Board Certified in Neuropsychology through the American Board of Clinical Neuropsychology of ABPP (1985). He has held a variety of faculty positions at the University of Georgia, San Diego VA and University of California at San Diego, and Cleveland Clinic Foundation. Since 2006, he has been a Professor at the University of Utah in the Department of Neurology. He has served on many federal grant review boards, journal editorial boards, and is well known for giving more than 80 workshops reflecting his broad research and clinical interests, including evidence based practice in a broad array of patients, the reliable change index, and neuropsychological changes with aging, dementia, and epilepsy.

Gordon's research has always been translational in the true sense of the word. He has published over 115 peer-reviewed papers, which have had a strong influence on clinical practice. Much of his research focuses on the enhancement of accurate neuropsychological diagnosis across different populations (e.g., schizophrenia, epilepsy, multiple sclerosis, dementia). He has made significant contributions to our understanding of the psychometric characteristics of many standardized instruments, and was involved with many of the Wechsler standardization studies. Most importantly, his research brought the very influential reliable change index into the realm of neuropsychology. With his move to the University of Utah in 2006, Gordon's clinical and research work began to focus more upon aging and dementia, as well as the impact of health variables on cognition.

Given his outstanding record of contributions to INS and the field of neuropsychology, Gordon was chosen to receive the 2nd INS Lifetime Service Award.

The INS Award for Early Career Research:

Ekaterina Dobryakova



INS Early Career Award Presentation: Neural Correlates of Learning and Outcome Processing in Multiple Sclerosis and Traumatic Brain Injury

Friday, February 22 8:00 to 9:00 AM Broadway Ballroom North

Abstract

Learning is an essential aspect of cognition required for successful execution of many daily activities and is an essential component of adaptive behavior. Effective learning is often reliant on clear feedback and the ability to learn from feedback or action outcomes. Feedback is also an integral part of the rehabilitation environment. While this dopaminedependent process has been shown to be impaired in various clinical populations such as in individuals with schizophrenia, Parkinson's disease, etc., this topic has been largely neglected in multiple sclerosis (MS) and traumatic brain injury (TBI). In my work I am addressing this knowledge gap by examining how individuals with TBI and MS learn from feedback and how the fronto-striatal brain regions are engaged during feedback processing. The results suggest that feedback processing can be considered more effortful for these clinical populations.

Fatigue is another dopamine-dependent construct that has been shown to rely on the frontostriatal brain regions and is a symptom that individuals with MS and TBI often experience. Given this neural common denominator between fatigue and outcome processing, I investigated whether fatigue can be reduced through engaging individuals with MS and TBI in a goal-directed behavior, showing that fatigue can be reduced through outcome presentation.

The Arthur Benton Award for Mid-Career Research:

Adam Brickman



INS Arthur Benton (Mid-Career) Award Presentation: Reconsidering Harbingers of Alzheimer's Disease: Risk Factors, Biomarkers, and White Matter Hyperintensities

Thursday, February 21 8:00- 9:00 AM Broadway Ballroom North

Abstract

The prevailing hypothesis about the pathogenesis of Alzheimer's disease (AD) suggests a cascade of biological events initiated by abnormal beta-amyloid processing that leads tau-related neuronal dysfunction, neurodegeneration, and dementia. This conceptualization has directly informed current diagnostic schemes, which have evolved from diagnosing AD based on the characterization of a clinical syndrome to diagnosing AD based on the presence of amyloid and tau biological markers alone. Despite fairly consistent observations showing a relationship of vascular risk factors and frank vascular disease with AD, vascular factors have not been incorporated formally into the proposed theoretical model of AD pathogenesis or newly proposed research criteria for AD. The gradual accumulation of vascular risk factors manifest in the brain as small vessel cerebrovascular disease, which is best visualized on MRI scans as white matter hyperintensities (WMH) on T2-weighted sequences. Over the past several years we have examined systematically the contribution of WMH to the clinical presentation of AD and tested the extent to which WMH and markers of AD pathology interact. Our research shows that WMH may reflect pathology that is independent of AD pathology, conferring additive risk or contribution to symptom presentation. Our work also shows that WMH may interact more directly with AD pathology, conferring a synergistic effect on clinical outcomes, or even promoting Alzheimer's pathology directly. This talk will discuss pathogenic models of AD, review the evolution of diagnostic schemes for AD, and evaluate the role of small vessel cerebrovascular disease in AD.

PROGRAM AWARDS



Nelson Butters Award: for best submission by a postdoctoral fellow

Kayla K. Robertson, GRECC, VA Puget Sound Health Care System, Seattle Appearing in Paper Session 21. Mild Cognitive Impairment (Saturday, 10:45-12:15 AM, Salon 1)

#1. The Importance of Two Timepoints: Dementia Incidence Associated with Mild Cognitive Impairment (MCI) in a Community-Based Sample

AUTHORS: Kayla K. Robertson, Eric B. Larson, Paul K. Crane, Brenna Cholerton, Suzanne Craft, Wayne McCormick, Susan McCurry, James Bowen, Laura Baker, Emily H. Trittschuh

Objective: Mild cognitive impairment (MCI) in non-clinic samples MCI stability over the first two biennial visits, a convenience suboften have high prevalence and unclear predictive validity for dementia risk. We used longitudinal data from a communitybased cohort to evaluate whether MCI stability over two years reliably identified people who would develop dementia.

Participants and Methods: We evaluated data from the Adult $Changes in Thought study. \ Participants were > 65, not demented at \ 32\%). \ Baseline MCI was associated with increased demential accordance in the property of the propert$ baseline, and seen every two years. Cognition was assessed with a screening test and participants with low scores were evaluated to identify incident dementia cases. At baseline 1,721 participants were evaluated for MCI using Petersen et al. criteria. To examine

sample of 708 was also evaluated. We evaluated conversion to dementia for the entire sample and the convenience sub-sample.

Results: At baseline, 738 of the 1,721 participants were identified with MCI (43%). Over a mean of 5.4 years of follow-up. 292 people. (17%) developed dementia (200 with MCI, 68%; 92 without MCI, risk (Hazard ratio [HR] 3.1, 95% CI 2.5-4.0). For the convenience sub-sample, 254 participants had normal cognition at both time points (36%), 87 participants had MCI then normal cognition (12%), 121 participants had normal cognition then MCI (17%), and

246 participants had MCI at both time points (35%). Over a mean of 5.6 years of follow-up, 178 participants were diagnosed with dementia (25%). Compared to participants with normal cognition at both time points, participants with MCI then normal cognition had dementia HR 1.8 (95% CI 0.9-3.7), which was not significant. Participants with normal cognition then MCI had dementia HR 2.7 (95% CI 1.5-4.8) and people with MCI at both time points had dementia HR 7.1 (95% CI 4.4-11.3), both of which were significant.

Conclusions: Stability of MCI may be useful in identifying a small subset of people with very high dementia risk



Laird Cermak Award: for best submission in memory or memory disorders

Jordan Stiver, Fordham University, New York

Appearing in Paper Session 19. Memory and Executive Functioning (Saturday, 9:00-10:30 AM, Salon 3)

#1. Variable Sleep Quality Predicts Poorer Spatial Learning and Memory AUTHORS: Jordan Stiver, Eileen E. Moran, Cara L. Crook, Jessica Weathers, Antigone Phili, Rachel Zimmerman, Daniella Toto, Molly Zimmerman

Objective: While research on sleep and cognition has largely focused on mean values of sleep measured across multiple nights, few studies have examined the potentially negative effects of night-to-night variability in sleep quality on brain function. The purpose of this study was to determine the relationship between variability in sleep quality and spatial learning and memory in young adults. We hypothesized that greater intraindividual sleep efficiency variability (SEv) would predict poorer spatial learning and recall performance.

Participants and Methods: University students from the Bronx, NY (N=188; mean age=20.4) wore an at-home actigraphic device (Actiwatch Spectrum PRO; Philips Respironics Inc.) on the non-dominant wrist for an average of 10.5 days (range 6.8-21.0) to measure objective sleep behavior. Participants then returned to the laboratory and were administered neuropsychological tests. SEv was calculated as the intraindividual coefficient of variation (SD/M x 100) of the percentage of time spent asleep in the sleep interval. Spatial learning and memory were assessed using the maze efficiency index scores (correct moves per second) of the Cogstate Groton Maze Learning Tests (GMLT learning average, GMLT learning slope, GMLT recall).

Results: Linear regression showed that SEv predicted lower performance on tests of spatial learning (GMLT learning average; β =-.23, p<.01 and GMLT learning slope; β =-.18, p<.05) and

recall (GMLT recall; β =-.17, p<.05). Even after controlling for average total sleep time, SEv remained a predictor of poorer learning and memory across all GMLT measures (ps<.05).

Conclusions: Intraindividual variability in sleep quality predicts worse spatial learning and memory in young adults. Significant effects of SEv were over and above that of average total sleep time, suggesting unique contributions of variable sleep quality beyond mean sleep quality. Results highlight the importance of maintaining consistent sleep patterns for optimal cognitive functioning.



Phillip Rennick Award: for best submission by a graduate student

Danielle Shaked, University of Maryland, Baltimore, Psychology

Appearing in Paper Session 6. Neuroimaging (Thursday, 2:15-3:45 PM, Salon 3)

Disparities in Diffuse Cortical White Matter Integrity Between Socioeconomic Groups

AUTHORS: Danielle Shaked, Daniel Leibel, Leslie Katzel, Christos Davatzikos, Rao Gullapalli, Stephen Seliger, Guray Erus, Michele Evans, Alan Zonderman, Shari R. Waldstein

Objective: There is a growing literature demonstrating a link between lower socioeconomic status (SES) and poorer neuroanatomical health, such as smaller total and regional gray and white matter volumes. Little is known, however, about the relation between SES and white matter integrity (WMI). Here we examined the relation between SES and WMI of the brain's primary cortical regions, and evaluated potential moderating influences of age and self-identified race.

Participants and Methods: Participants were 192 neurologically intact, community-dwelling African American and White adults (mean age = 52 years; 44% male, 60% White, low SES = 52%)

from the Healthy Aging in Neighborhoods of Diversity across the Life Span (HANDLS) SCAN study. Participants underwent 3.0-Tcranial magnetic resonance imaging. Diffusion tensor imaging was used to compute fractional anisotropy (FA) to quantify the brain's WMI. Multiple regression analyses examined independent and interactive associations of SES, age, and race with FA of the right and left frontal, temporal, parietal, and occipital lobes.

Results: There were no significant interactions of SES, age, and race for any region. However, significant main effects for SES were found for all regions, wherein individuals with low SES had lower FA (all ps < .05; Bs ranged from -.15 to -.28). Except for the right

temporal lobe, main effects for age were found for all regions (all ps < .05: Bs ranged from -.18 to -.31), wherein older age was associated with lower FA. No main effects were found for race.

Conclusions: Novel findings of this study indicate that relative to the high SES group, low SES was associated with poorer diffuse WMI. These results may reflect the higher rates of environmental and interpersonal stressors encountered by those of lower SES across the lifespan, and may help explain the preponderance of functional disparities that exist between socioeconomic groups

The INS Student Liaison Committee (SLC), in conjunction with the INS New York Program Committee, recognizes the following five students and trainees as well-deserving recipients of the **SLC Student Research Award.**



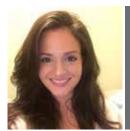
Kelsey Thomas
Post-Doctoral Fellow
UC San Diego/
VA San Diego

#4. Objective Subtle Cognitive Decline, but Not Subjective Memory Complaint, Predicts Progression in Cognitively Normal Individuals

AUTHORS: Kelsey Thomas, Emily C. Edmonds, Xinyi Cao, Christina G. Wong, Alexandra J. Weigand, Shanna Cooper, Douglas R. Galasko, David Salmon, Mark Bondi

Paper Session 12. Aging- General

Friday, 1:45-3:15 PM, Salon 2 (Westside Ballroom)



Lauren Oberlin GRADUATE STUDENT UNIVERSITY OF PITTSBURGH, PSYCHOLOGY

#6. Inflammation and Preclinical AD: Associations Between Peripheral Inflammatory Biomarkers, Cognition, and Amyloid- β Deposition in Non-Demented Older Adults

AUTHORS: Lauren Oberlin, Beth E. Snitz, Rachel Mackey, Oscar L. Lopez, Lewis Kuller, Kirk İ. Erickson

Paper Session 6. Neuroimaging

Thursday, 2:15-3:45 PM, Salon 3 (Westside Ballroom)



Madeleine
Werhane
GRADUATE STUDENT
SDSU/UC SAN DIEGO,
JOINT DOCTORAL
PROGRAM IN CLINICAL
PSYCHOLOGY

#6. Arterial Stiffening Moderates The Relationship Between Diabetes And White Matter Lesion Burden In Older Adults With Mild Cognitive Impairment

AUTHORS: Madeleine Werhane, Kelsey R. Thomas, Katherine J. Bangen, Alexandra J. Weigand, Emily C. Edmonds, Daniel A. Nation, Erin E. Sundermann, Mark Bondi, Lisa Delano-Wood

Paper Session 10. Stroke/Cerebrovascular

Thursday, 4:00-5:30 PM, Salon 4 (Westside Ballroom)



Elizabeth
Wallace
GRADUATE STUDENT
UNIVERSITY OF KENTUCKY,
PSYCHOLOGY

#122. Neurocognition in Post-Bilateral Globus Pallidus Interna Deep Brain Stimulation with Adjunctive Substantia Nigra Sural Nerve Graft in Parkinson's Disease

AUTHORS: Elizabeth Wallace, Jordan P. Harp, Stacey L. Brothers, Jorge E. Quintero, Craig G. van Horne, Frederick A. Schmitt, Lisa M. Koehl

Poster Session 4. Adult Medical

Thursday, 12:00–1:15 PM, Broadway Ballroom South



Lauren N. Irwin Clinical Psychological Trainee Florida State University, Psychology

#63. Working Memory and Information Processing in Attention-Deficit/ Hyperactivity Disorder

AUTHORS: Lauren N. Irwin, Erica L. Wells, Elia F. Soto, Nicole Groves, Michael J. Kofler

Poster Session 5. Pediatric & Neurodevelopmental

Thursday, 2:30–3:45 PM, Broadway Ballroom South



Abstract Submission Deadline: March 4, 2019

Submit Abstracts Online at: https://ins2019.org/en/subscriptions/poster-presentations/

SBNp Presidential Address:

Rochele Paz Fonseca: Cognitive Reserve in Healthy Aging, MCI and Mild Dementia: Executive Functions, Episodic Memory and Neural Correlates

INS Presidential Address:

Vicki Anderson: Precision Medicine, Autism and Social Impairment: The Role of Neuropsychology

Plenary Keynote Addresses:

Vitor Haase: School Neuropsychology: Diagnosis of Dyscalculia

Roy Kessels: Learning From Your Mistakes? Efficacy and Mechanisms of Errorless Learning In Aging And Brain

Disorders

Feggy Ostrosky: Child Abuse: Emotional Processing in Normal and Abnormal Conditions

Philip Zelazo: Executive Function and the Developing Brain

CE Workshops:

Antonio Verdejo García, Executive Functions and Decision-Making in Addictive Disorders

Paulo Mattos, Neuropsychology of ADHD

Skye McDonald, Social and Emotional Processing in Acquired Brain Disorders

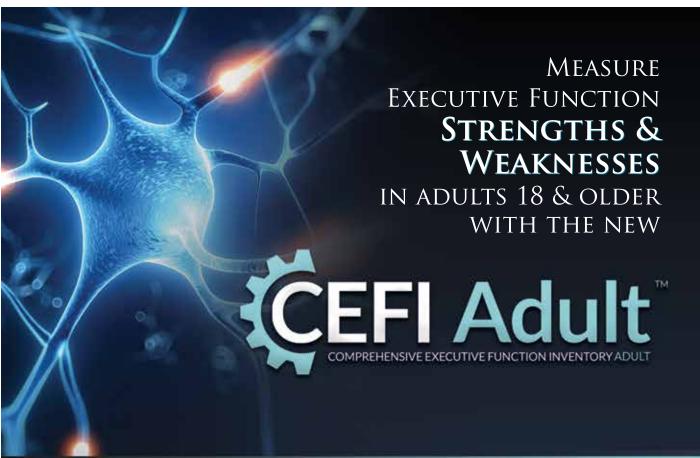
Jennifer Vasterling, Neuropsychological Assessment in Post-Traumatic Stress Disorder

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Jack A. Naglieri, Ph.D.



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ABOUT THE INS

- The International Neuropsychological Society (INS) is a New Members Welcome! multidisciplinary, international organization dedicated to enhancing communication among the scientific disciplines that contribute to the understanding of brain-behavior relationships and to promoting the international and interdisciplinary study of these relationships throughout the lifespan. The Society's emphasis is on science, education, and the applications of scientific knowledge.
- INS members include cognitive and clinical neuropsychologists and psychologists, neurologists, psychiatrists, speech-language pathologists, and specialists of related disciplines. They include esteemed scientists and clinicians from the world's most prestigious universities and institutions, private practitioners, and trainees just embarking on their careers.

INS Annual & Mid-Year Meetings

- INS holds two meetings per year that provide a venue for cognitive and clinical neuroscientists from around the world to share their research and increase their understanding of the driving forces behind cognition and behavior.
- The INS Annual Meeting is held in North America every February and the INS Mid-Year Meeting is held internationally every July. Each meeting offers three to four days of scientific and continuing education programming. Both INS meetings are open to members and non-members, and to professionals and trainees of • Be a leader » Work with the INS-SLC (Student Liaison all levels. Attendees represent neuropsychology and a variety of other disciplines.

Contact the INS at:

- The International Neuropsychological Society (INS) 2319 South Foothill Drive, Suite 260, Salt Lake City, Utah 84109, USA Phone: 801-487-0475 | Fax: 801-487-6270
- Email: Ins@the-ins.org | www.the-ins.org

• INS welcomes new members! Prospective members may learn more about the Society and complete an online membership application at www.the-ins.org.

Benefits of Membership:

- Discounted registration & CE rates at both INS meetings
- Expand your network » Meet and get to know fellow members from all over the globe by attending an INS meeting, or through the expanded INS website
- FREE access to JINS » Available ONLY to INS members! Electronic access to JINS includes all previous years of publication—or pay just \$54 per year to receive the printed edition by mail
- *INS Member Directory* » Exclusive online access for members only
- INS Newsletter » Exclusively for INS Members. Keeping you current with both INS news and current events around the globe in Neuropsychology
- Video Interviews of Neuropsychology Leaders » Memberonly access of interviews with major thought leaders in the field and will include the Birch and Kaplan Lectures
- **Prestigious awards** » Nominate or be recognized for work in the field of neuropsychological science and education
- Get involved » Become active with committees or board leadership, and help guide the future of INS
- Committee) or mentor a student associate member
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Future INS Meetings

Rio de Janerio, Brazil 10-12 July 2019 Denver, Colorado, USA 5-8 February 2020 Vienna, Austria 1-4 July 2020

San Diego, California, USA 3-6 February 2021

Melbourne. Austrailia July 2021 New Orleans, Lousiana, USA February 2022



PLENARY ADDRESSES



Keith Yeates, PhD Keith Owen Yeates, PhD, RPsych, ABB-PN-CN INS President University of Calgary

PLENARY A. CONCUSSION OUTCOMES IN CHILDREN: FACTS, FICTIONS, AND THE FUTURE — KEITH YEATES, PHD, INS PRESIDENT WEDNESDAY, 4:30–5:30 PM, BROADWAY BALLROOM NORTH

More than half a million US children visit an emergency department each year for traumatic brain injury (TBI), mostly for mild injuries, and the true number of concussions in children and youth likely numbers much higher, in the millions. Despite an exponential increase in research in recent years, distinguishing fact from fiction regarding the outcomes of childhood concussion can be very challenging. Neuropsychologists are by no means immune to this problem,

as evidenced by the strident claims and counterclaims made on disciplinary list serves, in scientific journals, and at professional meetings. The goal of this presentation is to differentiate fact from fiction based on research conducted by the presenter and his colleagues over the past 25 years. Topics to be addressed include the role of performance and symptom validity testing, the utility of neuropsychological testing, the relative importance of injury and non-injury factors as predictors of recovery, and the capacity of prevention and treatment to reduce the incidence and morbidity of concussion. The presentation should help to dispel some ongoing misconceptions about the outcomes of childhood concussion; encourage a more evenhanded, evidence-based approach to parsing the complexity of this common injury; and suggest directions for future research that may help bring order out of the chaos that so often surrounds this topic.

Upon conclusion of this course, learners will be able to: 1) Describe common misconceptions about the outcomes of childhood concussion; 2) Summarize recent research on the outcomes of childhood concussion and its predictors.



Sandrine Thuret, PhD
Head of the
Neurogenesis and Mental
Health Laboratory
Head of the Cells and
Behaviour Unit in the
Basic and Clinical
Neuroscience Department at the Institute of
Psychiatry, Psychology
& Neuroscience within
King's College London

PLENARY C. GENERATION OF NEW HIPPOCAMPAL NEURONS IN THE ADULT BRAIN: IMPLICATION FOR MENTAL HEALTH — SANDRINE THURET, PHD THURSDAY, 5:30—6:30 PM, BROADWAY BALLROOM NORTH

The adult mammalian brain can generate new neurons throughout life via the existence of small and sparse populations of neural stem cells dividing and differentiating into neurons.

The hippocampus is one of the rare areas of the adult human brain where neurogenesis persists. During this plenary session we will explore how adult hippocampal neurogenesis is implicated in memory formation and mood regulation. We will also explore the environmental and molecular regulatory

mechanisms controlling neural stem cell fate and show evidence that this hippocampal cellular population and neurogenesis can be used as targets for environmental prevention and pharmacological intervention aimed at cognitive decline and mood disorders.

Upon conclusion of this course, learners will be able to: 1) Summarise the concept of adult neurogenesis; 2) Discuss the possible functions of adult hippocampal neurogenesis; 3) Discuss factors that can influence adult hippocampal neurogenesis.



Judy Illes, CM, PhD
Professor of Neurology and Canada Research Chair in Neuroethics at the University of British Columbia

PLENARY B. ADVANCES IN NEUROTECHNOLOGY FOR NEUROCOGNITION: BALANCING ON THE TIGHTROPE OF DISCOVERY, TREATMENT, AND TRANSLATION — JUDY ILLES, CM, PHD THURSDAY, 10:45–11:45 AM, BROADWAY BALLROOM NORTH

This is a critical time in the history of discovery science and clinical care for patients with disorders of the brain and behavior. Neurotechnologies for modulating brain function and treating neurologic and psychiatric disorders are not only being newly developed,

but earlier experimental technology is being re-modeled. The pace of this evolution is unprecedented: advances of the past 75 years far exceed those of the 2000 before them, and advances of the past 15 years exceed even those of the past 75. In this lecture, I will situate a series of studies focused on invasive and non-invasive approaches to modulating brain function in this context. I will discuss research that has generated news coverage of psychiatric neurosurgery from 1960-2016, reader reactions to news media, and multinational public opinion derived from extensive interviews and focus groups conducted around the world. I will also present evidence suggesting that, alongside the development of neurosurgical and wearable devices to intervene on neurocognition, there is a trend to legally protect their applications to the brain through broadly-written methods and device patents. Some of these are crossing a thin line of protecting brain biomaterial and regions. As I triangulate the findings of the various studies, I will consider the neuroethical questions they raise, and the impact they have on health care providers, patients, citizens, and society.

Upon conclusion of this course, learners will be able to: 1) Describe principles and strategies for research and clinical neuroethics inquiry relevant to neuropsychologists; 2) Explain trends in invasive and non-invasive approaches to mental health, neurodegenerative, and other disorders of the brain that have a neurocognitive component; 3) Discuss roles of and responsibilities of health care professionals in this exciting time in the neurological sciences for ensuring benefits, privacy, and justice for patients and families.



Timothy Hohman, PhD Assistant Professor of Neurology and a Cognitive

Neuroscientist at

Vanderbilt University Medical Center PLENARY D. INDIVIDUAL PATHWAYS OF RESILIENCE TO ALZHEIMER'S DISEASE: EMBRACING COMPLEXITY — TIMOTHY HOHMAN, PHD FRIDAY, 9:00–10:00 AM, BROADWAY BALLROOM NORTH

There is tremendous interindividual variability in the neuropathological and clinical presentation of Alzheimer's disease (AD). This heterogeneity in AD onset and progression represents a central challenge to the field, but also provides a unique opportunity to explore ways in which individual differences contribute to AD risk and resilience. This talk will demonstrate how modern statistical approaches can

be leveraged to harness the heterogeneity in a complex disease like AD to identify novel treatment targets and help move the field towards precision interventions.

Upon conclusion of this course, learners will be able to: 1) Describe how to build robust resilience phenotypes using advanced statistical approaches; 2) Demonstrate how resilience metrics can be leveraged to identify novel treatment targets for AD; 3) Explore sex as a central biological variable in AD; 4) Demonstrate how sex differences in AD inform genetic models of resilience.



Rebecca Saxe, PhD Cognitive Neuroscientist, and Professor, MIT

PLENARY E. THE BRAIN THAT THINKS ABOUT MINDS — REBECCA SAXE, PHD FRIDAY, 11:45 AM—12:45 PM, BROADWAY BALLROOM NORTH

Humans are the ultra-social animal, and we have a correspondingly ultra-social brain. Large swaths of human "association cortex" turn out to be preferentially active when perceiving, conceiving, or interacting with other people. In the last decade,

neuroimaging research produced evidence concerning when, how much, and how selectively these regions are active. The problems for the next decade will be: What are the representations and computations supported by the populations of neurons in these regions? And how does this functional organization develop? New and emerging research from children and young adults will be presented as examples of empirical approaches to tackle these key problems both now and in the future. Upon conclusion of this course, learners will be able to: 1) Describe fMRI evidence of social responses in adult human cortex; 2) Explain approaches to studying social development with fMRI.



Paul Bloom, PhD Brooks and Suzanne Ragen Professor of Psychology and Cognitive Science at Yale University

PLENARY F. JUST BABIES: THE
ORIGINS OF GOOD AND EVIL — PAUL
BLOOM, PHD (BIRCH LECTURE)
FRIDAY, 5:00—6:00 PM,
BROADWAY BALLROOM NORTH

Babies possess a rich moral sense--they distinguish between good and bad acts and prefer good characters over bad ones. They feel pain at the pain of others, and might even possess a primitive sense of justice. But this moral sense is narrow. Many principles that are central to adult morality, such as kindness to strangers, are the product of our intelligence and our imagination; they are not in our genes. And some of our natural moral intuitions, having to do with purity, disgust, and even empathy, have perverse consequences—

we would be better off without them.

Upon conclusion of this course, learners will be able to: 1) Describe the moral powers—and limitations—of babies and toddlers; 2) Discuss and critique how data and theory from developmental psychology bears on the fundamental debates about human nature.



Adrian Owen, PhD Professor of Cognitive Neuroscience and Imaging, Department of Physiology and Pharmacology at the University of Western Ontario, Canada

PLENARY G INTO THE GRAY ZONE:
ASSESSING RESIDUAL COGNITIVE FUNCTION
IN DISORDERS OF CONSCIOUSNESS —
ADRIAN OWEN, PHD (KAPLAN LECTURE)
SATURDAY, 12:15—1:15 PM,
BROADWAY BALLROOM NORTH

The thought of being 'locked in' following a brain injury or aware during general anaesthesia troubles us all because it awakens the old terror of being buried alive. But what does it mean to be awake, but entirely unable to respond and what can this tell us about consciousness itself? In this lecture, I will describe rapid technological developments in the field of neuroimaging that revealing thoughts, actions and intentions based solely on the pattern of activity that is observed in the brain. For example, I will discuss a number of new functional magnetic resonance imaging (fMRI) techniques for assessing

high-level cognition and even conscious awareness, without the need for any behavioural response on the part of the participant. I will also describe a simple 'brain computer interface' that we have developed to communicate with patients who, clinically, appear to be entirely vegetative, and show how real time changes in their brain activity can be used to confirm that they are in fact conscious and aware. I will also contrast those circumstances in which imaging data can be used to infer awareness in the absence of a reliable behavioural response, with those circumstances in which it cannot. This distinction is fundamental for understanding and interpreting patterns of brain activity in various states of consciousness (including vegetative state, coma, anesthesia and sleep), and has profound implications for clinical care, diagnosis, prognosis and medical-legal decision-making after severe brain injury. It also sheds light on more basic scientific questions about how consciousness is measured and the neural representation of our own thoughts and intentions.

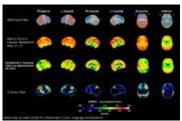
Upon conclusion of this course, learners will be able to: 1) Describe disorders of consciousness, such as coma and the vegetative state; 2) List cutting-edge neuroimaging methods; 3) Explain how to measure awareness in various 'normal' altered states of consciousness such as sleep and general anaesthesia.





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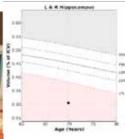


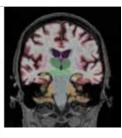












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INVITED SYMPOSIA



Invited Symposium 1. Neurotechnology for Neuropsychology in Egypt, Nepal and Canada: Perspectives, Intersections and Opportunities

Thursday, 9:00-10:30 AM, BROADWAY BALLROOM NORTH

CHAIR: JUDY ILLES, CM, PhD PRESENTERS: JUDY ILLES, CM, PhD, TAMER EMARA, MD, MRCP, ALISSA N. ANTLE, PHD, CLAUDIA BARNED, PhD



Invited Symposium 2. Cross Cultural Perspectives on Reading Disabilities

Friday, 10:15-11:45 PM, BROADWAY BALLROOM NORTH

CHAIR: ROBIN PETERSON, PHD, ABPP Presenters: Robin Peterson, PhD, ABPP, Markéta Caravolas, PhD, CLÁUDIA CARDOSO-MARTINS, PhD, Julie A. Washington, PhD

Symposium Summary:

What is the potential for neurotechnology in neuropsychology? In this symposium we will explore the benefits and pitfalls of devices that can help people with neurologic and mental health disorders. In countries where healthcare resources are extremely limited, neurotechnology can prove particularly valuable, enabling virtual training, research and treatment, targeting many more people than a small number of medical professionals could otherwise reach. In developed countries, neurotechnology can enhance the care given to people with mental illness. But these new techniques raise important issues of policy, regulation, safety and efficacy, as well as social and ethical questions. For example, data acquisition and privacy; the potential for modulating the brain; cultural differences; technology design and marketing versus genuine healthcare needs.

The speakers will give three very different perspectives on their experiences of using neurotechnology. A virtual hospital has been established in Egypt providing 'Treat and Teach' initiative programs in healthcare service development that extends to Arab countries and the African continent, saving time, effort and cost associated with traditional forms of teaching. Nepalese and Canadian children living in poverty who are traumatized by their experiences of domestic violence, abuse and neglect can learn to manage their anxiety using mobile devices. Transcranial stimulation and deep brain stimulation could help treat people globally with substance abuse, but there is still considerable uncertainty around this.

With a focus on maximizing opportunities and benefits and minimizing the risks presented by neurotechnology, the panel will discuss the intersecting roles of neuropsychologists, ethicists, neuroscientists, engineers, clinicians and patients to encourage and inspire research and dialogue on the responsible use of advances in brain science.

Upon conclusion of this course, learners will be able to: 1) Describe the pros and cons surrounding the use of neurotechnology in neuropsychology; 2) Discuss examples of the use of neurotechnology in developing countries as well as developed countries with individuals living in extreme poverty; 3) Explain the ethical issues surrounding the application of neurotechnology in neuropsychology.

Symposium Abstracts:

- J. Illes, T. Emara, A. Antle, C. Barned Neurotechnology for Neuropsychology in Egypt, Nepal and Canada: Perspectives, Intersections and Opportunities (Summary)

 T. Emara Teleneurology Courses Connecting African and
- Arab Countries: The Treat and Teach Initiative
- A. Antle Ethics, What Ethics? Developing a Wearable Brain-Computer App for Children Living in Poverty in Nepal and Canada
- C. Barned Addiction, Neurotechnology and Culture

Chair's Biography:

Dr. Illes is Professor of Neurology and Canada Research Chair in Neuroethics at the University of British Columbia. She was appointed to the Order of Canada in December 2017.Dr. Illes is Director of the Neuroethics Canada (formerly the National Core for Neuroethics) at UBC, and faculty in the Centre for Brain Health at UBC and at the Vancouver Coastal Health Research Institute. She also holds associate faculty appointments in the School of Population and Public Health and the School of Journalism at UBC, and in the Department of Computer Science and Engineering at the University of Washington in Seattle, WA. USA, and is a Life Member of Clare Hall, Cambridge University. Dr. Illes' research, teaching and service focus on ethical, legal, social and policy challenges specifically at the intersection of the brain sciences and biomedical ethics.Dr. Illes is Vice Chair of the Standing Committee on Ethics, and Vice Chair of the Internal Advisory Board of the Institute on Neuroscience, Mental Health and Addiction, of the Canadian Institutes of Health Research. Dr. Illes was elected to the Royal Society (Life Sciences) in 2012, to the Canadian Academy of Health Sciences in 2011, and to the American Association for the Advancement of Science (Division of Neuroscience) in 2013. Her latest book, Neuroethics: Anticipating the Future (Oxford University Press), was published in July 2017.

Symposium Summary:

This symposium addresses reading development and disabilities across languages and cultures, highlighting both universalities and cultural constraints on literacy acquisition. Our international panel of speakers will present data on elementary school children who are speakers of six different languages/dialects across three continents. Dr. Markéta Caravolas will share longitudinal data tracking children's literacy development from kindergarten to 2ndgrade in four European orthographies (English, Spanish, Czech, Slovak) that vary considerably in their Getter-sound consistency. Dr. Claudia Cardoso-Martins will present data for 2ndand 3rdgraders with reading disabilities who speak Brazilian Portuguese. Importantly, the pattern of results was similar for typically developing and disabled readers and showed letter-sound consistency impacts the rate of literacy acquisition, but across written systems, reading and spelling are supported by similar cognitive skills. Dr. Julie Washington will present data from a longitudinal project tracking language and literacy development in low-income African American children from 1stthrough 5thgrade. Literacy outcomes within this group varied and were related to both spoken dialect (mainstream English versus African American English) and oral language skills. Her presentation will also address factors that contribute to underidentification of impoverished African American children as learning disabled. Dr. Robin Peterson will serve as discussant.

Upon conclusion of this course, learners will be able to: 1) Critique the implications of speakers' research for diagnosis and treatment of reading disabilities; 2) Demonstrate the universalities in literacy acquisition; 3) Discuss how culturallinguistic context can influence both children's risk for various types of reading difficulty as well as their access to appropriate diagnosis and intervention services.

Symposium Abstracts:

- R. L. Peterson, M. Caravolas, C. Cardoso-Martins, M. Michalick-Triginelli, J. A. Washington Cross Cultural Perspectives on Reading Disabilities (Summary)
- M. Caravolas Universals and Specifics of Reading
- Development in Different European Languages
 C. Cardoso-Martins, M. Michalick-Triginelli Characteristics of Early Reading Disabilities in Brazilian Portuguese
- J. A. Washington Language, Dialect, and Literacy Development in Low-Income African American Children

Chair's Biography:

Dr. Robin L. Peterson is a pediatric neuropsychologist and Assistant Clinical Professor in the Department of Rehabilitation at Children's Hospital Colorado/ University of Colorado School of Medicine. She has a PhD in Child Clinical Psychology from the University of Denver. She is board certified in clinical neuropsychology and pediatric clinical neuropsychology through the American Board of Professional Psychology. Before earning her doctorate, she worked for several years as a kindergarten and first grader teacher. This work sparked her interest in understanding how all children learn to read.

Over the past decade, she has published peer-reviewed research addressing individual differences in language and literacy development, comorbidity among neurodevelopmental disorders, and outcomes following pediatric traumatic brain injury. Currently, she is a co-investigator with the NIH-funded Colorado Learning Disabilities Research Center. She also has a clinical and research interest in pediatric concussion, particularly identifying injury and non-injury factors that contribute to persistent problems within this population. She recently co-authored the book Diagnosing Learning Disorders (3rd Edition): From Science to Practice. She provides clinical and research mentorship to graduate students, interns, and postdoctoral fellows.



Invited Symposium 3. Global Neuroscience: Impact of Culture, Resources, and Education

FRIDAY, 1:45-3:15 PM,
BROADWAY BALLROOM NORTH

CHAIR: DEBORAH KOLTAI, PHD
CO-CHAIR: ANTHONY FULLER, PHD
PRESENTERS: LUCIA BRAGA, PHD, MARTIN
KADDUMUKASA, PHD, STEPHEN BOWDEN,
PHD, MICHAEL BOIVIN, PHD, MPH

Symposium Summary:

The 2019 theme of the February meeting of the International Neuropsychological Society focuses our attention to the intersection of biological, psychological, and cultural factors impacting the neurosciences. In this invited symposium, we demonstrate how the biopsychosocial model varies and must adapt to the unique challenges, constraints, and culture of each setting for the conduct of effective neuroscience research, treatment and education. Drawing from field research and outreach, clinical practice settings, and traditional biomedical scientific settings across continents, we will highlight work in populations with Wernicke-Korsakoff Syndrome, epilepsy, TBI, and neurotoxic Konzo disease. Many of the factors impacting these studies likewise impact the growth and development of neuropsychology as a field. They highlight a paucity of assessment tools and normative standards, poor recognition of efficacy and relevance, lack of advanced training and supervision mentors and opportunities, lack of resources for sophisticated neuroscientific investigations, poverty and limited access to care, linguistic and literacy diversity, stigma, and impoverished health care systems. Still, despite these considerable challenges, neuroscientific research and practice grows, studies are conducted adapting to and surmounting challenges, and multisite, multination networks advancing our work are emerging. Specific and broad ventures will be discussed

Upon conclusion of this course, learners will be able to: 1) Describe how the biopsychosocial model of neuroscience and neuropsychology must vary and adapt to the challenges, constraints, and cultures of a global society; 2) Explain the factors that impact research and clinical work within and across countries and give examples in specific populations; 3) Assess the lessons learned to date about ways to promote multisite, multination networks to promote global neuroscience and neuropsychology.

Symposium Abstracts:

- D. Koltai, L. W. Braga, K. Robertson, M. M. Kajumba, M. J. Boivin, J. L. Ponsford Global Neuroscience: Impact of Culture, Resources, and Education (Summary)
- L. W. Braga Maximizing Resource Limitations with a Validated Model of Neurorehabilitation in Brazil
- S. Bowden, K. M. Dingwell, J. F. Delima Research with First-Nation Australians: Challenges for a Scientific Neuropsychology
- M. M. Kajumba, D. Koltai, P. Chakraborty, P. Smith, M. Kaddumukasa, M. Kaddumukasa, A. Fuller, M. Haglund Understanding Practical and Cultural Drivers of Neurologic Health Care Utilization
- M. J. Boivin, D. Tshala-Katumbay, E. Kashala-Abotnes Challenges Faced and Lessons Learned in the Application of Global Neuroscience to Prevent Konzo Disease in the Democratic Republic of Congo

Chair's Biography:

Dr. Deborah Koltai (Attix) is the medical director of the Clinical Neuropsychology Service at Duke University Medical Center, where she is an Associate Professor in the Departments of Neurology, Psychiatry and Behavioral Science, and Neurosurgery. She is board-certified by the American Board of Clinical Neuropsychology, and has a strong record of involvement in clinical research, mentoring students and junior faculty, and service to the profession on national levels. She is well known for her expertise in the area of diagnostic evaluation and intervention with elders, which is well captured in two texts: Geriatric Neuropsychology: Assessment and Intervention (Attix & Welsh-Bohmer, 2006) and A Practical Guide to Geriatric Neuropsychology (McPherson & Koltai, 2018). She also has multiple papers in the area of measurement, test security, validity, and advocacy. However, her current research focuses on establishing the cultural context of capacity building efforts in Uganda, as she works with Duke and Makerere University colleagues to increase access to epilepsy and neurosurgery care in East Africa.

Invited Debate. Going to Pot? Clearing Away the Smoke on Brain, Behavior, and Cannabis

Thursday, 4:00–5:00 PM, Broadway Ballroom North

MODERATOR: RAUL GONZALAZ, PHD PRESENTERS: IGOR GRANT, MD, KRISTA LISDAHL, PHD



Dr. Raul Gonzalez is a Professor of Psychology, Psychiatry, and Immunology at Florida International University (FIU), with affiliations to the Center for Children and Families and the Cognitive Neuroscience and Imaging Center at FIU. He obtained his PhD and training as a clinical neuropsychologist from the San Diego State University / University of California Joint Doctoral Program in Clinical Psychology, followed by a post-doctoral fellowship at the University of Illinois at Chicago Department of Psychiatry. His research focuses on neurocognitive risk factors and consequences of substance use disorders, with a focus on cannabis use and cannabis use disorders. His research

program has been funded through the NIDA/NIH and he is currently a site PI for the Adolescent Brain Cognitive Development study, a historic longitudinal investigation of risk and resilience factors that contribute to healthy brain development and various outcomes in adolescence, including substance use and addiction.



Dr. Igor Grant is Distinguished Professor and Chair of Psychiatry and director of the HIV Neurobehavioral Research Program and the Center for Medicinal Cannabis Research at the University of California San Diego. Dr. Grant is a neuropsychiatrist who graduated from the University of British Columbia School of Medicine (1966), and received specialty training in psychiatry at the University of Pennsylvania (1967-1971), and additional training in neurology at the Institute of Neurology (Queen Square) (1980-1981), London, U.K. Dr. Grant's academic interests focus on the effects of various diseases on brain and behavior, with an emphasis on translational studies

in HIV, and drugs of abuse. He has contributed to approximately 700 scholarly publications and is principal investigator of several NIH studies, including a NIDA P50 (Translational Methamphetamine AIDS Research Center – TMARC), and is codirector of the HIV Neurobehavioral Research Center (HNRC).



Dr. Krista Lisdahl is the Director of the UWM's Brain Imaging and Neuropsychology (BraIN) Laboratory. The primary focus of her research is on the neurocognitive consequences of chronic drug use during adolescence and emerging adulthood and predictors of substance use onset in youth. More specifically, using magnetic resonance imaging (structural MRI, fMRI and DTI) and neuropsychological assessment, Dr. Lisdahl's laboratory examines the effects of regular marijuana, alcohol, nicotine and ecstasy use on brain structure and function. She also attempts to explain individual differences by examining whether genetics, gender, or lifestyle factors such as

aerobic fitness moderate these effects. She is a PI or Consultant on three large-scale multi-site neuroimaging studies examining the impact of substance use on the developing adolescent or young adult brain [the MTA Neuroimaging Study; the IDEAA Consortium; the Adolescent Brain Cognitive Development (ABCD) study]. Her research and mentoring has been recognized by a Presidential Early Career Award in Science and Engineering (PECASE). She is also the Chair of Women in Neuropsychology (http://www.scn40.org/piac-win.html) Subcommittee within the APA Society for Clinical Neuropsychology.

INVITED SYMPOSIA, CONTINUED

Featured Media Panel. Concussion Science and the Media: The Good, the Bad, and the Ugly

Saturday, 9:00-10:00 AM, Broadway Ballroom North

Moderator: Keith Yeates, PhD

Presenters: William B. Barr, PhD, Karen Postal, PhD, Jason Chung, JD, Daniel Engber



Dr. Barr is a board-certified clinical neuropsychologist and the Director of Neuropsychology in the Department of Neurology at the NYU-Langone Medical Center. He is an Associate Professor of Neurology and Psychiatry at the NYU School of Medicine. He has served on the advisory boards of many professional organizations and is the Past President of the Society for Clinical Neuropsychology (Division 40) of the American Psychological Association. Dr. Barr has been involved in both clinical and research approaches to sports concussion since the early 1990's. He has served as the neuropsychological consultant to a number of high schools and colleges in the metropolitan New York region and to professional sports teams, including the New York Jets and New York Islanders. He has conducted research studies on athletes at the high school, collegiate, and professional levels. His work has focused on the methodologic applications of neuropsychological assessment in the athlete population and continues to serve as a consultant to many ongoing studies of athletes at all levels of competition.



Dr. Karen Postal is board certified in clinical neuropsychology and pediatric neuropsychology. She is the immediate past president of the American Academy of Clinical Neuropsychology, and a past president of the Massachusetts Psychological Association and Massachusetts Neuropsychological Society. She is a clinical instructor at Harvard Medical school where she teaches postdoctoral fellows in neuropsychology. Her research focuses on helping clinicians and neuroscientists improve communication with patients and the general public. She has a lifespan private practice dedicated to helping people think better in school, at work, and throughout later life.



Jason Chung is an attorney and senior researcher at NYU Sports and Society where he writes on law and public policy issues in health care and sports. He has also written and commented on health care issues for publications in the US and abroad such as the Boston Globe, CBC News, Newark Star-Ledger and The Health Care Blog. He also is the co-founder of The Deductible, a healthcare publication.



Daniel Engber is a columnist for Slate, where he writes about science, journalism, and reproducibility in psychology and biomedicine, He is also a regular contributor to New York Times Magazine and Wired. He was the winner of the National Academies of Science Communication Award in 2012. His work has been anthologized in the Best of Technology Writing series as well as Best of Slate: A 10th Anniversary Anthology.

INS continuing education sessions are designed to provide a practical review of current research as well as information on clinical and technological advances in specific areas of content relevant to neuropsychology and the cognitive neurosciences.

CE Course Registration

Continuing Education (CE) options listed below are not included in the general registration fee. You must register additional fee in order to attend. and pay additional fee(s) in order to attend CE workshops, or to receive CE credit for attending plenary sessions.

Your name badge is required for admittance to CE Workshops, and will contain the session number of any CE sessions for which you are registered.

How to Obtain CE Credits After Registering

Please take the attendance slip from the proctor as you enter, complete it during the session, and return it to the proctor as you exit (your full attendance must be documented in order for credits to be granted).

An online evaluation form must also be completed in order for credits to be given. Once the evaluation is completed, a certificate of completion may be downloaded. Evaluations will be available online at the INS website by approximately 24 hours after each session has concluded.

To access online evaluations, visit the INS website at www. the-ins.org, then simply follow the link on the home page to obtain CE credits for the 2019 Annual Meeting.

CE Workshops

All CE workshops require advance registration and an

All 1.5-hour CE workshops are scheduled from 7:20-8:50 AM and include a continental breakfast that is served from 7–7:15 AM (morning sessions will begin promptly at 7:20 AM).

Plenary Sessions

All plenary sessions are offered for one hour of CE credit. A separate fee must be paid—either before or following completion of the plenary session—and all CE requirements must be met in order for credit(s) to be granted.

Please Note: In order to receive continuing education credit(s) for participation in Plenary Sessions, either now or at a later time, attendees must obtain an attendance slip from the volunteer upon their entry to the session and must submit the completed slip to the volunteer upon their exit. No credits can be granted, at present or in the future, without submission of completed attendance slips.

INS CE Committee

Melissa Lamar has served as Director of INS Continuing Education since February 2018.



INS is approved by the American Psychological Association to sponsor continuing education for psychologists. INS maintains responsibility for this program and its content. nsibility for this

APA Continuing Education Credit

The International Neuropsychological Society is approved by the American Psychological Association to sponsor Continuing Education for psychologists. INS maintains responsibility for this program and its content. Up to 20.5 credit hours are available for this program. All CE sessions are geared for advanced level instructional activity.

CE WORKSHOPS



Faith Gunning, PhD Associate Professor of Psychology in Psychiatry, Weill Cornell Vice Chair for Research and Vice Chair for Psychology, Weill Cornell's Department of Psychiatry

CE Workshop 1. The Use of Neuroimaging and Computational Approaches to Inform Interventions for Mood Disorders — Faith Gunning, PhD Wednesday, 9:00 AM—12:00 PM, Westside Ballroom (Salon 2)

Advances in neuroimaging methods and computational approaches provide an unprecedented opportunity to advance our understanding of the role of specific brain networks involved in the expression and course of mood and disorders. In addition, these sophisticated neuroscience approaches can provide distinct targets for novel interventions for cognitive and affective symptoms. This session will present the results of state-of-the-art neuroimaging and computational approaches that are being used to better understand the neurobiological underpinnings of mood and disorders. Examples will be provided, including a novel computational approach that is

reliant on machine learning of resting state fMRI scans to successfully classify individuals into neurobiologically-defined subtypes of depression. In addition, the promise and current limitations of such approaches for informing treatment development and matching patients to treatments will be presented. The session will conclude with examples of interventions that are designed to target specific brain network dysfunctions to improve symptoms of mood disorders.

Upon conclusion of this course, learners will be able to: 1) Discuss evidence for current computational neuroimaging-based approaches to identifying subtypes of mood disorders; 2) Critically evaluate efficacy of current subtypeguided treatments; 3) Consider and discuss promising future directions for the use of neuroimaging and computationally based approaches for treatment development and selection for individuals suffering from mood disorders.



Amanda Wood, PhD
Professor of Developmental
Neuropsychology and Director, Aston Brain Centre, Aston
University, Birmingham UK
Principal Research Fellow
at Murdoch Children's Research Institute, Melbourne
Australia

CE Workshop 3. If Only I had a Crystal Ball: The Role of Functional Neuroimaging in Predicting Future Cognitive Function in Children with Epilepsy — Amanda Wood, PhD

WEDNESDAY, 9:00 AM-12:00 PM, WESTSIDE BALLROOM (SALON 1)

Advances in neuroimaging techniques have offered unique insights in to the onset and course of many neurological conditions. Functional imaging tools such as functional magnetic resonance imaging (fMRI) or magnetoencephalography (MEG) enable us to visualize brain activity in vivo and may therefore prove useful in clinical practice. In particular, much hope was held that they might replace more invasive techniques or even the need for clinical evaluation in people undergoing resection of eloquent cortex. This is particularly attractive in the paediatric setting, where tolerance of painful or lengthy procedures is low.

Neuropsychological assessment has been a mainstay of presurgical evaluation of hemispheric dominance and localization of functions for adults with epilepsy. In this course, we will first review the neuropsychological characteristics associated with epilepsy in childhood that warrants surgical intervention. Reference will be made to adult models and particular emphasis given to evaluation of risk to eloquent cortex. We will then review basic principles of functional neuroimaging techniques and how they are applied to clinical decision making. The evidence for clinical utility of fMRI and MEG in children with refractory seizures will be presented, prior to a discussion of future directions for imaging predictors of later neuropsychological function.

Upon conclusion of this course, learners will be able to: 1) Describe the underlying basis of signals generated functional neuroimaging techniques and the principles of paradigm design and analysis relevant to children; 2) Describe typical neuropsychological presentations in children and adults with refractory epilepsy requiring resection of eloquent cortex; 3) Discuss the benefits and limitations of fMRI and MEG to predict postoperative neuropsychological function; 4) Summarise key developments in imaging analysis that might impact on decision making in the neuropsychology clinic.



Michael J. Larson, PhD Professor of Psychology, Brigham Young University

CE Workshop 2. Cognitive Control Dysfunction and Rehabilitation: Major Theories and Component Process Dysfunction in Traumatic Brain Injury and Psychopathology — Michael J. Larson, PhD Wednesday, 9:00 AM—12:00 PM,

WESTSIDE BALLROOM (SALON 4)

Cognitive control theories suggest dissociable, but interacting, component processes necessary

but interacting, component processes necessary for goal-directed behaviors, emotional regulation, and environment- and performance-monitoring. Neuroanatomically, cognitive control functions are often represented by a dynamic interchange between areas of the medial and pre-frontal cortices, though postomical distinctions is challenged. Cognitive

the specificity of such neuroanatomical distinctions is challenged. Cognitive control dysfunction is a frequent symptom of psychiatric and neurologic illness or injury and often manifests as behavioral impulsivity and failure to accurately perceive and monitor the self- and environment. This course will focus on young- to mid-life adulthood and will first review basic research findings and theories of cognitive control and the controversy in identification of component process functions and anatomical correlates. Second, the course will cover the behavioral manifestations and implications of cognitive control component process dysfunction across a range of psychiatric and neurologic conditions—including case examples and focusing on the dissociation of component process dysfunction and awareness across the range of traumatic brain injury (TBI) severity. Third, the course will cover rehabilitation of cognitive control processes, with an emphasis on a biopsychosocial model of treatment including exercise and behavioral strategies for rehabilitation in people with TBI and psychiatric illness.

Upon conclusion of this course, learners will be able to: 1) Compare the major theories of cognitive control and identify the neuroanatomical correlates of specific cognitive control component processes; 2) Identify the primary symptoms of cognitive control component process dysfunction following TBI and in people with psychopathology; 3) Explain evidence-based rehabilitation treatments for people experiencing cognitive control dysfunction.



Yana Suchy, PhD, ABP-PN-CN Professor of Psychology and an adjunct Professor of Neurology at the University

CE Workshop 4. Contextually Valid Executive Assessment (ConVExA): A New Approach to Addressing Ecological Validity in Assessment of Executive Functions — Yana Suchy, PhD Wednesday, 1:00—4:00 PM, Westside Ballroom (Salon 2)

Despite extensive evidence that the domain of executive functioning (EF) represents the strongest predictor of daily functioning, tests of EF have long been criticized as having poor ecological validity. During the first half of this workshop, empirical evidence for and against ecological validity of EF tests will be reviewed and common sources of error in making functional predictions will be identified. Recommendations for improving both

research and clinical utility of EF tests toward valid functional predictions will be offered. The second half of the workshop will introduce the Contextually Valid Executive Assessment (ConVExA) model, which proposes that the association between EF and daily functioning is both mediated and moderated by a variety of contextual factors, including acute and fluctuating factors such as pain, sleep quality, emotion regulation demands, and life complexity, as well as stable factors such as personality and cognitive reserve. Existing empirical supports for the model will be reviewed, and the first steps toward the application of the ConVExA model in research and clinical practice will be offered.

Upon conclusion of this course, learners will be able to: 1) Summarize the evidence for and against ecological validity of EF tests; 2) Name the sources of error in functional predictions and explain how to address them in research and clinical practice; 3) Explain the premise of the ConVExA model and its theoretical and clinical contributions to making valid functional predictions.



Mario A. Parra, MD, PhD University of Strathclyde, Glasgow

CE Workshop 5. Mapping Cognition Along the Continuum of Alzheimer's Disease: Towards Novel Assessments, Affordable Biomarkers, and Technology-driven Interventions — Mario A. Parra, MD, PhD Wednesday, 1:00—4:00 PM, Westside Ballroom (Salon 4)

Current approaches to battle Alzheimer's Disease (AD) focus on (1) detecting the disease earlier, (2) slowing decline or enhancing memory, and (3) retaining quality of life. Recent guidelines and consensuses draw our attention towards the preclinical stages where current assessments and interventions strategies are not yet meeting the needs.

This workshop will discuss recent evidence highlighting the need of a paradigm shift in the early detection of memory impairments in people at risk of AD. Basic and clinical research that have led to the identification of structures within and outside the medial temporal lobe that are critical for low-level memory functions compromised in AD in the preclinical stages will be reviewed. Hypotheses on how such functions can be reliably assessed will be considered in the light of challenges faced by a globalized world (i.e., ageing, literacy and diversity). Second, current research will be discussed that is aimed at understanding how assessment of such cognitive functions can be combined with neuroscience methods aimed at gathering biological evidence to yield affordable cognitive biomarkers of AD. The impact that such biomarkers can have on the Global Dementia Challenge will be highlighted. Third, the workshop will cover new translational research that involves the incorporation of novel theories of cognitive decline in AD for use in technology driven interventions that follow ethnographic and person-centered approaches.

Upon conclusion of this course, learners will be able to: 1) Have an updated explanation of the neuroanatomy of memory decline in AD; 2) Be able to appraise and design novel forms of culturally valid assessment; 3) Utilize this information to discuss, plan, and implement technology driven interventions within the context of interdisciplinary research.



Monica Rivera Mindt, PhD, ABPP President of the Hispanic Neuropsychological Society (HNS) Professor of Psychology at Fordham University Joint appointment in Neurology at the Icahn School of Medicine at Mount Sinai

CE Workshop 7. Cognitive Recovery: The Power of Treatment in the Opioid Crisis — Monica Rivera Mindt, PhD, ABPP THURSDAY, 7:20—8:50 AM, WESTSIDE BALLROOM (SALON 2)

Worldwide, opioid misuse and opioid use disorder (OUD) are at epidemic levels. In the U.S., over two million Americans suffer from OUDs (Center for Behavioral Health Statistics & Quality, 2016) resulting in profound public health consequences, including a 200% increase in the rate of opioid-related overdose deaths from 2000-2014 (Centers for Disease Control [CDC], 2016) and increased spread of HIV and hepatitis C (CDC, 2015) from opioid-related injection drug use. In response, the U.S. Department of Health & Human Services recently declared the opioid crisis a public health emergency and developed a 5-Point strategy to combat the

crisis. However, the current strategy lacks attention to the role of cognitive health in the course of opioid addiction and treatment. Given that research suggests that opioid use can have deleterious short- and long-term effects on brain and cognitive function, cognitive health is an important factor for consideration in OUD treatment. This presentation will provide an overview of the history and current status of the opioid crisis. Next, it will examine the effects of opioid use on brain and cognitive function and highlight cutting-edge research on the impact of two commonly used opiate agonist treatment (OAT) medications on cognitive function. These two medications, methadone and buprenorphine, possess significantly different neural mechanisms that may have important implications for cognitive health. Finally, this presentation will consider the potential public health impact of cognitive recovery related to treatment of OUD with OAT.

Upon conclusion of this course, learners will be able to: 1) Demonstrate knowledge on the history θ current status of the opioid crisis; 2) List the ways opioid use affects brain θ cognitive function; 3) Discuss the impact of two commonly used opiate agonist treatments (methadone θ buprenorphine) on cognitive function.



Lyn Turkstra, PhD
Assistant Dean and Professor
of Speech-Language Pathology, School of Rehabilitation
Sciences

CE Workshop 6. Social Communication: Awkward to Assess and Treat, Critical for Successful Long-Term Outcome — Lyn Turkstra, PhD Wednesday, 1:00—4:00 PM, Westside Ballroom (Salon 1)

Social impairments are a common, chronic, and costly problem for many individuals with traumatic brain injury (TBI) and a major cause of stress and burden for caregivers. These impairments are most evident in everyday communication interactions, limiting employment, social participation, and quality of life. The explosion of research on social cognition in typical and clinical populations has advanced general knowledge about social communication, including its neuropsychological and neurological underpinnings, but results are not always easily translatable into clinical practice.

Upon conclusion of this course, learners will be able to: 1) Describe current research on social cognition

and communication in typical populations and individuals with TBI and critique its potential application to clinical assessment and intervention; 2) Recite evidence that factors such as culture, race, sex, and age affect social communication, and identify principles that apply across groups; 3) Assess their own social communication skills and generate strategies to minimize examiner bias in assessment and intervention. Finally, 4) we will discuss how results from TBI research apply across populations with social communication impairments, including individuals with social (pragmatic) communication disorder and autism spectrum disorder.



Rebecca A. Charlton, PhD Goldsmiths University of

CE Workshop 8. Autism Spectrum
Disorders Across the Adult Lifespan.
What do we know and what do we need
to know? — Rebecca A. Charlton, PhD
THURSDAY, 7:20—8:50 AM,
WESTSIDE BALLROOM (SALON 4)

Most of our knowledge about Autism Spectrum Disorders (ASD) comes from childhood, despite the fact that most people with ASD are adults. This course will review the existing research on adulthood in ASD with a particular focus on cognitive abilities. Current research will be discussed that aims to understand how cognitive abilities (particularly executive function) are impacted by

the ageing process in ASD compared to typical ageing. Finally, the limitations of our current knowledge and direction of future research will be discussed.

Upon conclusion of this course, learners will be able to: 1) Describe the issues relating to being an adult with ASD; 2) Discuss the latest research examining the ageing process in ASD.

CE WORKSHOPS, CONTINUED



Robin Morris, PhD King's College London

CE Workshop 9. The Wellbeing of Caregivers of People with Dementia Considered from a Neuropsychological Perspective — Robin Morris, PhD Friday, 7:20-8:50 AM, Westside Ballroom (Salon 2)

Dementia is an umbrella term used for a range of neurological conditions that include resulting in progressive and widespread neuropsychological impairment. The experience of dementia is linked strongly to the caregiving processes with

most care provided by informal caregivers, at least in the early stages of illness. The course will consider what factors impinge the psychological wellbeing of caregiver also considering caregiving in different conditions, such Alzheimer's disease and the behavioural variant of frontotemporal dementia. It will also consider the factors that help caregivers to 'live well' with the experience of dementia and the stresses and strains of caregiving, including the psychological factors that impinge on care and the features of the person with dementia. The course will also cover ways of supporting caregivers in the light of what about such factors.

Upon conclusion of this course, learners will be able to: 1) Describe the factors that can impact on caregiver wellbeing, including how these may vary according to carer and the person with dementia characteristics; 2) Discuss the empirical work determining best outcomes in approaches to supporting caregivers. The course is orientated to those with intermediate knowledge of this topic



Karen Postal, PhD linical Instructor, Harvard Medical School

CE Workshop 11. Disrupting Academic Communication: Creating Vivid, Engaging Access to- and Excitement About -our work as Neuropsychologists — Karen Postal, PhD Saturday, 7:20-8:50 AM, Westside Ballroom (Salon 2)

How do we create access to complex, highly technical neuropsychological ideas for our colleagues, the broader research community, and the general public- in a way that is engaging, vivid, and (to quote Faulkner) sets the truth on fire? The workshop is about disrupting the academic

communication style we all learned in our years of scientific training that typically results in a net loss of our ability to communicate clearly and simply about the neuroscience we love. It is about shedding jargon, giving ourselves permission to allow emotion to creep back into our (written and spoken) language, translating numbers back into human terms, freeing up our body language, and using vivid, clear, language that allows us to create moments of genuine, productive communication as we present our work to colleagues at conferences, scientists/ clinicians in other fields, legislators and grant reviewers who fund our work, and members of the general public. Material for the workshop is based on the qualitative research projects, Testimony That Sticks, (where psychologists, neuropsychologists, attorneys and judges weighed in about what makes outstanding communicators on the stand) as well as Feedback That Sticks.

Upon conclusion of this course, learners will be able to: 1) Revise their goals from presenting research to creating moments of access and excitement for their audiences, be it colleagues, the broader research community, or the general public; 2) List specific ways that traditional academic communication patterns prevent others from accessing and getting excited about our research and ideas; 3) Describe and use several disruptive communication strategies to introduce into our writing and presentations that allow us to "set the truth on fire."



Public Health

CE Workshop 10. Air Pollution and the Adult Brain: Impact on Cognition, Dementia, and Mood — Melinda C. Power, ScD Friday, 7:20-8:50 AM, Westside Ballroom (Salon 4)

Melinda C. Power, ScD Assistant Professor, Depart ment of Epidemiology and Biostatistics at the George Washington University Milken Institute School of

Environmental pollutants can affect many aspects of human health. The impact of pollutants on brain health is an area of active research. This workshop will review what we know about the relationship between one common and ubiquitous environmental pollutant, air pollution, and adult cognitive and mental health. First, we will begin with an introduction to how we study health effects of air pollution. Second, we will provide an overview of the mechanisms by which air pollution may adversely impact the human brain. Third, we will examine the potential impact of air pollution exposures on adult cognitive health, including

cognitive status, cognitive change, incident dementia, and common pathologies related to cognitive impairment. Fourth, we will consider the potential impact of air pollution exposure on adult anxiety, depression, and suicide. Finally, we will conclude with a discussion of the relevance of the population-level research on this topic to the work of clinicians and clinical care settings.

Upon conclusion of this course, learners will be able to: 1) Explain how population-level studies assess the potential impact of air pollution on adult cognitive or mental health; 2) Describe what is known about the relationship between air pollution exposures and adult cognitive and mental health. Given the ubiquitous nature of environmental exposures, one goal of this workshop is to increase awareness and interest in the role of the environment on the state of adult cognitive and mental health.



Neander Abreu, PhD Professor, Institute of Psychology of Bahia Federal University



Chrissie Carvalho, PhD rofessor, Psychology Department of Catholic University of Salvador Postdoctoral Fellow at the Psychology Department of Harvard University

CE Workshop 12. Neuropsychology of Children Exposed to Heavy Metals: Assessment and Intervention to Improve Executive Functions — Neander Abreu, PhD & Chrissie Carvalho, PhD Saturday, 7:20-8:50 AM, Westside Ballroom (Salon 4)

Recent reports suggest that excessive exposure to heavy metal can lead to its accumulation in the brain with neurotoxic consequences. In children, elevated manganese, for example has been associated with deficits in certain neuropsychological domains such as intelligence, motor function, memory and attention, and in some instances, hyperactivity and behavioral problems. Thus, due to variety of neuropsychological consequences of exposure to heavy metals, it is very important to identify and assess these consequences adequately. There are many associated factors that can influence cognitive outcomes in children exposed to heavy metals including poor socioeconomic status (SES) and adverse environmental factors. As a result, it is crucial to choose neuropsychological instruments and tests that may address these factors. This CE course will focus in an approach to addressing these issues very common in developing countries and vulnerable children regardless of location. Furthermore, it will address intervention and strategies to improve executive functions in vulnerable children with heavy metal exposure. Upon conclusion of this course, learners will be able to: 1) Describe the neuropsychological effects of heavy metals exposure with a special focus on manganese; 2) Recite the main tests ideal to assess children exposed to heavy metals and associated factors that should

be considered when choosing your neuropsychological protocol; 3) Assess and utilize a new program, "The Heroes of the Mind", developed to stimulate executive functions in children with heavy metal exposure. Practical activities related to this program will be presented and attendees will be trained on this approach

CE PROGRAM DISCLOSURES

The International Neuropsychological Society requires program planners and instructional personnel to disclose information regarding any relevant financial and non-financial relationships related to course content prior to and during course planning. The intent of this disclosure is not to prevent a speaker with a significant financial or other relationship from making a presentation, but rather to provide listeners with information on which they can make their own judgments. It remains for the audience to determine whether speaker interests or relationships unduly influence a presentation with regard to exposition or conclusion.

Relevant financial relationships are those relationships in which the individual benefits by receiving a salary, royalty, intellectual property rights, gift, speaking fee, consulting fee, honoraria, ownership interest (e.g., stocks, stock options, or other ownership interest, excluding diversified mutual funds), or other financial benefit. Financial relationships can also include "contracted research" where the institution receives/manages the funds and the individual is the principal or named investigator on the grant.

Relevant non-financial relationships are those relationships that might bias an individual including any personal, professional, institutional, or other relationship. This may also include personal interest or cultural bias.

INS Program Planners

Melissa Lamar, CE Director

No relevant financial or nonfinancial relationships exist.

Michael Kirkwood, Program Chair

No relevant financial or nonfinancial relationships exist.

Instructional Personnel

Alissa Antle - Invited Symposium 2

No relevant financial or nonfinancial relationships exist.

Claudia Barned - Invited Symposium 2

No relevant financial or nonfinancial relationships exist.

Paul Bloom - Plenary F

No relevant financial or nonfinancial relationships exist.

Michael Boivin – Invited Symposium 3

No relevant financial or nonfinancial relationships exist.

Lucia Braga — Invited Symposium 3

No relevant financial or nonfinancial relationships exist.

Markéta Caravolas – Invited Symposium

No relevant financial or nonfinancial relationships exist.

Cláudia Cardoso-Martins - Invited

Sym. 2

No relevant financial or nonfinancial relationships exist.

Rebecca Charlton - CE 8

No relevant financial or nonfinancial relationships exist.

Tamer Emara - Invited Symposium 1

No relevant financial or nonfinancial relationships exist.

Timothy Hohman — Plenary D

No relevant financial or nonfinancial relationships exist.

Judy Illes — Plenary B, Invited Symposium

Τ

No relevant financial or nonfinancial relationships exist.

Martin Kaddumukas — Invited Symposium 3

TRA

Deborah Koltai – Invited Symposium 3

No relevant financial or nonfinancial relationships exist.

Michael Larson - CE 2

Relevant financial relationship(s): Dr. Larson receives salary as a board member and editor-in-chief for his work with Elsevier and the International Journal of Psychophysiology. Relevant non-financial relationships: None.

Robin Morris - CE 9

No relevant financial or nonfinancial relationships exist.

Adrian Owen - Plenary G

No relevant financial or nonfinancial relationships exist.

Mario Parra – CE 5

No relevant financial or nonfinancial relationships exist.

Robin Peterson – Invited Symposium 2

Relevant financial relationship(s): Dr. Peterson receives royalties as a co-author from Guilford Press. Relevant non-financial relationships: None.

Karen Postal - CE 11

No relevant financial or nonfinancial relationships exist.

Melinda Power - CE 10

Relevant financial relationship(s): Dr. Power receives grant money as an investigator for the NIH. Relevant non-financial relationships: None.

Monica Rivera-Mindt - CE 7

No relevant financial or nonfinancial relationships exist.

Rebecca Saxe - Plenary E

No relevant financial or nonfinancial relationships exist.

Yana Suchy - CE 4

Relevant financial relationship(s): Dr. Suchy receives royalties as a book author from Guilford Press and Oxford University Press. Relevant non-financial relationships: None.

Sandrine Thuret - Plenary C

No relevant financial or nonfinancial relationships exist.

Lyn Turkstra – CE 6

No relevant financial or nonfinancial relationships exist.

Julie Washington — Invited Symposium

No relevant financial or nonfinancial relationships exist.

Amanda Wood – CE 3

No relevant financial or nonfinancial relationships exist.

Keith Yeates — Plenary A

Relevant financial relationship(s). Dr. Yeates receives royalties as a book editor from Guilford Press and Oxford University Press. Relevant non-financial relationships: None.

ANCILLARY MEETINGS

INS is pleased to host ancillary meetings, organized by individuals and professional groups who are attending the 47th Annual Meeting.

Please note that INS name badges must be worn when using ancillary space, and only ancillary meetings that have been pre-authorized by the INS Executive Office are permitted.

The following schedule of ancillary meetings is provided for the convenience of our attendees and may not be complete. Additional meetings and changes will be posted on the message boards located near the INS Registration Desk.

EVENT NAME	Date	Тіме	Location
APPCN Welcome Breakfast	Tuesday, Feb. 19	7-8:30am	O'Neill
APPCN BOG Meeting	Tuesday, Feb. 19	5-7pm	Odets
NYSAN (NYNG) Locals Lounge	Wednesday, Feb. 20-Sat. 23	Times vary daily, please stop by	Belasco
SCN (Div. 40) Executive Committee Meeting	Wednesday, Feb. 20	8-11am	Imperial
Board Meeting for AACN	Wednesday, Feb. 20	8-2pm	Juilliard
SCN Program Committee Meeting	Wednesday, Feb. 20	11-12pm	Broadhurst
AACN SAC mid-year Meeting	Wednesday, Feb. 20	12:15-1pm	Lyceum
Board Meeting for ABCN	Wednesday, Feb. 20	1-4pm	Imperial
AACN Board Promotion Committee	Wednesday, Feb. 20	3-4pm	Julliard
APPCN General Meeting Breakfast	Thursday, Feb. 21	8-9am	Booth & Edison
Baylor/Texas Children's Applicant Coffee Hour	Thursday, Feb. 21	9-10:30am	Broadhurst
AITCN Annual Meeting	Thursday, Feb. 21	9:45-10:45am	Julliard
Children's National Post doc Q & A	Thursday, Feb. 21	9:45-10:45	Imperial
Meeting the Neuro Fellows from Boston Children's Hospital	Thursday, Feb. 21	10:45-11:45am	Broadhurst
ABCN Forensic Neuropsychology Core Work Group	Thursday, Feb. 21	12-1:30pm	Julliard
INS Oncology SIG Meeting	Thursday, Feb. 21	1:15-2:05pm	Salon 1
INS Cultural SIG Meeting	Thursday, Feb. 21	1:15-2:05pm	Salon 3
Ph.D. Program Info Session	Thursday, Feb. 21	1:15-2:15pm	Alvin & Carnegie
St. Jude Post-Doctoral Candidate Meet and Greet	Thursday, Feb. 21	1:15-2:15 pm	Lyceum
Consortium for Clinical and Epidemiological Neuropsychological Data Analysis (CENDA) and University of Florida/Rowan University Lab Meeting	Thursday, Feb. 21	2-4pm	Imperial
AACN Publication Committee	Thursday, Feb. 21	2:30-3:30	Julliard
WIN Social Hour: Discussing Entrepreneurial Opportunities within Neuropsychology	Thursday, Feb. 21	6:30-7:30pm	O'Niell
Brown University Alumni Reception	Thursday, Feb. 21	6:30-8pm	Alvin & Carnegie
Annual CNS Meeting	Thursday, Feb. 21	6:30-8pm	Julliard
UC San Diego Alumni Network Event	Thursday, Feb. 21	6:30-8pm	Odets
JINS Reception	Thursday, Feb. 21	6:30-8:30pm	Booth & Edison
University of Connecticut Social	Thursday, Feb. 21	6:30-8:30pm	Belasco
Mayo Clinic Alumni Association Reception	Thursday, Feb. 21	7-9pm	Lyceum
SCN Ethnic Minority Affairs Community Breakfast	Friday, Feb. 22	8-9am	Lyceum
APA SCN Scientific Advisory Committee	Friday, Feb. 22	8-9am	Julliard
SCN Education Advisory Committee (EAC) Annual Business Meeting	Friday, Feb. 22	10-11:30am	Julliard
NIH Toolbox Demonstration	Friday, Feb. 22	12:45-1:35pm	Salon 2
HNS 2019 Business Meeting	Friday, Feb. 22	12:45-1:35pm	Salon 4
INS Epilepsy SIG Meeting	Friday, Feb. 22	12:45-1:35pm	Salon 1
Asian Neuropsychological Association Organizational Meeting	Friday, Feb. 22	3:30-4:30pm	Imperial
Arrowsmith Program Researcher's Meeting	Saturday, Feb 22	12-2pm	Julliard
HNS Registration & Conference	Saturday, Feb. 22	1-5pm	Salon 2
HNS Poster Session/Reception	Saturday, Feb. 22	5-6pm	Salon 1

The International Neuropsychological Society owes a debt of gratitude to all participating student volunteers for lending their support at INS New York 2019.

Student volunteers play a critical role in the success of the INS Annual Meeting through their assistance in proctoring CE courses, monitoring poster sessions, and assisting at the Registration Desk—and in making the Annual Meeting a friendlier place for all attendees!

We sincerely thank our wonderful volunteers for their assistance and unbridled enthusiasm and commitment to INS.

INS New York Volunteers

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Very Special Thanks to:

Kaydia DeJesus and NYC & Company for all of their help.



NYSAN Communication Committee: Elisa Livanos, Elizsabeth Londen, Amanda Hahn-Ketter, Christine O'Brian, Cindy Breitman, Rebecca Martin, Jami Halpern, Dave Layman, and Sara Resch

New York Neuropsychology Group Board of Directors and the entire membership of NYNG

PROGRAM CHANGES & AUTHOR DISCLOSURES

Changes to the Final Program Posted On-Site

Sessions and room locations listed in Section II of this book are preliminary and may have changed since the time of printing based on enrollment or other factors.

Please check on-site materials and signage in New York, or the INS 2019 meeting app, for final room assignments and any changes to the Final Program.

Final Addendum of Author Changes

A list of important author changes that have occurred since the time of printing will be available on-site. The online published meeting proceedings will include a final addendum with all author changes that occurred since finalization of the printed program, including author additions, author changes, and other minor adjustments.

Submitting Abstract Author Disclosures

The electronic program book, available on the INS website at www.the-ins.org, contains a complete listing of submitting abstract author disclosures.

The International Neuropsychological Society requires all presenters to disclose to the audience any significant financial interest or other relationship with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services discussed in an educational presentation and with any commercial supporters of the activity. The intent of this disclosure is not to prevent a speaker with a significant financial or other relationship from making a presentation, but rather to provide listeners with information on which they can make their own judgments. It remains for the audience to determine whether speaker interests or relationships unduly influence a presentation with regard to exposition or conclusion.

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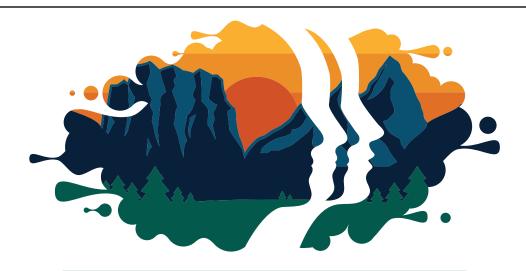
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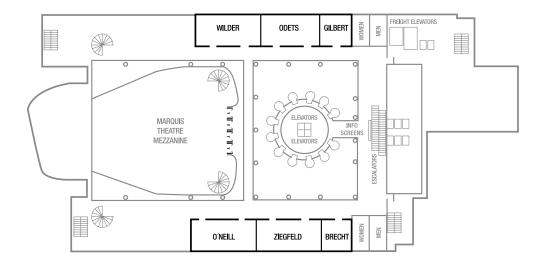




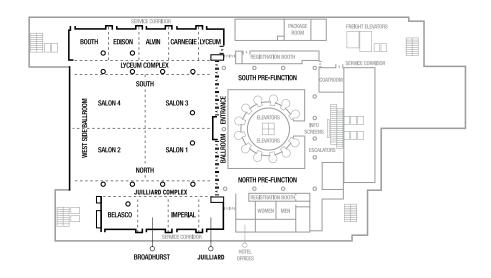




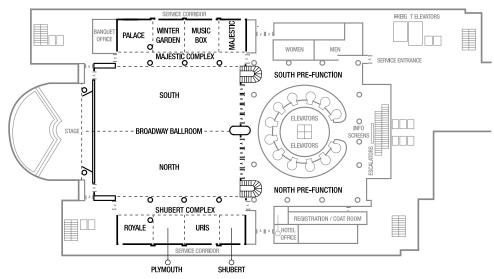
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