

This is an example of a Chairman's letter that was written in support of a faculty member whose scholarship is mainly in educational program development and clinical research; the candidate is also a clinical psychologist with clinical distinction in brain-behavior relationships in children with neurodevelopmental disorders.

Dear Dean Miller

I am writing to recommend Dr. James Edwards, Ph.D. for promotion to Associate Professor of Psychiatry and Behavioral Sciences. Dr. Edward is one of our most outstanding faculty at the Kennedy Krieger Institute. Dr. Edward represents excellence in all three areas of scholarly activity historically emphasized in the Medical School: teaching, research and clinical service. **He is a nationally recognized leader in the field Pediatric Neuropsychology, and has developed the training program at Kennedy Krieger into the leading Pediatric Neuropsychology training site in the country.**

Introduction:

Dr. Edward received his B.S. degree in Education with a specialty in reading from the University of Maryland, College Park in 1983. He then completed an M.A. degree at the University of Maryland in 1985 and a Ph.D. in Counseling Psychology from the State University of New York in Albany in 1990. He completed internship training in Clinical Psychology in 1991. Dr. Edward completed a postdoctoral fellow in Pediatric Neuropsychology at Boston Children's Hospital and a clinical fellowship in Psychology, Department of Psychiatry, and Harvard Medical School in 1993. He then served for seven years as Medical Service Corps Officer in the Navy, ultimately serving as Specialty Coordinator, Child Psychology Services for Japan.

Education and mentoring: Dr. Edward has been Director for Training and Research for the Department of Neuropsychology since 1996. In this capacity, he directly oversees training of psychologists at the undergraduate, graduate, predoctoral and postdoctoral levels and is a core member of the Institute's Training Administration. He has made significant contributions to our Maternal and Child Health training grant as well. The Pediatric Neuropsychology training program at the Kennedy Krieger Institute is one of the largest, most competitive training sites in the U.S., with internship accreditation by the American Clinical Neuropsychology (AITCN) and the Association of Postdoctoral Programs in Clinical Neuropsychology (APPCN).

Since 1996, Dr. Edwards has directed supervision and been faculty preceptor for a total of 25 postdoctoral fellows in psychology. Upon completion of training, these fellows have accepted some of the most competitive and prestigious faculty and clinical positions across the United States, including University of North Carolina, University of California-San Francisco, University of Cincinnati, and St. Jude's Children's Hospital, University of Pennsylvania, University of Minnesota, University of Maryland and some who have remained here at Kennedy Krieger. Without a doubt, our trainees are among the most sought after candidates across the nation.

In addition to postdoctoral training efforts, Dr. Edwards has developed and coordinated an active, highly successful predoctoral training program. The predoctoral internship in pediatric psychology at Kennedy Krieger Institute accepts four predoctoral interns to receive specialty training in Neuropsychology during their internship. These slots are among the most competitive nationally, receiving over 200 applications each year. Dr. Edwards has directly supervised and mentored 16 predoctoral interns since 1997. Graduates from this internship frequently move on to completing postdoctoral training at one of the major training sites including our own, as well as Boston Children's Hospital, Cincinnati Children's Medical Center, University of Minnesota, Children's National Medical Center and Texas Children's Hospital.

Program Development: In 1998, Dr. Edwards initiated a program at Kennedy Krieger to provide part-time clinical and research training experiences to Ph.D. students in clinical psychology from regional universities. This program has received tremendous support from the local academic community. At present, Kennedy Krieger accepts 203 students each academic year for intensive training. Dr. Edwards has been the primary mentor/supervisor for 10 doctoral students. Local universities, including Loyola College, University of Maryland, Towson University, UMBC, American University, Gallaudet University, Howard University, Drexel University and Johns Hopkins, now routinely encourage their students to seek training in the Department of Neuropsychology at Kennedy Krieger Institute.

Research and scholarship:

Dr. Edward has established an active, consistently funded program of research since 1996. In addition to his independent research, he has collaborated with numerous investigators from the Johns Hopkins community in the Department of Neurology, Psychiatry, Pediatrics, Oncology and Neuroradiology. He is presently 85% grant funded. By summer, 2006, he will be 100% grant funded through research and training grants. With the training grant, he will continue to provide clinical services, working with our trainees to do so.

His primary research interests involve brain-behavior relationships in children with neurodevelopmental disorders, especially the development and validation of assessment methods to better characterize attention and executive control functions in these children. In particular, Dr. Edward's investigations focus on the relationship between neuropsychological assessment and magnetic resonance imaging variables in children with these disorders. His research has been supported by the Thomas Wilson Foundation from the National Institutes of Health (NICHD) and as co-investigator, by NINDS and NIMH.

Dr. Edward's research has focused on why children "fail" to develop life skills. In the absence of low intelligence or other known psychiatric disorders, these life difficulties are due to problems in executive function, those self-regulatory behaviors necessary to sustain attention and guide behavior within the context of goals or rules. In children, executive function involves developing strategies to perform tasks that are not habitually performed. Dr. Edward's funded research in these areas has included the development,

validation and dissemination of a new auditory continuous performance test for preschool children (ACPT-P). Continuous performance tests are used extensively with school-aged children and adults to measure sustained attention and other components of executive function, including response preparation and inhibitory control; however, research on measurement of attention and executive functions among preschoolers has been limited. Now, with this new measure, many studies are being conducted around the country.

Most recently, Dr. Edward is the Principal Investigator of a Project within NIH (NICHD), Center for the Study of Reading Development concerning neurobiological and behavioral mechanisms contributing to the development of reading comprehension in children [Reading Disability in Grades 3-8: Neurocognitive Factors; Project III: The Effects of ADHD (Beyond Decoding Accuracy) on Reading Fluency and Comprehension]. The central goal of this project is to understand how ADHD influences processing speed and working memory, processes involved in reading comprehension in fourth-through eighth-graders. In the upper elementary grades and beyond, students are expected to read independently and learn from reading longer and more challenging text than at younger ages. Their comprehension is also measured by questions answerable by drawing inferences or making summaries, not just fact-finding. Children with ADHD increasingly exhibit deficiencies in comprehension even if the accuracy of their word recognition skills is unimpaired. Although past research has consistently found associations between reading disabilities and ADHD, most reading disabled samples have included children with reading deficits or reading disorders defined by a broad composite score (word reading accuracy together with comprehension combined). This research will focus on students with specific deficits in reading comprehension alone and will investigate their speed of processing and working memory, both important components of executive function, which, in turn is of the cognitive correlate of ADHD. This project will use both behavioral and neurobiological (ERP, fMRI) measures to examine brain-behavior relationships pertaining to these two areas in reading disabled children as compared to normal reading children.

To date, Dr. Edward's research endeavor has resulted in 26 peer-reviewed publications (research articles and book chapters), of which he is first author on 17 and senior author on 3. As of 3/29/06, he lists even seven more articles currently submitted or under revision (4 as senior author and one as first author). It is also important to note that he actively mentors our fellow in research and they are among his co-authors. Indeed, one of his great assets as a research within Developmental Cognitive Neurology is that he brings in trainees at every level to analyze and write up research results.

Clinical distinction and service. Dr. Edward has been a licensed psychologist since 1993 and attained board certification in clinical Neuropsychology from the American Board of Professional Psychology in 2001. Currently, Dr. Mahone is one of only 13 board certified neuropsychologists in the state of Maryland and one of only three in the state with pediatric Neuropsychology specialization. His clinical services are in high demand throughout the local community and nationally. Dr. Edward currently provides comprehensive clinical neuropsychological services to children with a wide range of neurological, neurodevelopmental and psychiatric disorders. He is able to provide

evaluations to children from birth through adulthood. In addition to providing general outpatient services, he is also a consultant to the Institute's NICU follow-up clinic, Spina Bifida clinic, Down Syndrome Clinic and the Center for Autism and Related Disorders. To illustrate the demand for Dr. Edward's clinical services, approximately 75% of his new cases are individuals whose parents specifically asked for their child to be seen by him; about 20% of these parents pay totally out of pocket for his services.

National Recognition: Dr. Edward's expertise in neurodevelopmental disorders, particularly in young children with ADHD, has made him a sought after interviewee for the media. He has been featured in the *Los Angeles Times*, *WebMD* and *Baltimore's Child*. He is also in high demand both locally and nationally for professional speaking engagements, lectures and seminars in the field of pediatric neuropsychology and neurodevelopmental disorders.

Dr. Edward has given invited lectures and keynote addresses at the National Academy of Neuropsychology (Seattle), the American Academy of Clinical Neuropsychology (Minneapolis), the Spina Bifida Association of America (New Orleans), the Philadelphia Neuropsychological Society, and the U.S. Department of Defense Dependent Schools Convention (Tokyo). Locally, he has been invited to make grand rounds presentations both at Kennedy Krieger Institute and Johns Hopkins Hospital (Pediatric Neurology). He spoke at the Spectrum of Developmental Disabilities conference, organized by Kennedy fellows and graduates.

Dr. Edward is on the editorial board for two major journals in the field of neuropsychological (*Child Neuropsychology, Assessment*), and is consulting/ad-hoc editor for most of the other journals supporting research in neuropsychological including: *Developmental Neuropsychology, Journal of the International Neuropsychological Society, Journal of Consulting and Clinical Psychology, and The Clinical Neuropsychologist*. Since 2003, he has been an abstract and platform paper reviewer for the annual meeting of the National Academy of Neuropsychological Society (Rita Rudel Award for Research in Pediatric Neuropsychology). In 2005, Dr. Edward was elected to the Board of Directors of the American Academy of Clinical Neuropsychology.

In summary: Dr. Edward is very well regarded here at the Institute for his many contributions to our mission to serve children with brain-based disabilities. His work on Institute grants and projects, his development of our training program in Neuropsychology, the fine quality of the trainees his program attracts, and his mentoring of their clinical and research skills are all major contributions. He has been instrumental in establishing a research laboratory within the Department of Neuropsychology at Kennedy which is of great value to investigators throughout the Institute, as well as the Hopkins community. His own research program, much of which is based in the Department of Developmental Cognitive Neurology is providing insights into brain mechanisms of attention and executive functions, particularly in children with learning and developmental issues.

I strongly endorse and support the promotion of James Edward to the rank of Associate Professor. I could not recommend him more highly as we are delighted and amazed by the range and depth of his contributions to our professional environment.

Sincerely,

Chairman, Psychiatry and Behavioral Sciences