

## **Memory Interventionist Training Program from Schoolhouse Educational Services**

Description: A 36-hour, competency-based program designed to train psychologists and school psychologists in neuropsychological and evidence-based methods that improve memory, learning, and daily functioning in individuals with memory impairments and memory problems.

### Learning Objectives:

1. Participants will learn how to use selective, cross-battery memory testing to identify specific memory weaknesses.
2. Participants will recognize the risk factors for memory impairments.
3. Participants will be able to identify the neurological structures associated with specific memory systems and processes.
4. Participants will learn procedures for hands-on working memory training exercises and procedures for the training of long-term memory strategies.
5. Participants will learn how to apply memory intervention principles to the learning of specific academic skills.

### Specific Learning Outcomes:

Participants will:

1. identify subtests that measure specific memory components and processes.
2. conduct cross-battery analysis of memory testing results in a manner that identifies intra-individual memory weaknesses.
3. recognize assessment profiles that are consistent with specific memory deficits.
4. identify memory systems and processes and the neurological structures associated with each.
5. recognize risk factors for memory impairments.
6. recognize memory systems and processes typically impacted by each risk factor.
7. identify specific types of academic learning associated with specific working memory components.
8. describe the relations between memory processes and other cognitive processes.
9. list long-term memory intervention principles.
10. identify instructional practices that reduce cognitive load.
11. recognize the brain basis for the efficacy of specific memory strategies and interventions.
12. summarize research findings regarding brain-based working memory exercises.
13. demonstrate correct procedures for hands-on working memory training exercises.
14. demonstrate correct procedures for the training of long-term memory strategies.
15. describe appropriate progress monitoring procedures for memory interventions.
16. explain the dimensions of metamemory and how to increase metamemory in clients.
17. apply memory intervention principles to the learning of specific academic skills.
18. identify the characteristics of effective mnemonics.
19. effectively conduct memory-training consultation with parents and teachers.
20. appropriately select, adapt, and combine memory exercises and strategies in order to meet unique client needs.

Co-Sponsors: The training program is sponsored by Schoolhouse Educational Services, LLC and KIDS, Inc. All registration and training activities will be conducted through Schoolhouse Educational Services, LLC. KIDS, Inc. maintains responsibility for this program and its content. KIDS, Inc. is approved by the National Association of School Psychologists (NASP) to offer continuing education for school psychologists. KIDS, Inc. is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. KIDS, Inc. is approved by the California Board of Behavioral Sciences to offer continuing education for Licensed Educational Psychologists.

Certificate and Continuing Education Hours: Participants who successfully complete the program requirements will receive a certificate from KIDS, Inc. Participants will also receive documentation of 36 continuing education hours approved by NASP, APA, and the California Board of Behavioral Sciences. All course requirements must be met before any CEU's are granted.

Intended Participants: Licensed psychologists, licensed or certified school psychologists, and individuals with comparable training and experience.

Intended Clients: Primarily children to young adults, ages 5 to 25, but the interventions can be applied to adults through middle age. The interventions are intended for clients with mild to severe memory deficits in working memory, long-term memory, or both. Clients may also include parents who are trained to conduct memory exercises and to teach and apply memory strategies with their children.

Instructor: Milton J. Dehn, Ed.D., NCSP, is a nationally recognized expert on psychological processing assessment, working memory, and children's long-term memory problems. Dr. Dehn earned his BA in Psychology from the University of Minnesota, his MS in School Psychology from Moorhead State University, and his doctorate in Educational Psychology from the University of South Dakota. He has practiced as a school psychologist in four Midwestern states. For 13 years, he taught full-time in the School Psychology Program at the University of Wisconsin-La Crosse, where he also served as program director. Dr. Dehn is now a private practice school psychologist and the program director for Schoolhouse Tutoring®, an agency in La Crosse, Wisconsin that provides assessment, consultation, and tutoring for children with learning and memory impairments. For the past eight years he has specialized in treating individuals with memory impairments. His approach includes direct training with clients, as well as parent consultation and training. Dr. Dehn has authored three professional books on memory impairments and interventions: *Working Memory and Academic Learning: Assessment and Intervention*; *Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction*; *Helping Students Remember: Exercises and Strategies to Strengthen Memory*, and *Essentials of Working Memory: Assessment and Intervention*.

Required Textbooks and Materials:

- *Essentials of Working Memory: Assessment and Intervention*
- *Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction*
- *Helping Students Remember: Exercises and Strategies to Strengthen Memory*
- *Memory Processes Analyzer 3.0 software*  
(Schoolhouse Educational Services offers the textbooks with free shipping and 10% off publisher's list prices.)

Requirements:

1. Attend all webinars.
2. Attend face-to-face training weekend in La, Crosse, Wisconsin.
3. Obtain an 80% grade on a final written exam.
4. Attend group supervision meetings online.
5. Complete a comprehensive memory assessment and submit formal psychological report (see "Case Study Requirements" section)
6. Complete an intervention case study and submit written documentation. Case study intervention must meet requirements (see "Case Study Requirements" section).
7. Complete a course/program evaluation.
8. All requirements must be completed within one year of beginning training. A six-month extension is available for an additional cost of \$350.

### Schedule and Content:

<u>Format</u>	<u>Hours</u>	<u>Content</u>
Webinar	8	Advanced assessment procedures for working and long-term memory; cross-battery applied to memory assessment; memory systems, processes and related cognitive processes; identifying specific memory deficits; informal assessment procedures; case studies
Webinar	8	Neuroanatomy of memory; memory and academic learning; cognitive load theory; hippocampal functions; risk factors; review of memory intervention research; memory intervention principles; assessment case studies
Face-to-Face Meeting La Crosse, Wisconsin	14	Hands-on training and practice in all working memory and long-term memory intervention methods; mnemonics; metamemory training; teacher and parent training consultation models; measuring and documenting progress; memory methods applied to academics; memory methods applied to daily life; adapting and combining strategies; intervention case studies; client and parent issues
Webinar	3	Group supervision regarding assessment casework.
Webinar	3	Group supervision regarding intervention casework.

Cost: Class size is limited. Program cost is \$1,500. To reserve a space in the program, a deposit of \$250 is required when registering. The balance is required 21 days before the first class. If a cancellation is made within 21 days of the first class, the deposit is nonrefundable. In addition, there are required textbooks and travel expenses to La Crosse, Wisconsin. An additional fee of \$350 is required if the course requirements are not completed within one year from the initial class meeting.

### Registration and Payment:

- By phone, call Schoolhouse Educational Services at 608-487-8282
- Online at [www.SchoolhouseEducationalServices.com](http://www.SchoolhouseEducationalServices.com)
- Payment can be made by check, credit card, or purchase order.
- Mailing address: Schoolhouse Educational Services, P.O. Box 397, Sparta, WI 54656

### More Information:

**Call Schoolhouse Educational Services at 608-487-8282**

**Email [milt@psychprocesses.com](mailto:milt@psychprocesses.com)**

**[www.SchoolhouseEducationalServices.com](http://www.SchoolhouseEducationalServices.com)**

## Case Study Requirements for Memory Interventionist Program

The purpose of the case study is to demonstrate competencies in assessment and intervention for working memory and long-term memory.

### Requirements:

1. The case need not involve moderate or severe memory impairments. “Mild” memory deficits are acceptable, as long as at least one specific memory component is an intra-individual weakness, as defined by Dehn.
2. The assessment report must meet acceptable standards for a professional psychological report. Recommendations for a memory report format will be discussed in class.
3. Specific assessment requirements:
  - a. All components in Dehn’s memory assessment model need to be tested or at least informally assessed (see Rapid Reference 6). If a recent memory assessment has been completed by a neuropsychologist, it is not necessary to re-test components already covered, but the results of the previous testing need to be re-interpreted from Dehn’s framework.
  - b. The use of a formal memory battery, such as the WRAML2, is not required, provided the testing addresses all the components in Rapid Reference 6.
  - c. Includes a health and developmental history with an emphasis on risk factors.
  - d. An interview and observation are included.
  - e. Metamemory and strategy development are assessed.
  - f. A multi-battery analysis using Dehn’s model and the MPA is conducted.
  - g. The written report should follow the format recommended by Dehn in which each specific memory component is addressed by integrating data from all sources.
4. Specific intervention requirements:
  - a. At least 8, one-hour, one-on-one memory sessions with the subject or with a parent trainee who will work with the child. Sessions need to run for at least 4 weeks.
  - b. A minimum of 6 exercises or strategies are included in the intervention.
  - c. Needs to be at least one working memory exercise and at least one long-term memory strategy, even when there is no apparent weakness in that type of memory.
  - d. Your notes from each session should be included with your documentation.
  - e. Specific goals for memory improvement are set with the client and/or parent.
  - f. Metamemory needs to be addressed.
  - g. Data collection as recommended by Dehn. For strategies, recall performance with and without a strategy. For exercises, data tracking the changes in span. If a parent training consultation model is used, then parent must collect data for you.
  - h. A written, individualized “memory plan” that you presented to the client after the sessions end.
  - i. Do not do lessons from *Helping Students Remember* in order; be selective.