

Training Division of  
**THE INSTITUTE FOR NEURO-PHYSIOLOGICAL  
PSYCHOLOGY (INPP)**

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**Post Graduate Course in INPP Theory, Diagnosis and Treatment of  
Neuro-Developmental Disorders using**

**The INPP Method**

**Proposed 2011 Condensed Course for students from long haul  
overseas**

This course was not due to be run again until 2012. Due to a number of requests for the course to be available next year (2011) INPP is willing to offer the course in January 2011 *if a sufficient number of applicants register for the course by the 1<sup>st</sup> July 2010*. If you wish to apply for this course, please complete the application form on page 9 and return it to INPP Chester with a Curriculum Vitae.

You will then be sent a course registration form.

Please note that at the time of registration you will be required to send a deposit of ££396.25 to secure your place and to sign an agreement. A *sample* copy of the agreement can be found in Appendix 1.

## **Introduction and Rationale**

The International School for Research and Training in Neuro-Development (ISND) is the training division of The Institute for Neuro-Physiological Psychology (INPP Ltd).

The Institute for Neuro-Physiological Psychology (INPP) was established in 1975 by Psychologist Peter Blythe PhD. The Institute was set up as a private research organisation to: investigate the effects of immaturity in the functioning of the central nervous system in children with Specific Learning Difficulties and adults suffering from Agoraphobia and Panic Disorder; to devise reliable methods of assessment, and to develop, supervise and evaluate effective programmes of remedial intervention. INPP is a self-funding organisation involved in research, clinical practice and training in the methods developed at INPP.

Since 1975, INPP has treated many thousands of children and adults with problems linked to immaturity in the functioning of the central nervous system. It has also carried out published research into the efficacy of methods developed at INPP.

Dr Peter Blythe started to provide training courses for small groups of professionals in the United Kingdom and Sweden in the late 1970's. During the 1990's a formal training course in the methods developed at INPP was established in the United Kingdom and this course is now available in Germany, Italy and the United States of America. INPP is the certificating body for all countries providing training in its methods.

Training in the INPP method is available at two levels:

1. One Day Course for teachers in the use of a short test battery and programme of developmental exercises for use in schools, devised by Sally Goddard Blythe (1996).
2. One Year Post Graduate Training Course (part time) in the use of clinical assessment and remediation techniques developed at INPP.

### **One Day Course**

This course is offered to teachers working in schools. The course can be accessed through INPP or may be offered as in service training days at the request of local education authorities. Attendee numbers are limited to 40.

### **One Year Course**

This course is designed for anyone with a first degree and suitable professional qualifications in a field allied to Education, Medicine or Psychology.

## **Mode of Delivery**

The course is run over three teaching modules and one examination module of 3 days:

Module 1	3 days
Module 2	5 days
Module 3	4 days
Module 4	3 days

Total contact (teaching) time is 91 hours. Students are expected to carry out a minimum of 90 hours of independent learning between module 3 and module 4 which includes a mixture of reading (60 hours), course work (10 hours) and case studies (30 hours).

The UK course is held in Chester, either at INPP or a suitable teaching centre within the city. Tea and coffee are provided during the teaching day but students are responsible for arranging their own accommodation if required and lunch each day.

## **Entry Requirements**

A first degree and professional qualifications with suitable experience in a field allied to Education, Psychology or Medicine (e.g. Nursing, Physiotherapy, Occupational Therapy, Sports Science, etc).

A full Curriculum Vitae is required on application with supporting documentation.

In exceptional circumstances applicants may be considered without a first degree if they can provide evidence of proof of recent learning in a relevant subject area and suitable experience in a relevant professional field.

## **Aims and Learning Outcomes**

### **Aims**

Introduce the student to the concept of Neuro-Developmental Delay, differences between normal and delayed reflex development, signs, symptoms and implications.

To enable students to become competent in the identification and assessment of Neuro-Developmental Delay using the INPP Screening Questionnaire and Diagnostic Assessment. To develop the student's ability to interpret and communicate test results, supervise a remedial programme and assess ongoing progress.

### **Outcomes**

- Identify individuals who would potentially benefit from the INPP Clinical Programme
- Administer and interpret the INPP Diagnostic Assessment
- Provide written reports based on assessment findings
- Devise an appropriate remedial programme based on assessment results
- Carry out re-assessments at regular intervals while a child is on the INPP Programme
- Supervise and amend the INPP Programme

## Syllabus

The course comprises three consecutive teaching modules and one examination/assessment module. Teaching modules will be held on weekdays from the 12<sup>th</sup> to the 27<sup>th</sup> January. Examinations and assessments take place in June or July.

Contact time is 21 hours for module 1, 35 hours for module 2, 28 hours for module 3 and 7 hours for module 4 (total contact time 91 hours)

Students attend full time teaching for modules 1, 2 and 3, and they have several assignments, which must be completed after module 3 and before attending module 4. Minimum hours of study outside teaching modules, which are required to fulfil recommended reading and assignments is 90 hours.

### Module 1 (Wednesday to Friday inclusive)

- History of the development of the INPP theory and methods since 1969 and differential diagnoses.
- Neuro-Developmental factors in specific learning difficulties and behaviour.
- Reflex development from conception to 3½ years of age.
- Results of abnormal reflex development above 3½ years of age.
- The Vestibular system and the cerebellum
- Interaction between developing reflexes, motor skills and sensory development during the first year of life.
- Use of the INPP Developmental Screening Questionnaire

### Reading of set texts

Answer 5 short essay questions (500 words each) based on set text and content of Module 1.

The essay questions cover aspects of reflex development, interaction and the effects of retained reflexes on the individual. This assignment is to be completed and submitted no later than two months after completion of Module 3.

6 case studies using the INPP Developmental Screening Questionnaire (6 hours)

Students are required to use the INPP Developmental Screening Questionnaire to identify children and adults whose developmental history indicates they would be suitable candidates for further assessment and use of the INPP Remedial Programme. Students are encouraged to use the questionnaire instrument on subjects with and without learning and/or emotional problems to compare the differences in early developmental history and bring the results to the next module for seminar discussion.

## **Module 2 (Monday to Friday inclusive)**

The aim of module 2 is for students to become competent in the administration, interpretation and evaluation of tests using the INPP Diagnostic Assessment. Instruction is provided in the use of standard tests for:

- Gross Muscle Coordination and Balance
- Patterns of Motor Development
- Cerebellar involvement
- Dysdiadochokinesia
- Primitive and Postural reflexes
- Laterality
- Oculo-Motor functioning
- Visual-Perception
- Students carry out a complete assessment

### **Assignments following module 2:**

Students are required to use The INPP Diagnostic Assessment on a minimum of 6 subjects (24 hours). Use of the INPP assessment instrument involves the administration and accurate scoring of tests and interpretation of results.

Students must also continue to carry out continuous background reading from texts recommended from each section of the Reading List.

## **Module 3 (Monday to Thursday inclusive)**

During module 3, students are provided with:

- Instruction in the preparation and delivery of a report based on diagnostic assessment results.
- Instruction in the preparation of an Educational Report
- Instruction in theory and method of building an INPP Reflex Stimulation and Inhibition Programme based on diagnostic assessment results.
- Practise of the INPP exercises.
- How to carry out a Review

### **Assignments following module 3**

Continued reading from the reading list

Revision of all materials in preparation for examinations and assessment.

## Module 4 (Monday to Wednesday inclusive)

Module 4 comprises one day of full time teaching and 2 days of written exams.

The examinations comprise 4 papers:

- Short paper (theory) - 20 short questions to be answered. (1 hour)
- Long paper (theory) – 3 essay questions to be answered out of a choice of 5 (2 hours)
- Short paper (practical) – 20 short questions on aspects of practice. (1 hour) or viva-voce at which students are required to demonstrate selected testing procedures and answer questions concerning the initial consultation and remedial programme.
- Long paper (practical) – 3 essay questions on practical aspects of screening, diagnosis and treatment out of a choice of 5 questions. ( 2 hours)

A minimum of 60% is required on every paper for a candidate to be deemed competent. It should be noted that there is no % of number of candidates who pass or fail. Success is based on individual competency to practice. Candidates are required to demonstrate a level of competency in all areas in order to be eligible for certification.

If a candidate fails to acquire a minimum of 60% on one paper, the candidate will be required to sit the paper again the following year or may be assigned additional written course work to complete.

Students must have completed all assignments to a satisfactory level by the required dates in addition to achieving a minimum mark of 60% on all written examination papers. The signed certificate will be sent by post to successful students within 1 month of taking the examinations.

## Follow up Supervision

Graduates are required to attend 2 days' compulsory supervision in the first 18 months after qualifying for their certificate to remain valid.

### TUTORS:

The course is taught in the UK by Sally Goddard Blythe MSc (Psych) FRSA, Peter Blythe PhD (Founder of INPP), and Christopher Guy.

Sally Goddard Blythe has worked in the area of Neuro-Developmental Delay since 1987 during which time she has assessed and supervised remediation programmes for many children. She is the author of five books, *A Teacher's Window into the Child's Mind*, *Reflexes Learning and Behavior*, *The Well Balanced Child*, *What babies and children REALLY need* and *Attention, Balance and Coordination – the A,B,C of Learning Success*. She is the author of The INPP Test Battery and Developmental Exercise Programme for Use in Schools, which has been the subject of several research projects within the state educational system, including

the County Antrim Project which was carried out in cooperation with North Eastern Education Library Board and The Department of Education, Northern Ireland, and a summary of individual studies published in the peer reviewed journal *Child Care in Practice* in 2005. She is currently Director of The Institute for Neuro-Physiological Psychology (INPP), which provides international training in the methods developed at INPP in addition to clinical practice and she lectures widely to other professional bodies.

Peter Blythe was a Senior Lecturer in Applied Psychology in Education at a College of Education in Lancashire when, in March, 1969, he first became aware that many children with Specific Learning Difficulties had underlying and undetected small physical difficulties that affected their ability to perform well in the classroom.

Following that realisation, together with one of his mature students, David J. McGlown, he set out to validate that hypothesis and to find out exactly what was causing the small, undetected physical difficulties. This led him, together with David McGlown, to establish "The Institute for Neuro-Physiological Psychology" in Chester, England, in 1975, where the research continued.

They presented their first paper at a symposium on Dyslexia held at Manchester University in 1977. That same year arrangements were made for the establishment of "The Swedish Institute for Neuro-Physiological Psychology" in Gothenberg, Sweden, and under the direction of Catharina Johannesson Alvergård. As a result Peter Blythe and Catharina Johannesson Alvergård taught over a thousand teachers, educators, doctors, psychologists, speech therapists and other allied professionals the theory and methods developed at INPP Chester.

In 1979 Peter Blythe and David McGlown wrote "An Organic Basis for Neuroses and Educational Difficulties" (Insight Publications, Chester). This was followed by many other papers being written and published in various journals, including The Swedish Medical Journal.

In 1984 he established the first INPP training courses, which have continued through to the present date. He has lectured extensively throughout the world on the subject of Neuro-Developmental Delay.

**Christopher Guy** has worked as an INPP Neuro-Developmental practitioner since 1989, and runs his own practice in the Midlands – seeing both children and adults. He originally qualified as a teacher in 1975 (Cert Ed – Bristol University) and it was in his third school as Head of Physical Education, that he became interested in why certain children seemed to have a block in furthering their physical skills, no matter how good the teaching or coaching. In 1988 he met Peter Blythe who was then lecturing at a Post Graduate Diploma Course in SpLD. Chris went on to complete his training at INPP Chester in 1989. He now has a wide experience in the field.

## **COURSE FEES**

Course fees for the year 2010 - 2011 are £600 for Module 1, £700 for Module 2, £650 for Module 3 and £750 for Module 4 plus VAT.

A deposit of **£396.56** is required at the time of acceptance on the course to secure a place and an invoice will be sent out by us. The remaining amount for module 1 must be paid to INPP Ltd no later than the first day of Module 1.

**Total course fee = £2700 plus VAT.**

Course fees do **not** include meals or accommodation or books.

## **CHESTER**

The historic city of Chester is situated on the borders of North Wales, less than one hour's drive from the Welsh coast and the mountains of Snowdonia. Chester dates back to Roman times; part of the Roman amphitheatre is visible and the medieval city walls still surround the city centre. As the county town of Cheshire, the city is well furnished with shops, accommodation and restaurants making it an attractive destination for tourists as well as a pleasant place to live and work.

Manchester is the nearest airport for inter-continental flights with direct flights daily from New York, Newark, Philadelphia, Atlanta and Chicago. A cheap airport taxi cab service is available to and from Chester (approximately £35 each way) and the journey takes about 40 minutes. INPP can arrange this service for you if requested.

Details of various types of accommodation from hotels to bed and breakfast or self-catering accommodation can be obtained by contacting the Chester Tourist Office – [www.chestertourism.com](http://www.chestertourism.com). The Institute for Neuro-Physiological Psychology (INPP) has a list of small hotels/ bed and breakfast accommodation, which have been used and approved by ISND students in the past.

### **Condensed Course for students from long haul overseas:**

This course is offered in Chester once every three years if there is sufficient demand.

**For further information and details of the UK course and syllabus, please contact:**

**ISND Training Division of:**

**The Institute for Neuro-Physiological Psychology**

**1 Stanley Street, Chester CH1 2LR**

**United Kingdom**

**Tel (0) 1244 311 414, Fax (0) 1244 311 414**

**Email: [mail@inpp.org.uk](mailto:mail@inpp.org.uk)**

# THE INSTITUTE FOR NEURO-PHYSIOLOGICAL PSYCHOLOGY

I wish to apply for acceptance on the 2011 **Condensed** Training Course in Neuro-Developmental Delay.

NAME .....

ADDRESS .....

..... Tel No .....

EMAIL .....

DATE OF BIRTH .....

PRESENT OCCUPATION .....

ACADEMIC QUALIFICATIONS .....

(Please enclose current CV)

*Upon acceptance on this course I understand an invoice will be sent to me for the deposit and that payment of the deposit is required to register for the course.*

Signed ..... Date .....

## **NEXT TRAINING COURSE: 2011**

**Module 1: Wednesday 12<sup>th</sup> – Friday 14<sup>th</sup> January 2011**

**Module 2: Monday 17<sup>th</sup> – Friday 21<sup>st</sup> January 2011**

**Module 3: Monday 24<sup>th</sup> – Thursday 27<sup>th</sup> January 2011**

**Module 4: Monday 6<sup>th</sup> – Wednesday 8<sup>th</sup> June 2011**

When completed please return with your CV to:

**The Institute for Neuro-Physiological Psychology  
1 Stanley Street  
Chester  
CH1 2LR  
England**

## Appendix 1

Please note that this is a *sample copy only* of the agreement all students attending the INPP 4 module training course are required to sign. This is to ensure that all training in The INPP Method is provided through INPP and that there is standardisation and consistency at the point of training. Please do not sign this sample copy. A copy will be sent out with registration documents.

### **ISND TRAINING AGREEMENT**

This is to acknowledge that I, ....., after having completed the full training course in the theory and practice of Neuro-Developmental Delay (NDD) with the International School for Research and Training in Neuro-Developmental Delay (ISND) in association with The Institute for Neuro-Physiological Psychology (INPP), agree to the following:

I accept that a condition of my training is that I will not undertake to train anyone else in the methods of testing or remediation that I have learned as a result of my training with The ISND without the written consent and cooperation of The Institute for Neuro-Physiological Psychology in Chester.

Furthermore, I agree any information I disseminate in the future which I have gained as a result of my training and association with The INPP, will clearly reference the source of information, and any written material I intend to publish on the theory or practice of NDD will first be submitted to INPP to check for accuracy.

Signed .....

Date .....