

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**

**2010/2011**

**and an introduction to**

*Musica Medica*<sup>1</sup>

**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,

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<sup>1</sup> Inclusion of an introduction to the Musica Medica Method in module 3 is provisional for 2010 -2011. If not included, Module 3 will run from Tuesday to Friday (4 days) and the fee for 4 days for Module 3 will be £700.

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. Student 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; first three modules comprise 4 - 5 days full time attendance (Monday to Friday inclusive).

Total contact (teaching) time is 90 hours. Students are expected to carry out a minimum of 90 hours of independent learning 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, the 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 teaching modules and one examination/assessment module. Teaching modules are held between October and May of the following year. Examinations and assessments take place in June or July.

Contact time is 24 hours for module 1, 30 hours for modules 2 and 3 and 6 hours for module 4 (total contact time 90 hours)

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

### Module 1 (Tuesday 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 3 ½ years of age.
- Results of abnormal reflex development above 3 ½ 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
- Assignments following Module 1: (Evaluation of Outcomes from Module 1)

## **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 one month prior to the commencement of Module 2.

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
- Seminar discussion based on Case Studies using the INPP Developmental Screening Questionnaire

## **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 Friday inclusive)<sup>2</sup>

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
- Half Day Seminar: Presentation of results from diagnostic assessments carried out as assignments, rationale, planning and selection of exercises for remedial intervention.
- Seminar day on an introduction to The Musica Medica Method presented by Professor Yair Schiftan.

### 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.

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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.

Guest lecturers are occasionally invited to teach specific aspects of the course based on specialist professional knowledge. In 2009 and 2010 Professor **Peter Dangerfield**, Head of the School of Medicine at the University of Liverpool will provide a 2 hour lecture on the development of the nervous system; a practising midwife from the Holistic Birthing Centre in Cheshire will lecture on the inter-relationship between early reflexes and birth as a part of Module 1. **Professor Yair Schiftan**, will present an introduction to The Musica Method on the final day of Module 3.

**Professor Yair Schiftan** is the originator of the Musica Medica Method. Musica Medica is a modern method of stimulating the human body and brain with music and its vibrations. It uses two sensory inputs – touch and hearing – and initiates enhanced brain reactions. The method has been researched by various authors of dissertations with pedagogy, special education and medicine under the supervision of Professor Andrzej Stadnicki from the Akademia Pedagogiki Specjalnej (Academy of Special Education) in Warsaw.

## **COURSE FEES**

Course fees for the year 2010 - 2011 are £700 for Modules 1,2 and 4; **£750 for Module 3<sup>3</sup>** 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.

Payment for subsequent modules must be made at least one week prior to attendance.

### **Total course fee = £2850 plus VAT**

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

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**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.

**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 2010/11 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*

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

**NEXT TRAINING COURSE: 2010 - 2011**

**Module 1: Tuesday 26<sup>th</sup> – Friday 29<sup>th</sup> October 2010**

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

**Module 3: Monday 14<sup>th</sup> – Friday 18<sup>th</sup> March 2011 (Friday is a dedicated course for the introduction to *Musica Medica*)**

**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**