

About Shelley Frazier Pelletier, Ph.D.

Dr. Pelletier, a Connecticut native, attended Suffield Academy, Albertus Magnus College, and completed a Master's degree in Psychology at Southern Connecticut State University. She worked at the Yale Child Study Center on projects involved with Tourette's syndrome, tic disorders, and OCD throughout her graduate training in Connecticut. She received a doctorate in school psychology at the University of Northern Colorado. She completed her internship through the University of Nebraska Internship Consortium at a private psychiatric hospital and at the University of Nebraska Medical Center's Monroe Meyer Institute for Genetics and Rehabilitation. Dr. Pelletier completed a two-year post-doctoral fellowship in pediatric neuropsychology through Johns Hopkins School of Medicine at the Kennedy Krieger Institute.

For over ten years, Dr. Pelletier worked in public and private schools and in private practice settings providing direct and indirect services to children with diverse abilities and disabilities, ranging from those who are severely intellectually challenged, to those who are gifted intellectually. She has worked with children with conditions such as learning disabilities, dyslexia, ADHD, and autism spectrum disorders, as well as more complex cases involving genetic disorders or specific neurological issues. She has taught graduate level courses in school psychology, and has served for over 5 years as a consultant to the College Board.

Dr. Pelletier is licensed as a psychologist both in the State of Connecticut (#2736) and in Arizona (#3314, Inactive). She is a nationally certified school psychologist (NCSP). She also has completed board certification as a school psychologist (ABPP-SP) and as a clinical neuropsychologist.

Dr. Pelletier is a member of the following professional organizations:

- American Psychological Association (APA)
- National Academy of Neuropsychology (NAN)
- National Association of School Psychologists (NASP)
- American Academy of Clinical Neuropsychology (AACN)
- American Academy of School Psychology (AASP)

She is also a member of the American Board of School Psychology, serving as president of the board for 2008.

Shoreline Pediatric Neuropsychological Services, LLC

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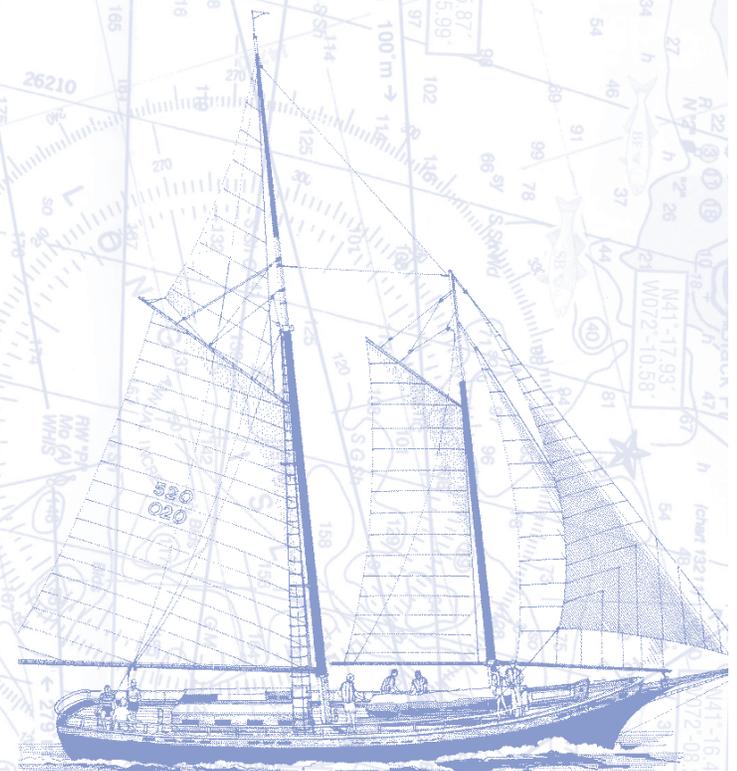
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Board Certified in School Psychology
Board Certified in Clinical Neuropsychology





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What is neuropsychology?

Neuropsychology is a professional specialty concerned with learning and behavior in relation to brain functioning. A neuropsychologist has a doctoral degree in psychology, as well as further training in the specialty field of clinical neuropsychology. (S)he has training in psychology, clinical psychology, brain functioning, brain injury or disease, and neuropsychological assessment.

What is a pediatric neuropsychologist?

A pediatric neuropsychologist evaluates how the maturing brain affects the way a child pays attention, uses language, learns new information and skills, solves problems, and monitors his or her behavior. Data is analyzed with regard to brain organization and maturation in order to determine appropriate cognitive and behavioral expectations for that child, and to evaluate the child's ability to function within an academic or social setting. An intervention plan is typically developed to help parents or care givers plan for their child's future.

Why should a child be referred for a neuropsychological evaluation?

- to identify and document the presence or absence of brain dysfunction
- to identify and document the presence of a learning disability, attention deficit disorder/attention deficit hyperactivity disorder, or developmental delay

- to define cognitive strengths and weaknesses
- to help lead to a diagnosis
- to guide treatment for personal, educational, or vocational needs
- to make relevant recommendations to healthcare provider(s)
- to document possible changes in functioning over time

The neuropsychologist attempts to understand subtle brain-related factors involved in academic failure, behavioral problems, or impaired emotional functioning, even when there are no apparent biological causes.

If you want to know if a referral is appropriate, please call SPNS at 860-388-2000.

What is involved in a neuropsychological evaluation?

A neuropsychological evaluation typically includes assessment (testing) with a group of standardized tests that are sensitive to the effects of brain dysfunction. It consists of mostly "pencil and paper" type tests that measure attention, speed of information processing, language functions, new learning and memory, problem-solving and other complex thinking skills, visual-spatial ability, sensory-perceptual skills, and motor functioning. Some testing may be completed on a computer.

Assessment of academic skill development and emotional functioning, while not exclusive to a neuropsychological evaluation, is usually performed as well. The neuropsychologist may not only interview the individual undergoing the evaluation, but also may speak with family members or school staff about their observations and experiences. A review of school and/or prior medical records will likely be included in the evaluation process.

There is no physical discomfort associated with neuropsychological testing. However, many of the tests are mentally challenging and some children may find the evaluation frustrating and/or emotionally overwhelming. Every effort is made to minimize these potential adverse experiences.

What happens after a neuropsychological evaluation?

The evaluation results in recommendations to improve the individual's functioning or to assist in treatment planning. Neuropsychologists develop their conclusions and recommendations by integrating information obtained from the standardized tests, interviews, medical and educational history. The neuropsychologist will provide a written report documenting performance and recommendations. (S)he will typically review test results directly with the child and/or his or her parents, and address questions that arise.