

## ***INS Distinguished Career Award Atlanta***

### **Alexandre Castro-Caldas**

Alexandre Castro-Caldas has had a prolific scientific career, and has made important contributions in several areas of investigation in the areas of Behavioral Neurology and Neuropsychology including Parkinson's Disease, illiteracy, and the effects of dental amalgam. He has published nearly 200 papers and book chapters. He has had a major leadership role within INS as well as other national and international organizations. Dr. Castro-Caldas was a member of the INS Board of Governors from 1984-1986; organizer of the 1983 meeting in Lisbon and the 1993 mid-year meeting in Madeira, and was elected president of INS from 2001-2002. Dr. Castro-Caldas has also been highly influential in the field of Behavioral Neurology in Portugal and internationally. He has held positions of leadership in numerous organizations including: Director of the Institute of Health Sciences of Portuguese Catholic University; President of the College of Neurology (Ordem dos Médicos) (1994-97); Member of the International Committee of the International Neuropsychiatric Association; Member of Advisory Board of Portuguese Society of Cognitive Sciences; Advisory Board member The European Graduate School of Child Neuropsychology; President of the Portuguese Society of Neurology (1989-92); board member of the Portuguese Association of Psychology; Board member of the International Association for the Study of Traumatic Brain Injury; and the advisory board for the European Association of Neuropharmacology.

### **Martha Denckla**

### **Gerald Goldstein**

### **Kenneth Heilman**

In 1938, parents Samuel and Rosalind Heilman and big brother Fred, welcomed baby boy Kenneth Martin Heilman at what is now Maimonides Hospital. As a boy growing up in Brooklyn, others in his neighborhood included Norman Geschwind, Edith Kaplan, Martha Denckla, David Drachman, and Arthur Benton; though they did not know each other at the time.

During early years, Ken appeared to be more interested in most anything except school; his passion was playing stickball. He failed 3<sup>rd</sup> grade and despite such stellar performances throughout much of his early schooling, he endured and eventually matriculated at New Utrecht High School in Bensonhurst Brooklyn. At high school he was advised to avoid a college preparatory curriculum due to his apparent lack of intellectual capacity. In spite of this sage advice, he did enroll in college prep classes. In order to graduate from this academic-college preparatory program he needed to successfully complete three years of a foreign language; but unfortunately his Spanish teacher, Mrs. Grossman, did not feel he was "college material" and so she too failed him, two years in a row. Much to the surprise of his high school faculty, Ken did well on the New York State Regents Examination and thus he was begrudgingly allowed to graduate from high school.

With his "C" average and high school diploma in hand...and for reasons that to this day remain unknown, Ken was admitted to the University of Virginia and was in fact given a scholarship. Whatever the reason for the UVA confidence, Ken proved worthy by being admitted to the UVA

School of Medicine with a full scholarship after just three years of undergraduate work. While a medical student he saw a patient who demonstrated spatial neglect, asomatognosia and anosognosia...and he was hooked...He had to be a neurologist...he wanted to understand why a person can see and feel, speak and understand speech, but be unaware of stimuli, their body and their illness.

After graduating from medical school he took two years of internal medicine training at Cornell at Bellevue. One of the best things he did at this time was meet and marry Patricia Phillips (now Heilman) who is a speech pathologist herself and spent her married lifetime wondering about Ken's amazing linguistic (dis)abilities! Then he joined the Air Force and was Chief of Medicine at NATO Hospital in Izmir Turkey, and recounts that his least favorite responsibility in this job was that of marriage counselor.

Following his discharge he trained in Neurology at Harvard Neurological Unit of Boston City with Drs. Denny Brown and then Norman Geschwind and it was during his fellowship that he started performing research to learn how a person with a brain injury can see and feel, but be unaware.

He joined the faculty at the University of Florida in 1970 and has been a Gator ever since. When he first came to Gainesville, he was welcomed by Mel Greer and Paul Satz, both of whom aided, encouraged and enabled him to develop his career.

Throughout his career Ken has been dedicated to innovative medical education, to clinical excellence, and to exciting research. Ken is considered to be one of the fathers of modern day behavioral neurology and neuropsychology, influencing the field and literally legions of academics worldwide. He served as our 14th president of the International Neuropsychological Society in 1982, as well the first President of the Society for Cognitive and Behavioral Neurology.

His excellence as a clinician has been well recognized; he is iteratively listed in multiple editions of the Best Doctors in America, America's Top Doctors and Who's Who, etc.. Neurologists from all over the world send patients to Gainesville to get his advice and tap his unique clinical perspective. More locally, his approach to brain and behavioral disorders was instrumental in the formation of the State of Florida, Dept of Elder Affairs programs in memory disorders and dementia. The State of Florida now has funded clinics in many locations that serve to provide state-of-the-science diagnosis of memory or behavioral problems early in the course of disease, as well as humane and practical management that is focused on extending functional capacity.

Dr. Heilman's research is noted worldwide for its fundamental impact on our understanding of the mechanisms of human brain-behavior relationships in both health and in disease. Some of the major cognitive domains in which he has advanced our knowledge include attention-neglect, intention, skilled actions-apraxia, language (including aphasia, alexia and agraphia), memory, emotions (communication and affect) and most recently, creativity. He has authored, co-authored or co-edited 14 books, some of which have served as "bibles" of modern day clinical cognitive neuroscience. He and many colleagues have published more than 500 peer reviewed, data driven articles and chapters, most being published in some of the world's most respected neurology and neuropsychology scientific journals.

Throughout his career Ken has been characteristically generous with his ideas; a dedicated educator with a particular talent for hands-on mentorship and collegiality. His post-doctoral fellowship program has produced more than 60 graduates with many currently serving as notable academics spanning many professions including neurology, speech/language pathology, neuropsychology, and medical anthropology. This fellowship program has served as a template for neurobehavioral programs that are now are accredited by the United Council for Neurological Subspecialties, attesting to the credence given to this program by scientific colleagues. The vast majority of Ken's fellows have developed their own outstanding academic programs, and many are now among the worlds' leading clinicians, educators and investigators. In addition to training fellows he has help train many residents as well as medical, psychology, and speech students.

In Greek mythology, the person named “*Mentor*” was both a close friend of Ulysses and the educator of Ulysses’ son Telemachus. In current usage, mentor is defined as a trusted friend, counselor or teacher. Many of us have been fortunate to have Ken Heilman as a teacher, a counselor and/or a friend. He has taught us how to write; he has taught us to allow our creativity rather than facts drive our questionings; he has taught us by example to be generous with our ideas and time; he has taught us to approach our work with enthusiasm; he has taught us to take our work less seriously in order to hold precious each moment spent with our families and friends, and he has taught us to balance rigorous expectations with passionate loyalty to those we care about. It is a joy for all of us to see him honored today.

### **Allan Mirsky**

### **Sara Sparrow**

Sara Sparrow is a professor emeriti and senior scientist at the Child Study Center, at Yale University. A long time member of the INS and a former member of the Board, 2009 marks her 40<sup>th</sup> year of INS membership. Dr. Sparrow spent most of her career at the Yale Child Study Center, serving as Chief Psychologist for many years. Dr. Sparrow is a 1968 graduate of the University of Florida, where she simultaneously distinguished herself as Paul Satz’s first graduate student and mentor. She was honored as Outstanding Alumna in 2006. As a graduate student, Dr. Sparrow co-authored the maturational lag theory of dyslexia, which led to the Florida Longitudinal Study, a groundbreaking study of dyslexia in the 1970’s. She subsequently devoted her career to science and practice involving people with disabilities, making many contributions to child neuropsychology. Dr. Sparrow completed a major study that debunked the Doman-Delacato intervention method in vogue in the 1970’s. She is also the senior author of the Vineland Adaptive Behavior Scales, now in its second edition. She was cofounder of the Journal of Child Neuropsychology and served as co-editor for five years. Among many awards, Dr. Sparrow received a Career Scientist Award from the American Academy of Mental Retardation. Dr. Sparrow also worked diligently throughout her career on training issues for psychologists, with many child psychologists of different orientations benefitting from her mentorship and the programs she developed at Yale.