

## NEW EDITION!

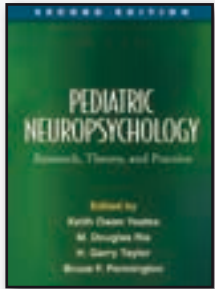
## Pediatric Neuropsychology

Research, Theory, and Practice

2nd Edition

Series: *Science and Practice of Neuropsychology*

**Keith Owen Yeates**, Ohio State University, USA; **M. Douglas Ris**, Department of Pediatrics, Baylor College of Medicine, USA; **H. Gerry Taylor**, Case Western Reserve University, USA; **Bruce F. Pennington**, University of Denver, USA (Eds.)



"The second edition of Pediatric Neuropsychology continues with the splendid tradition of the first edition. The volume will serve professionals and students alike who need to increase their understanding of the neuropsychological aspects of specific medical or neurodevelopmental disorders. ... This is an excellent, evidence-based read." - **Stephen R. Hooper, Associate Director, Clinical Center for the Study of Development and Learning, University of North Carolina School of Medicine, USA**

The most comprehensive, authoritative reference of its kind, this work examines a wide range of acquired, congenital, and developmental brain disorders and their impact on children's neuropsychological functioning. Chapters address how each condition affects the developing brain; the nature and severity of associated cognitive, behavioral, and psychosocial impairments; and effective approaches to clinical evaluation and treatment planning.

New to this edition:

- Reflects significant scientific advances and reader feedback
- Many new topics and authors, plus an additional coeditor, Bruce F. Pennington
- Expanded focus: now covers developmental disorders as well as medical disorders
- Chapters on math, reading, and language disabilities; attention deficit/hyperactivity disorder; autism; and intellectual disabilities
- A chapter on evidence-based neuropsychological interventions
- Includes medical disorders not covered in prior edition: acute disseminated encephalomyelitis and multiple sclerosis; tuberous sclerosis; childhood stroke; and fetal alcohol syndrome.

## Contents

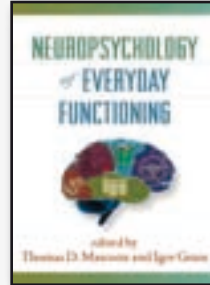
**Part 1. Medical Disorders.** *Fletcher, Dennis*, Spina Bifida and Hydrocephalus. *Taylor*, Children with Very Low Birthweight or Very Preterm Birth. *Westerveld*, Childhood Epilepsy. *Ris, Abbey*, Pediatric Brain Tumors. *Yeates*, Traumatic Brain Injury. *Anderson, Deery, Jacobs, Kornberg*, Acute Disseminated Encephalomyelitis and Childhood Multiple Sclerosis. *Byars*, Tuberous Sclerosis Complex. *Stiles, Nass, Levine, Moses, Reilly*, Perinatal Stroke. *Dietrich*, Environmental Toxicants. *Mattson, Vaurio*, Fetal Alcohol Spectrum Disorders. **Part 2. Neurodevelopmental Disorders.** *Barnes, Fuchs, Ewing-Cobbs*, Math Disabilities. *Peterson, Pennington*, Reading Disability. *Snowling, Hayiou-Thomas*, Specific Language Impairment. *Willcutt*, Attention-Deficit/Hyperactivity Disorder. *Ozonoff*, Autism Spectrum Disorders. *Mervis, John*, Intellectual Disability Syndromes. **Part 3. Clinical Assessment and Intervention.** *Baron*, Maxims and a Model for the Practice of Pediatric Neuropsychology. *Kanne, O'Kane Grissom, Farmer*, Interventions for Children with Neuropsychological Disorders.

January 2010: 7x10: 540pp  
Hb: 978-1-60623-465-5: £51.00  
www.psypress.com/9781606234655

## NEW!

## Neuropsychology of Everyday Functioning

**Thomas D. Marcotte & Igor Grant** (Eds.)  
University of California, San Diego, USA

Series: *Science and Practice of Neuropsychology*

"Finally, a book that puts the brain into the context of the real world! ... This remarkable, broad-reaching volume ... explores the neuropsychological underpinnings of some of our most fundamental tasks of everyday living. Not since Halstead's seminal Brain and Intelligence has the ecological validity of neuropsychological procedures been systematically raised to such a truly scientific plane of inquiry. Thought provoking and generative, this book is 'must' reading for practitioners, researchers, advanced graduate students, and instructors." - **Gordon J. Chelune, Senior Neuropsychologist, Center for Alzheimer's Care, Imaging and Research, Department of Neurology, University of Utah, USA**

While neuropsychological testing can accurately detect cognitive deficits in persons with brain injury, the ability to reliably predict how these individuals will function in everyday life has remained elusive. This authoritative volume brings together well-known experts to present recent advances in the neuropsychological assessment of key real-world capacities: the ability to live independently, work, manage medications, and drive a car. For each of these domains, contributors describe cutting-edge tests, procedures, and interpretive strategies and examine salient theoretical and methodological issues.

## Contents

**Part 1. Assessment Concepts and Methods. A. Approaches to Assessing the Relationship between Cognition and Everyday Functioning.** *Marcotte, Scott, Kamat, Heaton*, Neuropsychology and the Prediction of Everyday Functioning. *Rogers, Mayer, Fausset*, Understanding the Relevance of Human Factors/Ergonomics to Neuropsychology Practice and the Assessment of Everyday Functioning. *Baum, Katz*, Occupational Therapy Approach to Assessing the Relationship between Cognition and Function. **B. Assessment of Specific Functional Abilities and Assessment Considerations.** *Loewenstein, Acevedo*, The Relationship between Instrumental Activities of Daily Living and Neuropsychological Performance. *Sadek, van Gorp*, The Prediction of Vocational Functioning from Neuropsychological Performance. *Barclay, Wright, Hinkin*, Medication Management. *Rizzo, Kellison*, The Brain on the Road. *Cherner*, Considerations in the Cross-cultural Assessment of Functional Abilities. **Part 2. Everyday Impact of Normal Aging and Neuropsychiatric Disorders.** *Kaplan, Mausbach, Marcotte, Patterson*, The Impact of Cognitive Impairments on Health-related Quality of Life. *Ball, Ross, Viamonte*, Normal Aging and Everyday Functioning. *Malloy, McLaughlin*, Everyday Functioning in Dementia and Mild Cognitive Impairment. *Paul, Maloney, Boyle*, Everyday Functioning in Vascular Dementia. *Lillie, Kowalski, Patry, Sira, Tuokko, Mateer*, Everyday Impact of Traumatic Brain Injury. *Lovell, Pardini*, Neuropsychological Assessment and Sports-related Mild Traumatic Brain Injury (Concussion). *Arnett, Smith*, Cognitive Functioning and Everyday Tasks in Multiple Sclerosis. *Scott, Marcotte*, Everyday Impact of HIV-associated Neurocognitive Disorders. *Moore, Moseley, Atkinson*, The Influence of Depression on Cognition and Daily Functioning. *Green*, Cognition and Daily Functioning in Schizophrenia. *Marcotte, Grant*, Future Directions in the Assessment of Everyday Functioning.

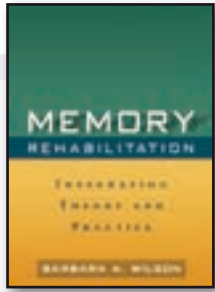
January 2010: 7x10: 477pp  
Hb: 978-1-60623-459-4: £44.00  
www.psypress.com/9781606234594

# Memory Rehabilitation

## Integrating Theory and Practice

**Barbara A. Wilson**

Medical Research Council's Cognition and Brain Sciences Unit,  
Cambridge, UK



*"Who else but Barbara Wilson, the world's leading expert on memory rehabilitation, could have written a book like this? Flowing easily between research findings, clinical anecdotes, and practical treatment recommendations, the book never loses sight of the real-life consequences of memory loss. In an age when war has made traumatic brain injury tragically familiar, Wilson explains the complex ways in which memory processing is prone to failure in this and other nonprogressive brain disorders, and shows how everyday functioning can be improved by rehabilitation techniques that focus*

*on compensation and coping."* - **Myrna F. Schwartz, Associate Director, Moss Rehabilitation Research Institute, Philadelphia, Pennsylvania, USA**

*"A 'must read' for any professional who works with individuals with memory impairment and their family members. The rich literature on compensatory strategies to decrease the impact of memory impairment and techniques to help patients learn more efficiently comes alive in this very thorough and usable text. Wilson's incisive understanding of the emotional difficulties experienced by people with cognitive problems – and how to integrate psychosocial and cognitively focused interventions – is particularly welcome and important."* - **Catherine A. Mateer, University of Victoria, British Columbia, Canada**

From a well-known authority, this comprehensive yet accessible book shows how state-of-the-art research can be applied to help people with nonprogressive memory disorders improve their functioning and quality of life. Barbara Wilson describes a broad range of interventions, including compensatory aids, learning strategies, and techniques for managing associated anxiety and stress. She reviews the evidence base for each clinical strategy or tool and offers expert guidance on how to assess patients, set treatment goals, develop individualized rehabilitation programs, and conduct memory groups. The book also provides essential background knowledge on the nature and causes of memory impairment.

### Contents

1. Understanding Memory and Memory Impairments. 2. Recovery of Memory Functions after Brain Injuries. 3. Assessment for Rehabilitation. 4. Compensating for Memory Deficits with Memory Aids, with *Narinder Kapur*. 5. Mnemonics and Rehearsal Strategies in Rehabilitation. 6. New Learning in Rehabilitation: Errorless Learning, Spaced Retrieval (Expanded Rehearsal), and Vanishing Cues. 7. Memory Groups. 8. Treating the Emotional and Mood Disorders Associated with Memory Impairment. 9. Goal Setting to Plan and Evaluate Memory Rehabilitation. 10. Putting It All Together. 11. Final Thoughts and a General Summary. Appendix: Resources.

July 2009: 6x9: 284pp  
Hb: 978-1-60623-287-3: £32.50  
[www.psypress.com/9781606232873](http://www.psypress.com/9781606232873)

## Memory Arena

The **Memory Arena** provides professionals, researchers, instructors and students in Memory and Memory Disorders with information on the range of books and journals produced by Psychology Press.

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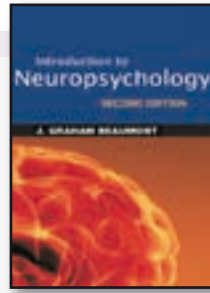
## TEXTBOOK!

# Introduction to Neuropsychology

2nd Edition

**J. Graham Beaumont**

Royal Hospital for Neuro-disability, London, UK



*"An excellent introductory text. It is clearly written, with humor and many interesting comments. All the striking neuropsychological syndromes are lucidly described, and students will know that they are learning from a true expert with over 30 years of experience to draw on. The new chapters on imaging, degenerative conditions, profound forms of brain injury, and psychiatric conditions such as schizophrenia, as well as the increased focus on rehabilitation, are valuable additions which students will find fascinating. While the text will be particularly valuable for graduate students specializing in clinical neuropsychology, beginners in the field*

*also will find it useful and accessible."* - **Andrew Mayes, School of Psychological Sciences, University of Manchester, UK**

Now in a substantially revised second edition, this outstanding text gives students a solid grounding in clinical and experimental neuropsychology. The author is a leading authority whose lucid writing style and thorough yet concise coverage of brain localization, anatomy, and their links to cognitive function make the book ideal for undergraduate or graduate use. Reflecting over two decades of major advances in the field, including developments in basic science, assessment, rehabilitation, and clinical research, the text features a significant new section on neuroimaging and a new chapter on degenerative diseases and profound brain injury. It is illustrated with more than 60 figures, including six color plates.

### Contents

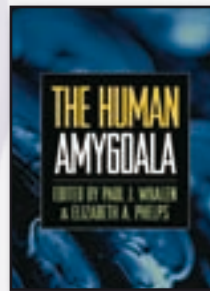
**Part 1. Introduction.** 1. The Discipline of Neuropsychology. 2. The Structure of the Central Nervous System. **Part 2. Clinical Studies.** 3. The Frontal Lobes. 4. The Temporal Lobes. 5. The Parietal Lobes. 6. The Occipital Lobes. 7. Language. 8. Degenerative Diseases and Profound Brain Injury. 9. The Subcortex and Psychosurgery. **Part 3. Experimental Studies.** 10. Split Brains and Dual Minds. 11. Divided Visual Field Studies. 12. Dichotic Listening. 13. Electrophysiology and Imaging. 14. Individual Differences: Gender and Handedness. **Part 4. Applications.** 15. Neuropsychological Practice. 16. Neuropsychiatry and Neuropsychology.

July 2008: 6x9: 382pp  
Hb: 978-1-59385-068-5: £25.95  
[www.psypress.com/9781593850685](http://www.psypress.com/9781593850685)  
60-day examination copy available

# The Human Amygdala

**Paul J. Whalen**, Dartmouth College, New Hampshire, USA

**Elizabeth A. Phelps**, New York University, USA (Eds.)



*"This superbly edited volume captures the exciting progress in understanding the human amygdala that has occurred over the past decade, with the aid of new developments in brain imaging technology and genomics. The book represents one of the first successful attempts to integrate ideas and findings from basic neuroscience with evidence on social and emotional functioning. It will interest a wide audience of researchers and trainees."* - **Trevor W. Robbins, University of Cambridge, UK**

Building on pioneering animal studies, and making use of new, noninvasive techniques for studying the human brain, research on the human amygdala has blossomed in recent years. This comprehensive volume brings together leading authorities to synthesize current knowledge on the amygdala and its role in psychological function and dysfunction. Illustrations include more than 25 color plates.

## Contents

**Part 1. From Animal Models to Human Amygdala Function.** *Freese, Amaral, Neuroanatomy of the Primate Amygdala. LeDoux, Schiller, Animal Research on Organization and Function of the Amygdala. Myers, Toufexis, Winslow, Jovanovic, Norrholm, Duncan, Davis, Measurement of Fear Inhibition in Rats, Monkeys, and Humans with or without Posttraumatic Stress Disorder, Using the AX+, BX-Paradigm. Murray, Izquierdo, Malkova, Amygdala Function in Positive Reinforcement: Contributions from Studies of Nonhuman Primates. Part 2. Human Amygdala Function. Tottenham, Hare, Casey, A Developmental Perspective on Human Amygdala Function. Öhman, Human Fear Conditioning and the Amygdala. LaBar, Warren, Methodological Approaches to Studying the Human Amygdala. Hamann, The Human Amygdala and Memory. Phelps, Contributions of the Human Amygdala to Emotion-Cognition Interactions. Vuilleumier, The Role of the Human Amygdala in Perception and Attention. Canli, Individual Differences in Human Amygdala Function. Whalen, Davis, Oler, Kim, Kim, Neta, Human Amygdala Responses to Facial Expressions of Emotion. Buchanan, Tranel, Adolphs, The Human Amygdala in Social Function. Part 3. Human Amygdala Dysfunction. Shin, Rauch, Pitman, Whalen, The Human Amygdala in Anxiety Disorders. Holt, Phillips, The Human Amygdala in Schizophrenia. Schumann, Amaral, The Human Amygdala in Autism. Wright, The Human Amygdala in Normal Aging and Alzheimer's Disease. Hariri, Weinberger, The Genetic Basis of Human Amygdala Reactivity.*

March 2009: 6½x9¼: 429pp  
Hb: 978-1-60623-033-6: £50.00  
www.psypress.com/9781606230336

## COMING SOON!

# Psychotherapy After Brain Injury

## Principles and Techniques

**Pamela S. Klonoff**

Clinical Director and Neuropsychologist, Center for Transitional NeuroRehabilitation, Barrow Neurological Institute, St. Joseph's Hospital and Medical Center, Phoenix, Arizona, USA

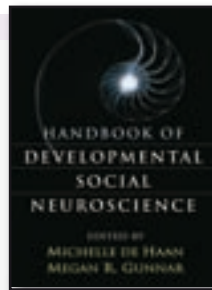
"Klonoff is a talented therapist who combines a wealth of experience and expertise with a deep personal commitment to the process of assisting individuals and families in the challenging process of adjustment following brain injury. This extraordinary volume guides the reader through assessment, diagnosis, and treatment, illustrating the course of therapy with many practical examples. This accessible and engaging text is essential reading for professionals working in brain injury rehabilitation or with clients who have experienced a brain injury, and an invaluable resource for students and trainees in clinical psychology, clinical neuropsychology, rehabilitation medicine, neuropsychiatry, and social work." - **Linda Clare, Professor of Clinical Psychology and Neuropsychology, Bangor University, UK**

August 2010: 7x10: 290pp  
Hb: 978-1-60623-861-5: £34.00  
www.psypress.com/9781606238615

# Handbook of Developmental Social Neuroscience

**Michelle de Haan**, Institute of Child Health, University College London, UK

**Megan R. Gunnar**, Institute of Child Development at the University of Minnesota, USA (Eds.)



"This handbook describes research emerging at the interface of two of the hottest areas in neuroscience: social neuroscience and developmental cognitive neuroscience. The volume provides a comprehensive review of this exciting area, ranging from developmental neuroanatomy and comparative studies to developmental disorders. I predict that this will become a landmark work. It is essential reading for students and an important resource for researchers in cognitive neuroscience and social development." - **Mark H. Johnson, University of London, UK**

Recent years have seen an explosion of research into the physiological and neural bases of social behavior. This state-of-the-science handbook is unique in approaching the topic from a developmental perspective. Exploring the dynamic relationship between biology and social behavior from infancy through adolescence, leading investigators discuss key processes in typical and atypical development. The volume sheds light on how complex social abilities emerge from basic brain circuits, whether there are elements of social behavior that are 'hard wired' in the brain, and the impact of early experiences. Illustrations include eight color plates.

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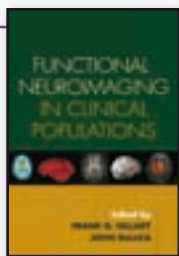
**Part 1. Introduction.** *de Haan, Gunnar, The Brain in a Social Environment: Why Study Development? Part 2. Methodological and Biological Background.* *Gunnar, de Haan, Methods in Social Neuroscience: Issues in Studying Development. Payne, Bachevalier, Neuroanatomy of the Developing Social Brain. Part 3. Perceiving and Communicating with Others.* *Pascalis, Kelly, Schwarzer, Neural Bases of the Development of Face Processing. Grossmann, Farroni, Decoding Social Signals in the Infant Brain: A Look at Eye Gaze Perception. de Haan, Matheson, The Development and Neural Bases of Processing Emotion in Faces and Voices. Carver, Cornew, The Development of Social Information Gathering in Infancy: A Model of Neural Substrates and Developmental Mechanisms. Decety, Meyer, Imitation as a Stepping Stone to Empathy. Choudhury, Charman, Blakemore, Mentalizing and Development during Adolescence. Mills, Conboy, Early Communicative Development and the Social Brain. Myowa-Yamakoshi, Tomonaga, Evolutionary Origins of Social Communication. Part 4. Relationships.* *Gonzalez, Atkinson, Fleming, Attachment and the Comparative Psychobiology of Mothering. Bales, Carter, Neuroendocrine Mechanisms of Social Bonds and Child-Parent Attachment, from the Child's Perspective. Marazziti, Neurobiology and Hormonal Aspects of Romantic Relationships. Wommack, Liu, Wang, Animal Models of Romantic Relationships. Part 5. Regulatory Systems: Motivation and Emotion.* *Schmidt, Jetha, Temperament and Affect Vulnerability: Behavioral, Electrocortical, and Neuroimaging Perspectives. Ernst, Spear, Reward Systems. Mayes, Magidson, Lejuez, Nicholls, Social Relationships as Primary Rewards: The Neurobiology of Attachment. Crone, Westenberg, A Brain-based Account of Developmental Changes in Social Decision Making. Part 6. Perspectives on Psychopathology.* *Pine, A Social Neuroscience Approach to Adolescent Depression. Blair, Finger, Marsh, The Development and Neural Bases of Psychopathy. Dawson, Sterling, Faja, Autism: Risk Factors, Risk Processes, and Outcome. Skuse, Gallagher, Social and Genetic Aspects of Turner, Williams-Beuren, and Fragile X Syndromes. Reeb, Fox, Nelson, Zeanah, The Effects of Early Institutionalization on Social Behavior and Underlying Neural Correlates. Sanchez, Pollak, Socioemotional Development Following Early Abuse and Neglect: Challenges and Insights from Translational Research.*

May 2009: 7x10: 558pp  
Hb: 978-1-60623-117-3: £57.50  
www.psypress.com/9781606231173

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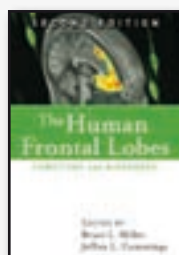
### Functional Neuroimaging in Clinical Populations

Frank G. Hillary & John DeLuca (Eds.)  
2007: 6½x9¼: 414pp  
Hb: 978-1-59385-479-9: £50.00  
www.psypress.com/9781593854799



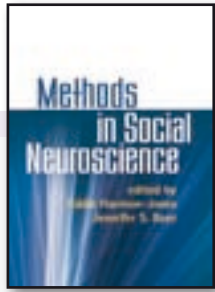
### The Human Frontal Lobes Functions and Disorders

2nd Edition  
Bruce L. Miller & Jeffrey L. Cummings (Eds.)  
Series: Science and Practice of Neuropsychology  
2007: 7x10: 666pp  
Hb: 978-1-59385-329-7: £64.50  
www.psypress.com/9781593853297



# Methods in Social Neuroscience

Eddie Harmon-Jones, Texas A&M University, USA  
Jennifer S. Beer, University of Texas at Austin, USA (Eds.)



"This book goes to the heart of social neuroscience by discussing in detail the methodologies needed for the development of this important and exciting field. The coverage is extensive, ranging from brain imaging to the manipulation of neuroendocrine systems.

Successful social neuroscience projects require collaboration across many disciplines: perhaps the most important topic covered in this book, rarely addressed elsewhere, is how to achieve this kind of collaboration. An essential reference work for all who are embarking on social neuroscience projects, whatever their level of experience or scientific background." - Chris

Frith, Wellcome Trust Centre for Neuroimaging, University College London, UK

Straightforward and practical, this is the first book to provide detailed guidance for using neurobiological methods in the study of human social behavior, personality, and affect. Each chapter clearly introduces the method at hand, provides examples of the method's applications, discusses its strengths and limitations, and reviews concrete experimental design considerations.

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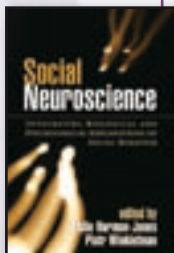
Harmon-Jones, Beer, Introduction to Methods in Social and Personality Neuroscience. Harmon-Jones, Beer, Harmon-Jones, Collaborations in Social and Personality Neuroscience. Schultheiss, Stanton, Assessment of Salivary Hormones. van Honk, Neuroendocrine Manipulation of the Sexually Dimorphic Human Social Brain. Hess, Facial Electromyography. Blumenthal, Franklin, The Startle Eyeblink Response. Mendes, Assessing Autonomic Nervous System Activity. Beer, Patient Methodologies for the Study of Personality and Social Processes. Harmon-Jones, Peterson, Electroencephalographic Methods in Social and Personality Psychology. Bartholow, Amodio, Using Event-related Brain Potentials in Social Psychological Research: A Brief Review and Tutorial. Schutter, Transcranial Magnetic Stimulation. Read, Monroe, Using Connectionist Networks to Understand Neurobiological Processes in Social and Personality Psychology. Canli, Molecular Biology and Genomic Imaging in Social and Personality Psychology. Johnstone, Kim, Whalen, Functional Magnetic Resonance Imaging in the Affective and Social Neurosciences.

February 2009: 6x9: 353pp  
Hb: 978-1-60623-040-4: £30.50  
[www.psypress.com/9781606230404](http://www.psypress.com/9781606230404)

## Also Available

### Social Neuroscience Integrating Biological and Psychological Explanations of Social Behavior

Eddie Harmon-Jones & Piotr Winkielman (Eds.)  
January 2008: 6 1/8 x 9 1/4: 512pp  
Hb: 978-1-59385-404-1: £43.50  
Pb: 978-1-59385-644-1: £24.00  
[www.psypress.com/9781593856441](http://www.psypress.com/9781593856441)



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NEW!

# Executive Skills in Children and Adolescents

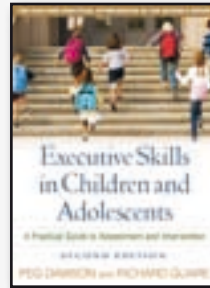
## A Practical Guide to Assessment and Intervention

2nd Edition

Peg Dawson & Richard Guare

Center for Learning and Attention Disorders, Portsmouth, USA

Series: *Practical Intervention in School*



"This is a comprehensive resource for professionals who work with children of all ages. The authors include helpful and practical tables, checklists, and steps for many general classroom routines, as well as assessments and interventions for specific executive skills. The second edition provides an expanded response-to-intervention framework for applying the instructional techniques with whole classes and individual students." - Patti L. Harrison, Department of Educational Studies in Psychology, Research Methodology, and Counseling, University of Alabama, USA

Concise and practitioner-friendly, this bestselling guide has helped put executive skills on the map for school-based clinicians and educators. The book explains how these critical cognitive processes develop and why they play such a key role in children's behavior and school performance. Provided are step-by-step guidelines and many practical tools to promote executive skill development by implementing environmental modifications, individualized instruction, coaching, and whole class interventions. In a large-size format with convenient lay-flat binding, the book includes more than two dozen reproducible assessment tools, checklists, and planning sheets.

New to this edition:

- Revised and expanded to reflect significant advances in the field
- Chapter on classroom teaching routines that target executive skills during daily work and instruction
- Chapters on integrating executive skills strategies into an RTI model and managing transitions to a new grade or school
- More reproducibles, one of the book's most popular features
- Increased attention to children who don't have a specific learning disorder but still struggle in school.

This book will appeal to school psychologists and counselors, administrators, school social workers, classroom teachers, and special educators; and will also be of interest to clinical child psychologists, neuropsychologists, and pediatricians.

## Contents

1. Overview of Executive Skills. 2. Assessing Executive Skills. 3. Linking Assessment to Intervention. 4. Interventions to Promote Executive Skills. 5. Specific Teaching Routines to Promote Executive Skills Development. 6. Interventions for Specific Executive Skills Domains. 7. Coaching Students with Executive Skills Deficits. 8. Executive Skills Interventions within a Response-to-Intervention Framework. 9. Applications to Specific Populations. 10. Planning for Transitions. Appendix: Reproducible Forms.

May 2010: 8x10 1/2 : 226pp  
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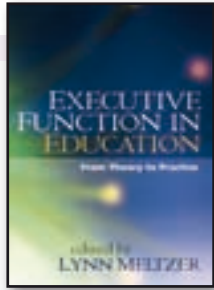
[www.schoolpsychologyarena.com](http://www.schoolpsychologyarena.com)

NEW IN PAPERBACK!

## Executive Function in Education

### From Theory to Practice

Lynn Meltzer (Ed.)  
Tufts University, USA



"This timely and much-needed book focuses on executive function (EF) from an educational perspective. While acknowledging that aspects of EF remain poorly understood, the book succeeds in offering practical guidelines and clear examples of how to teach and promote students' use of EF across the curriculum. Clearly, instruction in EF is essential for some students with special educational needs, but emphasis is also given to how EF instruction will benefit all students within inclusive classrooms." - **Rosemary Tannock, Ontario Institute for Studies in Education and Department of Psychiatry, University of Toronto; Program in Neuroscience and Mental Health, Hospital for Sick Children, Canada**

This uniquely integrative book brings together leading researchers and practitioners from education, neuroscience, and psychology. It presents a theoretical framework for understanding executive function difficulties together with a range of effective approaches to assessment and instruction. Scholarly and authoritative yet highly practical, the book provides guidelines for intervening at the level of the individual child, the classroom, and the entire school.

#### Contents

##### Part 1. Executive Function: Theoretical and Conceptual Frameworks.

*Denckla, Executive Function: Binding Together the Definitions of Attention-Deficit/Hyperactivity Disorder and Learning Disabilities. Moran, Gardner, "Hill, Skill, and Will": Executive Function From a Multiple-intelligences Perspective. Bernstein, Waber, Executive Capacities From a Developmental Perspective. Fischer, Daley, Connecting Cognitive Science and Neuroscience to Education: Potentials and Pitfalls in Inferring Executive Processes.* **Part 2. Executive Function Difficulties in Different Diagnostic Groups: Challenges of Identification and Treatment.** *Meltzer, Krishnan, Executive Function Difficulties and Learning Disabilities: Understandings and Misunderstandings. Stein, Krishnan, Nonverbal Learning Disabilities and Executive Function: The Challenges of Effective Assessment and Learning. Ozonoff, Schetter, Executive Dysfunction in Autism Spectrum Disorders: From Research to Practice.* **Part 3. Interventions to Address Executive Function Processes.** *Meltzer, Pollica, Barzilai, Executive Function in the Classroom: Embedding Strategy Instruction into Daily Teaching Practices. Gaskins, Satlow, Pressley, Executive Control of Reading Comprehension in the Elementary School. Graham, Harris, Olinghouse, Addressing Executive Function Problems in Writing: An Example From the Self-regulated Strategy Development Model. Roditi, Steinberg, The Strategic Math Classroom: Executive Function Processes and Mathematics Learning. Gaskins, Pressley, Teaching Metacognitive Strategies That Address Executive Function Processes Within a Schoolwide Curriculum. D. Rose, K. Rose, Deficits in Executive Function Processes: A Curriculum-based Intervention.*

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Pb: 978-1-60623-646-8: £16.95

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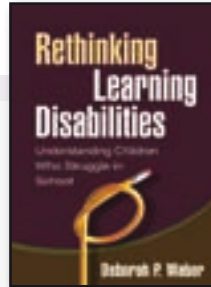


## Rethinking Learning Disabilities

### Understanding Children Who Struggle in School

Deborah P. Waber

Harvard Medical School, Children's Hospital Boston, USA



"Waber's wise and thoughtful book is a revelation. Most books about learning disabilities are too narrowly focused on one aspect of the problem to understand or address it meaningfully. As a first-rate neuropsychological researcher, Waber has the ability to consider, and then integrate, all of the parts of the whole child: genetics, neuroscience, development, psychology, epigenetics. As a practicing clinician who sees real children from real schools, she also has the vision to recognize that learning disabilities cannot be adequately understood or remediated by considering only the child. Her developmental approach – addressing the

abilities and disabilities of both children and their environments – is clear sighted, refreshing, brilliant, and hopeful." - **David Rose, Chief Education Officer, Center for Applied Special Technology, Wakefield, Massachusetts; Lecturer, Harvard Graduate School of Education, USA**

Since the mid-1960s, teachers, parents, psychologists, and administrators have grappled with the seemingly simple question: what is a learning disability? More than four decades later, experts have yet to reach consensus on what a learning disability is, how to determine if a child has one, and what to do about it. In this groundbreaking volume, leading researcher and clinician Deborah Waber offers an alternative to the prevailing view of learning disability as a problem contained within the individual. Her novel developmental approach is based on state-of-the-science knowledge and has direct practical implications for helping children who struggle in school.

The book demonstrates that learning difficulties are best understood as a function of the developmental interaction between the child and the world. Waber explores how academic performance is shaped by the dynamic interplay of neurological and genetic processes, family experiences, teacher characteristics, the classroom environment, and other factors. A series of chapter-length case studies illustrate a comprehensive evaluation approach that provides a deeper understanding of each child's developmental trajectory and learning needs. The cases also show how intervention can focus on problem solving to improve the 'fit' between the child and the world, rather than repairing specific skills deficits. Described are ways in which clinicians and educators can collaborate with parents to achieve positive outcomes for children. The volume also includes examples of unsuccessful interventions and their long-term negative consequences, underscoring the importance of providing services that truly meet children's needs.

Combining scholarly rigor with accessibility and real-world relevance, this book belongs on the desks of neuropsychologists; general and special educators; school, developmental, and clinical child psychologists; and speech-language pathologists.

#### Contents

**Part 1. The Developmental Approach to Learning Disabilities.** 1. The Dilemma: What is a Learning Disability? 2. A Learning Disability is a Developmental Problem. 3. A Developmental Science Perspective on Learning Disabilities. 4. A Lifespan Perspective on Learning Disabilities. 5. Identifying Learning Disabilities: Insights from a Developmental Approach. 6. Insights from Cognitive Neuroscience: Automatic and Effortful Processing. **Part 2. Diagnosing the Child-World Interaction.** 7. Identical Twins. 8. An Adequate Achiever with Learning Problems. 9. Beyond a 'Reading Problem'. 10. Learning-disabled Children Grown Up. 11. A Developmental Strategy for Resolving the Dilemma. Appendix: Publications of the Children's Hospital Boston Learning Disabilities Program.

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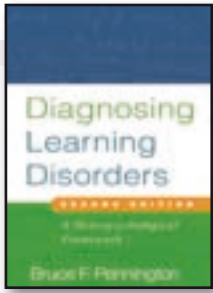
# Diagnosing Learning Disorders

## A Neuropsychological Framework

2nd Edition

**Bruce F. Pennington**

University of Denver, USA



"This updated work has been eagerly awaited. Pennington provides a basic understanding of the most common learning disorders, complete with the latest genetic and neuroscientific knowledge and clear examples of clinical presentations. In the second edition, the review of unproven therapies is novel and will surely prove useful to clinicians, who are frequently asked by families about these treatments. This book will become a classic for graduate students and practitioners in pediatric neuropsychology, child clinical psychology, and educational psychology." - **Deborah Waber, Department of**

**Psychiatry, Harvard Medical School, Children's Hospital Boston, USA**

From a trusted expert in the field, this authoritative work provides an accessible overview of what learning disorders are, how they develop, and how to diagnose and treat them effectively. The second edition has now been substantially revised and expanded to reflect significant clinical and research advances. The author presents the most current neuroscientific knowledge on a range of conditions, including dyslexia, autism spectrum disorders, attention-deficit/hyperactivity disorder, and others. Practitioners gain vital insights and tools for making sense of children's impairments and strengths, collecting and interpreting diagnostic data from a variety of sources, and linking diagnosis to evidence-based interventions.

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- Now grounded in a multiple cognitive-deficit model of learning disorders, replacing the prior edition's modular, single-deficit model
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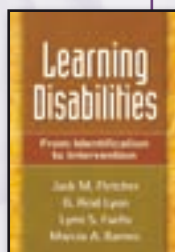
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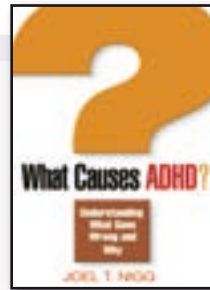
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### Understanding What Goes Wrong and Why

**Joel T. Nigg**

Michigan State University, USA



"Few books directly address the causes of ADHD in anything more than cursory detail, and fewer still are well grounded in contemporary scientific findings. Nigg's much-needed book fills this void beautifully. The book offers as complete a picture of the likely causes of ADHD as current science permits, while rendering this very technical and complex literature into an easily understandable, no-nonsense form. Scientists working on ADHD will find this book very useful and informative.

Clinicians will find a state-of-the-art summation of the causes of ADHD and a framework for explaining related issues and controversies to patients and families. Everyone can learn

something about ADHD from this thoughtfully crafted and thoroughly documented book." - **Russell A. Barkley, Department of Psychiatry, SUNY Upstate Medical University, USA**

Synthesizing a wealth of recent neuropsychological research, this groundbreaking book focuses on the multiple pathways by which Attention-Deficit/Hyperactivity Disorder (ADHD) develops. Joel T. Nigg marshals the best available knowledge on what is actually going on in the symptomatic child's brain and why, tracing the intersecting causal influences of genetic, neural, and environmental factors. In the process, the book confronts such enduring controversies as the validity of ADHD as a clinical construct. Specific suggestions are provided for studies that might further refine the conceptualization of the disorder, with significant potential benefits for treatment and prevention.

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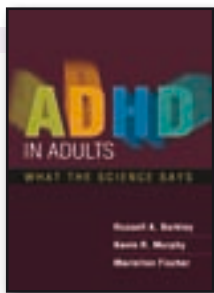
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# ADHD in Adults

## What the Science Says

**Russell A. Barkley**, State University of New York Upstate Medical University at Syracuse, USA; **Kevin R. Murphy**, Adult ADHD Center of Central Massachusetts, USA; **Mariellen Fischer**, Medical College of Wisconsin, Milwaukee, USA



"Remarkable. ... [It] will be an enormous resource for years to come. In an area still fraught with so much misunderstanding and lack of awareness, not just among the general public but also among medical and mental health professionals, the authors have done all of us a great service – clinicians, researchers, and consumers alike." - *Journal of Attention Disorders*

Providing a new perspective on ADHD in adults, this compelling book analyzes findings from two major studies directed by leading authority Russell A. Barkley. Groundbreaking information

is presented on the significant impairments produced by the disorder across major functional domains and life activities. Thoughtfully considering the treatment implications of these findings, the book also demonstrates that existing diagnostic criteria do not accurately reflect the way ADHD is experienced by adults, and points the way toward developing better criteria that center on executive function deficits. Accessible tables, figures, and sidebars encapsulate the study results and offer detailed descriptions of the methods used.

### Contents

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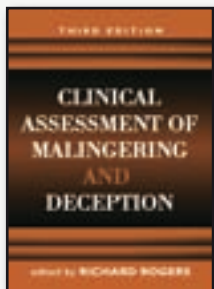


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## Clinical Assessment of Malingering and Deception

3rd Edition

**Richard Rogers** (Ed.)  
University of North Texas, USA



"This edited book demonstrates the remarkable expansion in the field of malingering and other forms of deception since its first edition in 1988. ... A huge strength of the book is the exceptional breadth of relevant subject matter, the appropriate detail and comprehensiveness of each chapter and their consistently good quality." - **Gisli Gudjonsson**, Institute of Psychiatry, King's College, London, UK, in *The British Journal of Psychiatry*

Widely regarded as the standard reference in the field, this book, now in its third edition, provides essential tools for understanding and assessing malingering and other response styles in forensic and clinical contexts. An integrating theme for the substantially expanded third edition is the systematic application of detection strategies as conceptually grounded, empirically validated methods that bridge different measures and populations. From leading practitioners and researchers, the volume presents major theoretical, empirical, and clinical advances. Coverage of multiscale inventories and feigned cognitive impairment has been doubled, and new chapter topics include feigned medical presentations, factitious disorders, and forensic evaluations.

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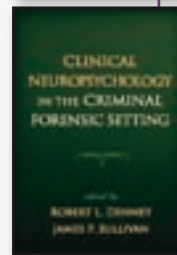
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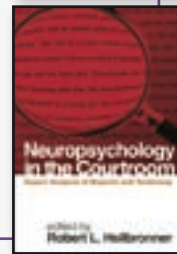
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