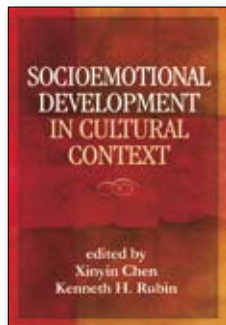


Developmental Psychology

Socioemotional Development in Cultural Context

Xinyin Chen, University of Pennsylvania, USA
Kenneth H. Rubin, University of Maryland, USA (Eds.)

SOCIAL, EMOTIONAL, AND PERSONALITY DEVELOPMENT SERIES



"This volume signals a new stage in our thinking about the role of culture in socioemotional development. As the distinguished contributors demonstrate, the study of culture has moved from description to process, from static to dynamic, and from a single- to a multilevel enterprise. Scholars and students across a range of disciplines will find the volume's theoretical, applied, and policy insights of great value. Highly recommended."

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Filling a significant gap in the literature, this book examines the impact of culture on the social behaviors, emotions, and relationships of children around the world. It also explores cultural differences in what is seen as adaptive or maladaptive development. Eminent scholars discuss major theoretical perspectives on culture and development and present cutting-edge research findings. The volume addresses key aspects of socioemotional functioning, including emotional expressivity, parent-child and peer relationships, autonomy, self-regulation, intergroup attitudes, and aggression. Implications for culturally informed intervention and prevention are highlighted.

This book will be invaluable to developmental, social, educational, and child clinical psychologists, and other researchers and practitioners who work with children. It may also serve as a supplemental text in graduate-level courses.

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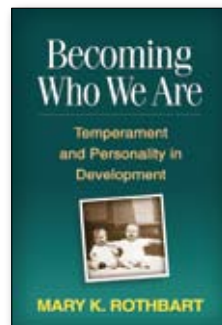
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Becoming Who We Are: Temperament and Personality in Development

Mary K. Rothbart
 University of Oregon, USA

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Brain and Cognitive Development, Birkbeck College, University of London, UK

"This outstanding book from the foremost world expert on temperament offers a creative and authoritative synthesis. A broad range of interrelated topics are addressed, including the development and structure of temperament and personality; connections to competence, conscience, and psychopathology; meaning structures; biological and environmental contributions to temperament; and interventions. Rothbart clarifies the multiple levels of factors that contribute to the course of human development. There is something for all developmental scientists and students in this accessible and well-written book."

- **Nancy Eisenberg, Regents' Professor of Psychology, Arizona State University, USA**

This definitive work comprehensively examines the role of temperament in the development of personality and psychopathology. Preeminent researcher Mary Rothbart synthesizes current knowledge on temperament's basic dimensions; its interactions with biology, the social environment, and developmental processes; and influences on personality, behavior, and social adjustment across the lifespan. In a direct and readable style, Rothbart combines theory and research with everyday observations and clinical examples. She offers new insights on 'difficult' children and reviews intervention programs that address temperamental factors in childhood problems.

This book will be invaluable to developmental psychologists; personality/social psychologists; child clinical psychologists and other mental health practitioners. It will also serve as a text in graduate-level courses.

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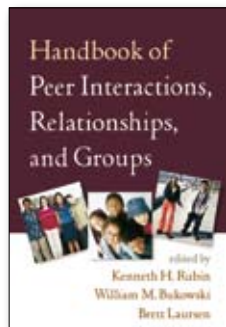
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Handbook of Peer Interactions, Relationships, and Groups

Kenneth H. Rubin, University of Maryland, College Park, USA;
William M. Bukowski, Concordia University, Quebec, Canada;
Brett Laursen, Florida Atlantic University, USA (Eds.)

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"Outstanding. The relationships of children and adolescents with their peers are examined with exceptional thoroughness and authority by the key researchers in the field. ... The breadth of the topics covered and the clarity and accessibility of the writing make this book an excellent text for developmental psychology students." - **Judith F. Dunn**, Institute of Psychiatry, Kings College London, UK

This comprehensive, authoritative handbook covers the breadth of theories, methods, and empirically-based findings on the ways in which

children and adolescents contribute to one another's development. Leading researchers review what is known about the dynamics of peer interactions and relationships from infancy through adolescence. This book will be invaluable to researchers, practitioners, and students in developmental, clinical, school, and educational psychology; counseling; and related disciplines. It may also serve as a text in graduate-level courses such as Peer Relations, Social Development, and Child and Adolescent Development.

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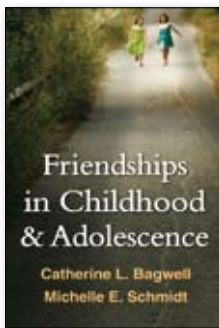
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Friendships in Childhood and Adolescence

Catherine L. Bagwell, University of Richmond, USA
Michelle E. Schmidt, Moravian College, Bethlehem, USA

GUILFORD SERIES ON SOCIAL AND EMOTIONAL DEVELOPMENT



"This clear and authoritative book is a splendid resource for all those interested in children's friendships – their drama and excitements, pleasures and problems. It covers a broad range of topics with exemplary thoroughness; where the research findings are inconsistent, the authors keep a sharp eye on the empirical evidence. The focus includes topics of clinical interest, such as attachment relationships, antisocial and aggressive behavior; deviance, and what is known from intervention studies. Most strikingly, the book highlights key questions raised by the research

findings and by the gaps in what we know. This questioning approach makes it a stimulating read, of real value for upper-level undergraduates, graduate students, and their teachers." - **Judy Dunn**, Institute of Psychiatry, Kings College London, UK

"This beautifully written book illuminates the ordinary magic of children's and adolescents' friendships. The book integrates diverse theoretical perspectives and the sprawling research literature on friendship in an accessible, engaging manner, with lively examples all along the way. It will be of great interest to everyone who seeks to understand children's friendships: researchers, clinicians, students of social development, educators, and all who desire to foster positive relationships between young people. It is also well suited as a text for undergraduate and graduate courses on social development and seminars on friendship and close relationships." - **Marion K. Underwood**, Ashbel Smith Professor of Psychological Sciences, University of Texas, USA

Highly readable and comprehensive, this volume explores the significance of friendship for social, emotional, and cognitive development from early childhood through adolescence. The authors trace how friendships change as children age and what specific functions these relationships play in promoting adjustment and well-being. Compelling topics include the effects of individual differences on friendship quality, ways in which certain friendships may promote negative outcomes, and cutting-edge research approaches. Examining what clinicians, educators, and parents can do to help children who struggle with making friends, the book reviews available interventions and identifies important directions for future work in the field.

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Handbook of Developmental Research Methods

Brett Laursen, Florida Atlantic University, USA; **Todd D. Little**, University of Kansas, USA; **Noel A. Card**, Division of Family Studies and Human Development, University of Arizona, USA (Eds.)

"In 41 chapters, this volume covers a very wide range of research methods, all extremely relevant to the developmental researcher. I know of no other handbook that even comes close to being so generally useful to young developmental researchers seeking to improve their knowledge of research methods. Numerous advanced topics are also treated – in many cases in depth – making the book valuable for methodologists as well. A highly commendable feature is the discussion of each method's applicability and assumptions." - **Lars R. Bergman**, Department of Psychology, Stockholm University, Sweden

"The study of developmental change is a cardinal activity of behavioral and social science, but determining how to do it has prompted denial, disagreement, and despair for nearly a century. The contributors to this excellent volume are an outstanding group whose qualifications for guiding the field at this point in our history are truly stellar. Graduate students and faculty members alike will find this well-organized, highly informative volume indispensable as they articulate questions, design research, and analyze data pertaining to the study of change." - **John R. Nesselrode**, **Hugh Scott Hamilton Professor of Psychology, University of Virginia, USA**

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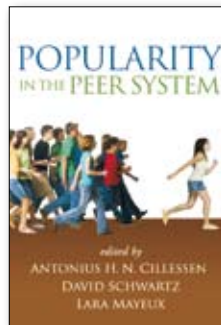
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Popularity in the Peer System

Antonius H.N. Cillessen, Radboud University, Nijmegen, The Netherlands; **David Schwartz**, University of Southern California, USA; **Lara Mayeux**, University of Oklahoma, USA (Eds.)



"This timely volume returns to a classic topic to summarize recent advances in studying popularity. The coverage of conceptual and methodological issues is especially strong. From leading scholars in the burgeoning field of peer relationships, the volume is certain to be an important reference for newcomers to the topic of popularity as well as those who have long studied the issue. It would be a good text for an advanced graduate seminar on peer relationships." - **Brett Laursen**, Department of Psychology, Florida Atlantic University, USA

"Why do young people seek popularity? Why do popular youth manifest a mix of prosocial and antisocial behaviors? Popularity in the Peer System provides clear answers to these questions. If this up-to-date, practical reference does not convince you that popularity and likeability are two different concepts, nothing ever will!" - **René Veenstra**, Department of Sociology, University of Groningen, The Netherlands

Bringing together leading researchers, this is the first volume to comprehensively examine popularity among children and adolescents: what it is, how it is attained, and its impact on peer interaction and individual development. The book clarifies how popularity is distinct from being socially accepted or well liked and how it is different for girls and boys. Behaviors that characterize popular peers are explored, as are the developmental benefits and risks of popularity and its connections to peer influence processes. Innovative measurement approaches and research designs are clearly described.

This book will be invaluable to researchers, practitioners, and students in developmental, clinical, school, and educational psychology; counseling; and related disciplines. It may also serve as a supplemental text in graduate-level courses.

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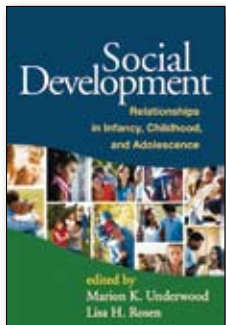
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Social Development Relationships in Infancy, Childhood, and Adolescence

Marion K. Underwood, Lisa H. Rosen, University of Texas at Dallas, USA (Eds.)



"This volume covers exciting research advances in social development, with chapters from the best scholars in the field. It is an invaluable resource for social development researchers and an extraordinary text for graduate or upper-level undergraduate courses. Anyone interested in the social development of children and adolescents should read this book." - **Martha J. Cox**, Director, Center for Developmental Science, University of North Carolina at Chapel Hill, USA

"A great guide to social development in childhood and adolescence. Leading authorities provide comprehensive overviews that incorporate the foundations of the field, the latest findings, and cutting-edge research directions. Newcomers will learn essential information, while experts will have lots of interesting new ideas and findings to ponder. This book is an excellent text for both advanced undergraduate and graduate courses. It is organized around multiple themes (self and relationships, social behaviors, contexts, and risk and resilience), which provides a deeper perspective than any single theme could. The number and length of chapters make it easy to design a syllabus around. This book is truly a winner!" - **Wyndol Furman, John Evans**, Professor and Director of Clinical Training, Department of Psychology, University of Denver, USA

This authoritative, engaging text examines the key role of relationships in child and adolescent development, from the earliest infant-caregiver transactions to peer interactions, friendships, and romantic partnerships. Following the sequence of a typical social development course, sections cover foundational developmental science, the self and relationships, social behaviors, contexts for social development, and risk and resilience. Leading experts thoroughly review their respective areas and highlight the most compelling current issues, methods, and research directions. End-of-chapter suggested reading lists direct students and instructors to exemplary primary sources on each topic.

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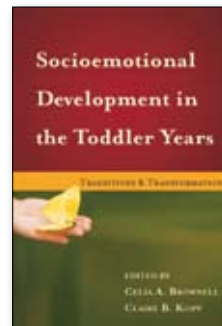
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Socioemotional Development in the Toddler Years Transitions and Transformations

Celia A. Brownell, Department of Psychology, University of Pittsburgh, USA

Claire B. Kopp, private practice, Los Angeles, CA, USA (Eds.)



"An extraordinary gift to the field. The book's clarifying, holistic vision of the toddler years, cutting-edge scholarship, expansive coverage, and readability make it an indispensable treasure trove of knowledge for researchers, teachers of early childhood courses, graduate students desiring to deepen their understanding of this vital period of change, and clinicians focusing on early prevention and treatment of developmental problems." - **Laura E. Berk**, Distinguished Professor of Psychology, Illinois State University, USA

This volume explores the key developmental transitions that take place as 1- to 3-year-olds leave infancy behind and begin to develop the social and emotional knowledge, skills, and regulatory abilities of early childhood. Leading investigators examine the multiple interacting factors that lead to socioemotional competence in this pivotal period, covering both typical and atypical development. Presented is innovative research that has yielded compelling insights into toddlers' relationships, emotions, play, communication, prosocial behavior, self-control, autonomy, and attempts to understand themselves and others. The final chapter presents a systematic framework for socioemotional assessment.

This book will be important reading for developmental psychologists, early childhood education researchers and professionals, and students in these areas. It will also be of interest to mental health clinicians working with young children and their families. It could serve as a text in graduate-level courses in social development or early childhood development.

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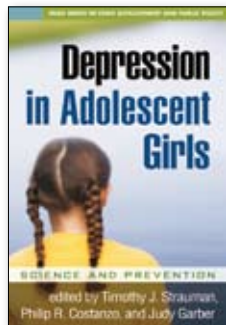
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Depression in Adolescent Girls

Science and Prevention

Timothy J. Strauman, Philip R. Costanzo, Duke University, USA; **Judy Garber**, Vanderbilt University, USA (Eds.)

DUKE SERIES IN CHILD
DEVELOPMENT AND PUBLIC POLICY



“Given the high personal and societal costs of depression in adolescent girls, this volume intends to move the field forward by sharing the latest findings from basic and prevention science. Chapters by leading experts are not only informative but will also be motivating for scholars, practitioners, and students. The editors are to be commended for producing such a timely and readable volume.” - **Constance L. Hammen, Distinguished Professor, Department of Psychology, University of California, Los Angeles, USA**

“It is critical that we gain a better understanding of factors that contribute to the onset and maintenance of depression so that we can develop effective programs for treatment and, equally important, for prevention. Strauman et al. have assembled a stellar group of contributors to address psychological and biological aspects of depression in adolescent girls, with a strong focus on prevention. The authors are internationally recognized experts in their fields and, as one would expect, the chapters are exceptionally rich in detail and well researched. This welcome volume belongs on the bookshelf of anyone interested in understanding developmental aspects of depression.” - **Ian H. Gotlib, David Starr Jordan Professor, Department of Psychology, Stanford University, USA**

Compared to boys, adolescent girls face an increased risk of depression and repeated recurrences throughout adulthood. This unique volume presents a comprehensive multidisciplinary framework for understanding how girls become vulnerable to mood disorders and how that vulnerability might be reduced. The contributors are leading scholars at the cutting edge of theory, research, intervention, and policy. The chapters cover new developments in the science of depression – from genes to biological, psychological, and social processes – and explore how the research is being translated into innovative prevention efforts.

Contents

Part 1. Introduction. T.J. Strauman, P.R. Costanzo, J. Garber; Depression in Adolescent Girls: Challenges for Basic Science and Prevention. **Part 2. Basic Science Perspectives.** E.J. Costello, A. Angold, Contributions from Epidemiology. H.M.S. Zavos, A.M. Gregory, J.Y.F. Lau, T.C. Eley; New Behavior-Genetic Approaches to Depression in Childhood and Adolescence: Gene-Environment Interplay and the Role of Cognitions. A.H. Mezulis, J.S. Hyde, J. Simonson, A.M. Charbonneau, Integrating Affective, Biological, and Cognitive Vulnerability Models to Explain the Gender Difference in Depression: The ABC Model and its Implications for Intervention. E.M. Foster, B. Heier-Leitzell, The Public Costs of Depression in Adolescent Girls. K. McLaughlin, S. Nolen-Hoeksema, The Role of Rumination in Promoting and Preventing Depression in Adolescent Girls. M. Little, I.N. Sandler, E. Schoenfelder, S.A. Wolchik, A Contextual Model of Gender Differences in the Development of Depression after the Death of a Parent. A.A. Papadakis, T.J. Strauman, Stress, Coping, Socialization, and Goals: A Self-regulation Perspective on Gender and Depression in Adolescence. **Part 3. Prevention Science Perspectives.** J. Garber, L.E. Downs, Prevention of Depression in Youth: Sex Differences in Effects. G. Clarke, L. DeBar, B.J. Yarborough, Primary Prevention of Secondary Depression: Indirect Prevention of Depression in Girls by Treating or Preventing Primary Obesity or Insomnia. J.E. Gillham, T.M. Chaplin, Preventing Girls' Depression during the Transition to Adolescence. B.E. Compas, G. Keller, R.L. Forehand, Preventive Intervention in Families of Depressed Parents: A Family Cognitive-Behavioral Intervention.

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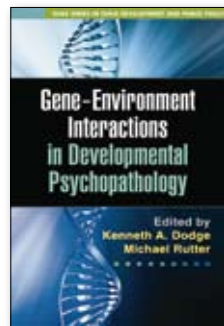
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Gene–Environment Interactions in Developmental Psychopathology

Kenneth A. Dodge, Duke University, North Carolina, USA
Michael Rutter, Institute of Psychiatry, Kings College London, UK (Eds.)

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“The recent explosion of research on gene–environment interaction has excited psychologists, psychiatrists, anthropologists, and neuroscientists, to name a few of the fields being transformed by work that simply did not exist a decade ago. When the leading lights of any burgeoning new arena of inquiry are assembled to share their insight and understanding – as they are in this fascinating volume – students and scholars wise enough to drink from the well can be assured of being intellectually nourished. This book will afford graduate students and established academics a state-of-the-art understanding of the

complex interplay of nature and nurture in shaping human behavior and development, along with implications for intervention and public policy.” - **Jay Belsky, Robert M. and Natalie Reid Dorn Professor, Department of Human and Community Development, University of California, Davis, USA**

Bringing together foremost experts, this book reviews groundbreaking gene–environment research and explores implications for clinical practice, prevention, and public policy. Presented is cutting-edge work on the interplay of genetic factors and childhood experiences in the development of mental disorders such as depression, conduct disorder, and schizophrenia. Essential topics include what scientists currently know about ‘susceptibility genes’; the mechanisms by which maltreatment and other stressors interact with biological susceptibilities across development; and factors that make certain children more resilient than others. Future directions for personalizing treatment and prevention efforts, thus making them more effective, are discussed.

This book will be important reading for developmental and clinical psychology researchers, epidemiologists, and policymakers in the area of child and family health. It may also serve as a supplemental text in graduate-level courses.

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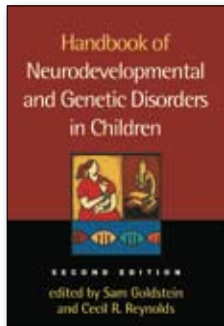
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Second Edition

Sam Goldstein, Clinical Director, Neurology, Learning, and Behavior Center, Salt Lake City, UT, USA

Cecil R. Reynolds, Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A&M University, USA (Eds.)



"An excellent introduction to the science and practice underlying the assessment, diagnosis, and treatment of children with complex neurodevelopmental conditions. The Handbook is a terrific resource for clinicians in training, both in the classroom and when they are on externship or internship, as well as for those currently in practice. This updated second edition will become a 'go-to guide' for pediatric and clinical child neuropsychologists." - **Scott J. Hunter**, Director, **Pediatric Neuropsychology, and Director, Clinical Psychology Training Program, University of Chicago, USA**

"This comprehensive handbook integrates the genetic and neurological aspects of neurodevelopmental conditions with the neuropsychological aspects. This is an excellent resource for all clinicians who care for children, providing them with a better understanding and broader picture of neurodevelopmental conditions." - **Mark L. Wolraich, Shaun Walters** Professor of Pediatrics and Director, Child Study Center, University of Oklahoma Health Sciences Center, USA

Recognized as the definitive reference in the field, this book addresses a broad range of biologically-based disorders that affect children's learning and development. Leading authorities review the genetics of each disorder; its course and outcome; associated developmental, cognitive, and psychosocial challenges; and what clinicians and educators need to know about effective approaches to assessment and intervention. Coverage encompasses numerous lower-incidence neurodevelopmental disabilities as well as more frequently diagnosed learning and behavior problems with a genetic component.

New to this edition:

- » Incorporates the latest scientific knowledge and clinical practices
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- » Lower-incidence disorders not covered in the prior edition: mitochondrial disease, major cortical anomalies, spina bifida, and inborn errors of metabolism.

This book will be of importance to neuropsychologists, pediatric and child clinical psychologists, educational and school psychologists, child psychiatrists, speech-language pathologists, pediatric neurologists, and pediatricians; also of interest to special educators. It will also serve as a text in graduate-level courses.

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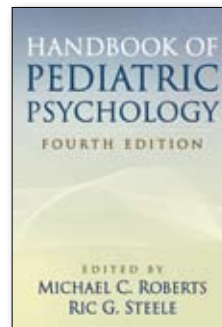
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Sam Goldstein, Clinical Director, Neurology, Learning, and Behavior Center, Salt Lake City, USA

Michael C. Roberts, Ric G. Steele, Clinical Child Psychology Program, University of Kansas, USA (Eds.)



"A thorough introduction and overview of pediatric psychology. ... A good reference source for this burgeoning and complex field. It could be a good text for any graduate behavioral medicine program, especially where there is a focus on children." - **Child and Family Behavior Therapy**

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Sponsored by the Society of Pediatric Psychology, this state-of-the-science work is recognized as the definitive reference in the field. In concise, peer-reviewed chapters, leading authorities comprehensively examine links between psychological and medical issues in children and adolescents. Psychosocial aspects of specific medical problems and developmental, emotional, and behavioral disorders are reviewed. The volume showcases evidence-based approaches to intervention and prevention. It describes innovative ways that professionals can promote positive health behaviors; help children and families cope with medical conditions and their treatment; and collaborate across disciplines to deliver effective clinical services in primary care, mental health, and school settings.

New to this edition:

- » Thoroughly revised to incorporate the latest information and clinical applications
- » More than twenty-five new chapters
- » Heightened focus on evidence-based practice
- » New topics include child clinical neuroscience, palliative care, eHealth applications, school re-entry, allergic disorders, cultural diversity issues, positive psychology, and research methods.

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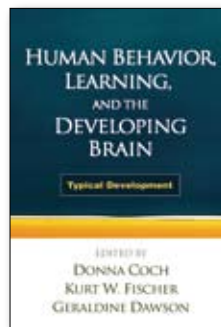
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Donna Coch, Department of Education, Dartmouth College, USA; **Kurt W. Fischer**, Harvard Graduate School of Education, USA; **Geraldine Dawson**, Departments of Psychology and Psychiatry and Behavioral Sciences, University of Washington, USA (Eds.)



"The text is very tightly referenced, with great care taken to demonstrate the evidence bases used to inform theory development and conclusions. ... All chapters are very readable, unfolding like good detective stories. ... I would commend this book most strongly as a balanced and authoritative reference." - Educational Review
"An insightful, data-driven book connecting the fields of brain development, cognitive processing, and behavioral science. ... Most chapter authors include basic descriptions and definitions of concepts from developmental neuropsychology, as well as describe neuroimaging techniques. This

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This volume brings together leading authorities from multiple disciplines to examine the relationship between brain development and behavior in typically developing children. Presented are innovative cross-sectional and longitudinal studies that shed light on brain-behavior connections in infancy and toddlerhood through adolescence. Throughout, the volume gives particular attention to what the research reveals about ways to support learning and healthy development in all children. Illustrations include four pages in full color.

This book will be important reading for researchers, advanced students, and practitioners in developmental and cognitive neuroscience, neuropsychology, developmental psychology, clinical psychology, education, and psychiatry. It could also serve as a text in graduate-level courses on learning and the brain, developmental and cognitive neuroscience, and related topics.

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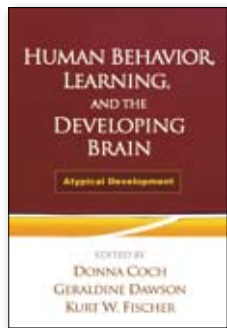
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Human Behavior, Learning, and the Developing Brain Atypical Development

Donna Coch, Department of Education, Dartmouth College, USA;
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"A fascinating introduction to the rapidly developing field of developmental cognitive neuroscience and its implications for advancing our understanding of developmental psychopathology. It should be particularly valuable in orienting graduate students to exciting new possibilities for increasing understanding and remediation of debilitating disabilities." - PsycCRITIQUES

"The stellar array of authors represented in this volume guarantees that the reader will be provided with state-of-the-art information about neurodevelopmental disorders." - Uta Frith,

Institute of Cognitive Neuroscience and Department of Psychology, University College London, UK

Thoroughly examining brain-behavior relationships in atypically developing children, this important volume integrates theories and data from multiple disciplines. Leading authorities present research on specific clinical problems. Demonstrating the uses of cutting-edge methods from developmental neuroscience, developmental psychology, and cognitive science, the contributors emphasize the implications of their findings for real-world educational and clinical practices. Illustrations include eight pages in full color.

This book will be important reading for researchers, advanced students, and practitioners in developmental and cognitive neuroscience, neuropsychology, developmental psychology, clinical psychology, education, and psychiatry; also of interest to advanced students. It could also serve as a text in graduate-level courses on learning and the brain, developmental and cognitive neuroscience, neurodevelopmental disorders, and related topics.

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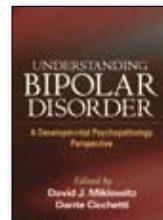
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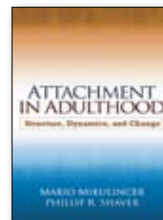
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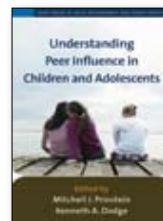
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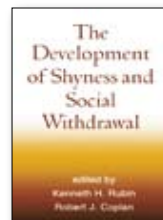
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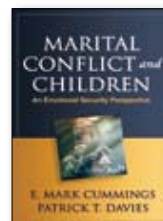
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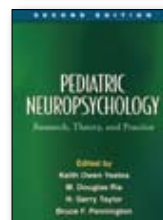
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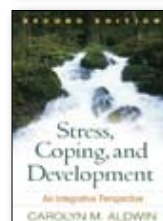
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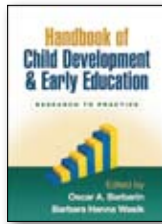
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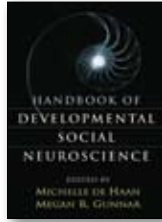
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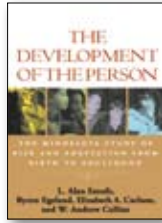
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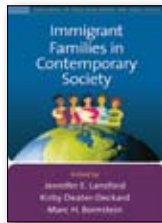
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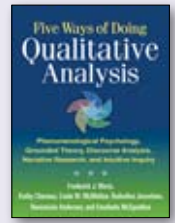
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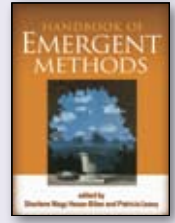
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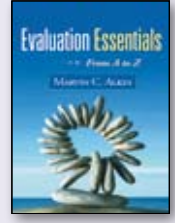
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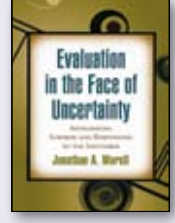
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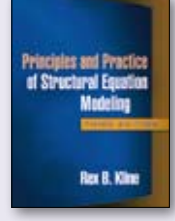
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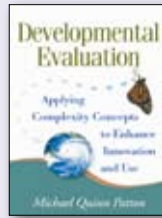
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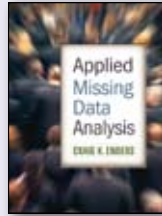
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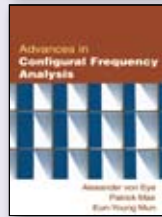
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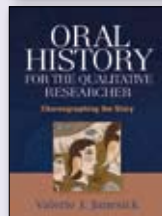
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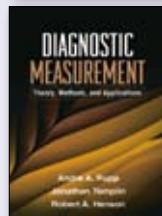
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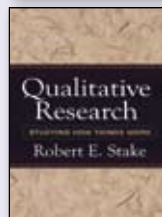
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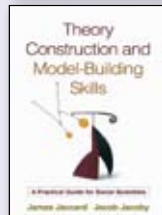
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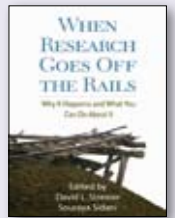
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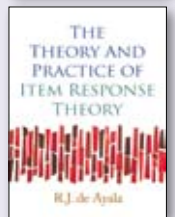
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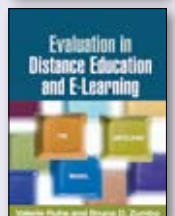
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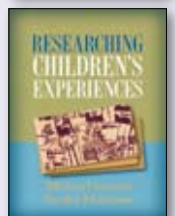
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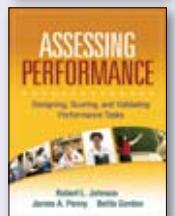
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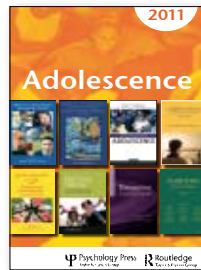
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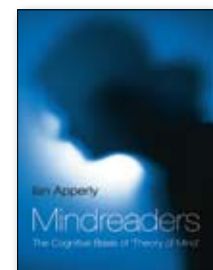
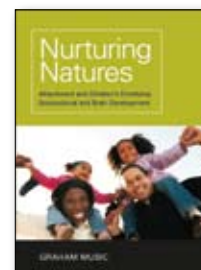
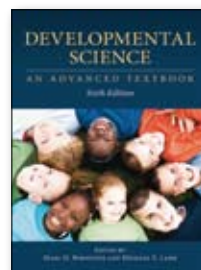
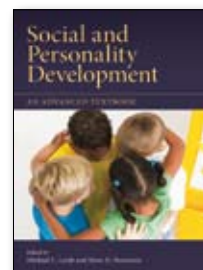
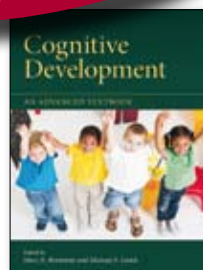
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